



Principles And Methods Of Student Development In Personalized Education

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Abstract: The article discusses the principles and methods of student development in person-centered education.

Key words: Personality, orientation, education, student, development, principle.

Шахсга Йўналтирилган Таълимда Ўқувчиларнинг Ривожланиши Тамойиллари Ва Усуллари

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Аннотация: мақолада шахсга йўналтирилган таълимда ўқувчиларнинг ривожланиши тамойиллари ва усуллари ҳақида гап борган.

Калит сўзлар: шахс, йўналтириш, таълим, ўқувчи, ривожланиш, тамойил.

The person-centered educational approach is being studied more and more deeply in pedagogical research. In particular, the "grading" set by teachers in order to encourage students' achievements or, on the contrary, to punish their mistakes, is viewed from a different point of view in person-oriented education. In person-oriented education, special attention is paid to the development of students. This has been studied in pedagogy and psychology for a long time, according to the literature analysis. Regarding this problem, S. L. Rubinstein



noted important points: "The lesson (learning) process must also be the process of the child's (student's) development. The main goals of education, that is, preparing learners for independent activities in the future, also require this. Based on this, it can be concluded that the only goal of education is not to deliver certain knowledge to the child (student), but to develop certain abilities in him: it is not important to inform the child (student) about what educational material, but to observe it, think (and it is more important to teach this k.). Therefore, the official theory of education, which is considered as an educational task, consists not of mastering a certain amount of knowledge by students, but of forming the necessary abilities in students to acquire such knowledge.

Thus, the point of view that the main goal of education is to teach certain knowledge to students is not fully justified. Education is the development of the student, in which he observes, thinks, makes the right decision, etc. it is clear that it is necessary to form abilities. In the process of the student's learning, his development is also observed at a certain level.

The idea that a child (student) first develops, then he is brought up and educated is wrong. Rather, it develops in the process of education and learns/learns in the process of development. Commenting on this, N.A. Alekseev notes that in traditional education, skills development is often not considered as a tool, and for this reason, developmental education is often referred to. According to him, this process can be described as follows:

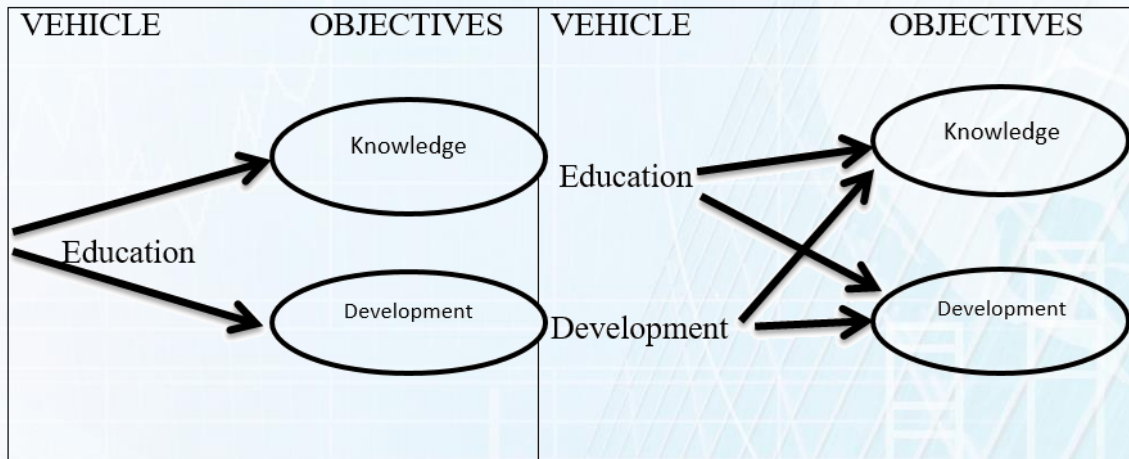


Figure 1. According to N.A. Alekseev, the relationship between education and the development process (– B. 17)

From this picture, we can see that in traditional education, skill development is not usually considered as a tool (Figure 1). Perhaps this is why developmental education is often discussed in subsequent studies.

In the research works that covered this problem, the concept of "development" was approached separately: "Development is the ability to show oneself in many life situations/situations (A.I. Naftulev). And intelligence is the global ability to express oneself. For this reason, development is primarily intellectual development. In traditional education, it is usually limited to this. But life does not consist only of theoretical assignments and tasks. Based on this, seven types of development are mentioned:

- development of intelligence;
- development of emotional fields, sensitivity, empathy and tolerance;
- development of stress tolerance;
- improvement of a person's self-confidence and self-esteem;
- positive attitude towards the world, development of "acceptance" of others;
- development of individual independence and autonomy;
- development of motivation for self-improvement.



These qualities are the main conditions for a person's successful adaptation to life. If these qualities are not formed in a person, then the development of intelligence will not take place. Therefore, full intellectual development ensures the development of self-confidence, motivation, positive attitude to the world, etc. Thus, the approach directed at the personality of the student should be considered as a necessity. This, in turn, requires a change in the approach to education.

In conclusion, it can be said that a person-oriented, anthropocentric approach to education can serve as the most effective way for the development of students

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