LESSON ORGANIZATION MODEL BASED ON PERSONAL EDUCATION IN SECONDARY SCHOOLS

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Abstract
In recent years, the interest of foreign and domestic scientists in the field of secondary education, their interest in the individualization of various concepts and methods, and their interest in personalization have increased significantly. In the theory and practice of person-oriented education, the importance of taking into account the interaction of cognitive, emotional, and behavioral mechanisms of personal activity is increasing. Within a person-centered approach, it is important to use some methods of influencing the cognitive, emotional, and behavioral aspects of learners based on the tasks of each phase of teaching. For example, at one stage of the lesson, the dynamic approach is useful and expands the scope of knowledge of the learner, at another stage - it helps to develop new, constructive actions of behavior.

The development of a person-oriented educational model is related to the further development of the doctrine of the person, and his working mechanisms. The concept of personality based on the psychology of relationships by A.F. Lazursky [4] and V. Developed by M. Myasishevlar [5]. According to the theory of this scientist, the concept of personal relationships (first of all, relationships to oneself and others), and its conflict with various educational situations, determines the source of tension and failures of the student in an effective education. Reflecting the general trends in the development of personality theory, several leading foreign scientists such as N.P. Pavlov and V.M. Bekhterev have proven that personality-oriented education has a certain similarity with psychological trends, in particular, psychodynamic and behavioral trends. It is necessary to based on behavioral psychology to effectively solve the tasks of person-oriented education, as well as to eliminate wrong stereotypes and to develop new, effective methods of person-oriented pedagogical educational technologies.

The introduction of some theoretical approaches and specific techniques into the person-oriented education system allows us to understand the goal, that is, the student's own needs, problems, and methods of solving them in educational activities. In general, the goal of person-centered education can be defined as the student's self-awareness. Certain tasks reflect the step-by-step nature of the person-oriented process: from studying the student and the student's personality, through awareness,

to changing (correcting) his attitudes and the inadequacy of emotional and behavioral stereotypes caused by them, which leads to a complete violation of personal activity. Person-centered education is based on the equal use of cognitive, emotional, and behavioral mechanisms. Therefore, the goals and tasks of teaching within a certain direction are formulated in a general way for individual and collective education and are solved with the help of various tools used in each of these forms [2].

Existing models of person-oriented pedagogy can be divided into three main groups: socio-pedagogical, didactic, and psychological.

The socio-pedagogical model implements the requirements of the society that formed the social procedures for education - the education of a person with predetermined characteristics. Society has formed a typical model of such a person through all existing educational institutions. The task of the school is, first of all, to ensure that each student fits this model as he grows up, and is a unique carrier of it. The school understood the individual as a type of general phenomenon, an "average" phenomenon, a carrier, and a speaker of mass culture. This gave rise to basic social requirements for the individual: subordination of personal interests to public interests, conformity, obedience, collectivism, etc.

The educational process is aimed at creating equal learning conditions for everyone, in which everyone achieved the planned results. The technology of the educational process is based on the idea of pedagogical guidance, training, and correction of the person "from the outside", without taking into account the subjective experience of the student, and the learner is not considered an active creator of his development.

Metaphorically, the focus of this technology can be described as follows: "I don't care who you are now, but I know who you need to be and I will achieve it." Thus, the well-known pedagogical optimism, authoritarianism, uniformity of educational programs, methods, and forms, as well as the global goals of general secondary education (education of a well-rounded, comprehensively developed person) were formed.

The didactic model of person-oriented pedagogy, its development is traditionally associated with the organization of scientific knowledge taking into account the subject content. This is a unique subject differentiation that allows for an individual approach to teaching.

Knowledge itself is a means of individualizing education. Knowledge is organized taking into account the objective difficulty of the subject, novelty, level of integration, rational teaching methods, "portion" of the material, complexity of its processing, etc. Didactics was built based on differentiation of the subject, and its purpose was to determine the following: 1) the student's preferences for working with materials of different subjects; 2) interest in studying it in depth; 3) directing the student to engage

in various disciplines (professions). The methodology of subject differentiation was based on taking into account the complexity and quantity of the educational material. Until recently, the psychological model of person-oriented pedagogy was understood in terms of recognition of differences in cognitive abilities, understood as complex psychological education due to factors of genetic, anatomical, physiological, and social causes and their complex interaction. In the process of education, cognitive abilities are manifested in the ability to learn, and this is described as the ability of a person to absorb knowledge.

It is necessary to learn to see the world through the eyes of a child, to understand his individuality based on his interests, to be happy with his achievements, and at the same time to build the relationship between the teacher and the student based on personality.

The ideas and principles of person-oriented education, and psychological and pedagogical foundations created by Doctor of Psychology I.S.Yakimanskaya are the most optimal model for solving the problems of personality development of students, determining their individuality through teaching [3].

According to the concept of person-oriented education, each student is an active subject of a personal learning space with his characteristics, values, attitude to the surrounding world, and subjective experience. In the context of a person-centered approach, each student appears to the teacher as a unique phenomenon. A teacher helps each student to realize their potential, achieve learning goals and develop a personal learning trajectory.

The person-oriented education model, first of all, provides the student with freedom of choice in the educational process. Within it, it is not the student who corresponds to the established style of the teacher, but the teacher who has various technological tools and coordinates his techniques and working methods with the knowledge style of child education. We believe that the development of abilities and cognitive strategies, value orientations, and self-understanding should be the center of the new didactics focused on the individual, realizing that the results of education are ultimately manifested in knowledge, skills, and abilities, without reducing their importance. It is these didactics that make education person-centered.

The model of person-oriented education that we offer is N.A. It is based on the following principles developed by Alekseev [1]:

- the goal of education and upbringing should be personal development;
- teachers and students are equal subjects of education and training;

- it is necessary to provide the student with the maximum wide choice in the educational process (content, type, form, method, size, pace, individual or group activity, position, and role, etc.);

- the teacher is, first of all, a partner, coordinator, and consultant in the process of education and training, and only then is a leader;

- education and upbringing should be based on the existing personal experience of the child;

- before teaching specific knowledge, skills, and abilities to children, it is necessary to develop ways and strategies for their acquisition of knowledge;

- students' cognitive strategies should be reflected in educational technologies;

- teach students how to study effectively in the learning process.

One of the main principles of the development of a person-oriented education system is to recognize the individuality of the student and to create the necessary and sufficient conditions for his development.

Person-oriented pedagogical education technology implies maximum reliance on the subjective experience of each learner, its analysis, comparison, selection of the optimal content of this experience, and "culturalization" of the student's personal (individual) experience. For example, when studying foreign writers in a literature class, after first finding out what information the students have about this writer (who, in what period he lived, what works are available), after comparing the answers of each learner, analyzing them, and then summarizing, after summarizing, the name of the scientist I'll say it clearly (most readers will find it themselves). Taking into account the student's personal experience, the work of using person-oriented pedagogical educational technologies should be carried out systematically and purposefully.

In the course of the lesson, taking into account the subjective capabilities of the student, it is recommended to follow the following guidelines when developing didactic material for the lesson process:

1) determining the student's personal (individual) need for learning information depending on the type and form of the teaching material;

2) to give the student the freedom to choose the didactic material when acquiring knowledge;

3) to identify different methods of studying the educational material, and to use them regularly in solving various knowledge tasks.

Person-oriented pedagogical learning technologies should, first of all, provide analysis and evaluation of student knowledge.

The choice of tasks, that is, the scope of applying the knowledge acquired at school, is determined by the student's needs, wishes, and life plans. It is necessary to develop educational programs so that people can meet their educational needs [2].

The curriculum is a model of the way to achieve the standard of education. Its content reflects the student's interests, opportunities, and needs, and determines his trajectory in education.

The final goal of person-oriented education is to provide the educational potential of the person, taking into account the cognitive, emotional, and behavioral areas, through the rational organization of the educational process. Educational potential creates certain guarantees for the further development of a person because only mental potential and its accumulation in a person in the form of various reserve funds (spiritual wealth) allow limiting and overcoming life risks.

Life situations are constantly changing, so there is always a danger in our lives. In such conditions, it is important to overcome dangers and dangerous situations not only now, but also in the future, and it requires the formation of certain "reserve" abilities and qualities in the student, as well as providing the student with a certain degree of freedom and independence to quickly respond and adapt to changing conditions.

The most important task of person-oriented education is to organize educational activities taking into account the needs of the individual based on the available "resources", to ensure the effectiveness of his activities and a stable position in the educational space. This is provided based on:
- determination of specific goals of personal development;
- determination of priority goals, their order and sequence;
- development of personal development strategy;
- developing a system of actions to solve existing problems;
- determining the necessary "resources" and sources of their supply;
- establishing control over the performance of assigned tasks. Based on her research, E.V. Kukanova offers the following functions of person-oriented education [3]:
- personal - satisfaction of personal needs, independence, and personal responsibility for one's actions;
- educational - personal importance of teaching;
- developing - a mechanism of self-awareness;
- communicative - mutual understanding, communication, cooperation ability;
- formation of culture (preservation, transmission, reproduction, and development of culture);
- socialization - consists in mastering and increasing social experience [3].

Also, E.V. Kukanova describes the four components of the content of individual-oriented training of schoolchildren:

a) axiological - attracting students to the world of values;

b) cognitive - providing the student with information that contributes to a successful life in new socio-economic conditions;

c) active-creative - involving the student in age-related activities to meet the educational needs of the student; to achieve the level of education, that is, to master the function of literacy and competence; to ensure the further development of educational potential and as a guarantee of a successful life of the individual in times of crisis); to ensure the educational potential as a guarantee of further development and successful life of the individual in the crisis period;

d) personal - mastering ways to regulate needs, forming personal experience in applying knowledge and skills [3].

The content of the meaning-making model includes the following system of actions:

- consideration of students' behavior disorders and the factors that cause them;

- use of the student's positive features in revealing potential opportunities;

- consideration of the factors that can be included in the incentive system;

- creation of a system of incentives for the development of a person, and his adjustment in society, and at the same time by suppressing his negative qualities, to activate and direct relations and create positive internal stimuli.

Based on the above, the following can be included in the criteria determining the effectiveness of the lesson in the person-oriented education system.

When the teacher chooses a person-oriented pedagogical educational technology, the individual characteristics of students in mastering the material (it is easy to receive information by seeing, hearing, or touching), individual to the given task (some quickly and easily understand and retain all the signs of a certain material, others tend to distinguish only the main idea) When choosing an approach, the type of task, individual needs, and requirements should be taken into account (some students put forward ideas, others justify these ideas, some implement them in practice, that is, make the necessary calculations, etc.):

use tasks that allow students to independently choose the type, form, and methods of educational technology;

creating a positive emotional attitude in all students during the lesson;

at the end of the lesson, discuss with the students not only what they learned (mastered), but also what they liked (did not like) and why, what they want to do again, and what they need to do again;

encouraging students to choose and independently use different methods of completing tasks;

to analyze not only the student's correct answer, but also how he reasoned, what method he used, and the dynamics of his development in BKM;

at the end of the lesson, the grade given to the student should be based on at least parameters such as correctness, independence, originality;

when homework is given, not only the topic and scope of the task are stated, but also it is explained in detail how to rationally organize the educational process while doing homework.

It is necessary to determine the individuality of each student (regardless of academic performance) according to the following parameters:

1. Determining the content of subjective experience included in the educational process.

2. To allow the student to choose the method of educational work (individual, in small groups), the type of answer (in front of the board, on the spot), the nature of the answer (written, oral, detailed story, analysis of your friend's answer, etc.) with the program material to be mastered.

3. To evaluate not only the result but also the process of achieving it.

The volume of knowledge about the universe, nature, culture, and man himself is constantly changing. This requires a radical restructuring of the educational system as a leading tool for the preservation and development of scientific and technical development. Education should not only maintain the progress of science but also, first of all, become the leading means of self-awareness, self-education, self-development, individuality, and personality formation. Therefore, modern education is naturally person-oriented (in terms of its essence, values, and goals), technological (like the organization process and the guarantee of achieving results), intersubjective (in terms of process management methods and quality of education), systematic (in terms of the educational process and quality management methods), relationships within individual elements), variable (in terms of organizational and pedagogical implementation forms, methods and models), environmentally friendly (about subjects and their environment), fundamental (to preserve scientific traditions and the main elements of culture), flexible (innovations and in terms of speed of introduction of changes) is happening. Recognizing the learner as the main moving subject of the educational process reveals the true essence of person-centered pedagogy.

The analysis of different approaches to the understanding of person-oriented education allowed us to acquire our scientific vision and understand this type of

educational process in which the personality of the student and the teacher act as his subject in the context of person-oriented education. The main goal of education is to develop the child as a person based on his individuality and uniqueness, taking into account the child's values and beliefs in the educational process, coordination of learning processes, taking into account the specific characteristics of the student's thinking and behavior strategies, and teacher-student relations. should ensure that it is built on the principles of cooperation and freedom of choice.

In our opinion, the person-oriented education model, first of all, gives the child more freedom of choice in the educational process. Here, it is not the student's adaptation to the teacher's chosen style, but the teacher's mastering of various educational technologies, coordinating his techniques and work methods with the child's learning style.

All components of the model must be oriented to a specific result that reflects its corresponding component. This implies slowing down negative factors, strengthening and using the resources of the society, the personality of the subject, correct guidance and education with the support of incentives, and strengthening and activating positive incentives.

The result of the activity of the person-oriented educational model should lead to an adapted personality of the learner, self-awareness in the activity, and striving for self-improvement.

The semantic model of person-oriented education and personal development is understood as a process aimed at achieving an optimal state (to meet educational needs). At the same time, development can be considered as creating conditions for setting perspectives, taking into account existing guidelines.

In modern conditions, person-oriented education means a multi-stage process that connects a person with the outside world (natural and social), determines the conditions of the subject of education, and manages himself. This process activates the mechanisms of establishing the internal system of self-control of the person.

The interdependence of the structural characteristics of the environment and the factors of personality development allows forming two models of personality development criteria as a system:

- the first model is related to criteria such as compliance with the standard, satisfaction, development of subsystems, development of the structure in the direction of optimization, and growth of achievements;

- the second model is characterized by the criteria for guiding the development of the individual.

As a result of the research, it created the basis for the formation of the main stages used in the development and implementation of person-oriented pedagogical educational technologies: diagnosis, design of a new environment based on positive development guidelines; analysis of the received project by the subject of the lesson; development of tools to achieve personal development; implementation; identifying conflict situations; elimination of conflict situations; making decisions on resolving conflict situations.

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