



## The Formation Of A Humanistic Approach To The Development Of Student Individuality In Pedagogy At The Beginning Of The 20th Century

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**Annotation:** this article analyzes the factors of the formation of the educational process of freedom, increasing the position of educational entities, stimulating creative creativity, directing the learner to self-development and perfection, forming an individual educational trajectory, and democratizing and humanizing the educational process from a pedagogical point of view.

**Keywords:** education, approach, upbringing, humanistic, humanistic pedagogy, theoretical and methodological basis, new ideals in education, upbringing and education, individual, school teaching system, modern factors, educational trajectory.

## 20-Asr Boshlarida Pedagogikada O'Quvchilar Individualligini Rivojlantirishga Gumanistik Yondashuvning Shakllanishi.

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**Annotatsiya:** Ushbu maqolada erkinlik o'quv jarayonini shakllantirish, ta'lim sub'ektlari mavqeini oshirish, kreativ ijodkorlikni rag'batlantirish, ta'lim oluvchini o'z-o'zini rivojlantirish va mukammallashtirishga yo'naltirish, individual ta'lim traektoriyasini shakllantirish hamda ta'lim jarayonini demokratlashtirish va insonparvarlashtirish omillari pedagogik nuqtai nazardan tahlil etilgan.

**Kalit so'zlar:** ta'lim, yondashuvi, tarbiya, gumanistik, insonparvarlik pedagogikasi, nazariy va uslubiy asos, ta'lim oluvchi, tarbiya va ta'limda yangi ideallar, individual, maktab o'qitish tizimi, zamonaviy omillar, ta'lim traektoriyasi.

## ФОРМИРОВАНИЕ ГУМАНИСТИЧЕСКОГО ПОДХОДА К РАЗВИТИЮ ИНДИВИДУАЛЬНОСТИ УЧАЩИХСЯ В ПЕДАГОГИКЕ НАЧАЛА 20 ВЕКА.

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**Аннотация:** В данной статье с педагогической точки зрения проанализированы факторы формирования свободного образовательного процесса, повышения статуса субъектов образования, стимулирования творческого творчества, ориентации обучающегося на саморазвитие и совершенствование, формирования индивидуальной образовательной траектории, а также демократизации и гуманизации образовательного процесса.

**Ключевые слова:** образование, подход, воспитание, гуманистическая, гуманистическая педагогика, теоретико-методическая основа, воспитатель,



новые идеалы в воспитании и образовании, индивидуальность, система школьного обучения, современные факторы, образовательная траектория.

The development of an industrial society brought to the agenda the priority of the issue of changing the quality and content of Education, an individual approach to students, as well as organization based on methodological factors in the view of humanism, as in all areas. In the late 19th and early 20th centuries, the ideas of the education of the person of the free education K.D.Ushinsky[13] and V.Ya. Stoyunin has been promoted by researchers such as[12] and is considered one of the theoretical foundations of educational practice. This approach is a theoretical and methodological basis of humanistic traditions and humanistic pedagogy in education and education, and is one of the factors of free education of the educational person. From this point of view, the search for new ideals in upbringing and education, the formation of the characteristics of free education of the educated, the organization of the school teaching system on the basis of modern factors, the abandonment of the old radical trend A.Butkevich[3], K.N.Ventsel[4], M.M.Klechkowski [10] and others have been credited as the main approach in their scientific reasoning.

The ethics of understanding human freedom, the human soul, the perceived approach to activity are viewed as the main criterion of pedagogical education, N.A.Berdyayev, S.L.Reflected in the approach of Frank [1,14] et al.

The concept of free education of the learner K.N.Promoted by Ventsel, in which freedom of personality is fully imagined, and freedom is an important factor in the educational process, implies the position of the subject of education, and freedom is recognized as a manifestation in creativity, creativity is expressed in self-development of the educator, self-affirmation, the creation of his own world. Also, the educator tries to make himself more perfect, seeks to create a free, creative individuality, that there is no development and creative growth in a place where there is no healthy competition, that confrontation is a factor of creative growth, freedom, serving to create a new world, universe, defines



important features of the child's personality-provides creative harmony and, improving[5]

The purpose of the pedagogical process in schools that carry out the free education of the educator is characterized by the harmonious upbringing of the personality of the child, his mind, emotions, will, the awareness of the need to constantly work on the student himself, his life, himself, his life. The development of the doctrine of morality as a doctrine of moral interests, virtues and life is one of the priority issues.

The educational process acquires importance not as an imaginary formation of the educator from the outside, but in the formation of his personal character and morality, as well as his image. K.N.The educational process, according to Ventsel's point of view, is based on the activities of the educator, and on the basis of his free choice, self-education is the product of a humanistic approach, determining the factors of development and improvement.[5]

Pedagogical humanists attributed the "method of freeing the creative forces" of the child to technological resources for the implementation of free educational ideas. This method was intended to support the child in an active position. It focused on " discovering new things, developing its ability on the basis of exercises to independently acquire knowledge, as well as determine the factors of creative creation." [4]

The " method of liberation of creative forces " is explained by promising factors, referring to the conscious, free choice of educational content, its creative development, which meets its needs by the educator. Freedom in the educational process, according to its theorists, is a process directly related to the individual activities of the child, characterized by the fact that it is aimed at Creative Self-Development and creative thinking. In order to carry out this process, it is proposed methods of motivating learners to increase self-activity, as well as ensuring that the educational trajectory is aimed at a creative independent search.

According to advanced educators, despite the fact that the task of educating the individuality of a child in the educational process is one of the most important



factors, most teachers do not understand well what the essence of individuality is.[3]

From this point of view, it should be noted that, individuality is desirable to be considered only as a feature of an individual personality, and it is important that the individuality of the child is assessed as a subject of activity. Individuality is the quality of a specific, specific manifestation of the nature of a particular person, approached by a kind approach and motives to his inner world, his nature.

Thus, according to free education theorists, one's own creativity, reality and its improvement are an important feature of individuality.

According to humanist teachers, freedom requires a strong will as a condition for the self-development of a child's personality, is the basis for his development, harmonizes with goals that are attractive, suitable for his needs, and brings individual opportunities to the surface. This process, ensuring the manifestation of freedom, teaches voluntary self-control as well as independent work. It is also characterized by the psychological and pedagogical mechanism of free, conscious activity associated with self-development of the educator, which serves to determine the purpose of the child and become the principle of voluntary process of self-management.

Most educational theorists consider the organization of individual education of students as an important problem of education, focusing on the fact that children should express their personality, they should exercise this right by organizing individual education, expressed in "placing all the forces of the child, his inclinations, introducing him to culture." [4,6,7,8,]

The implementation of individual educational programs in the educational process is a process coordinated with the desires, needs and cognitive interests of the learners, negating the factors associated with the mandatory program.

Individual education, according to humanist teachers, is an educational process capable of revealing the manifestation of personality, self-activity, individuality of the child, his spiritual essence, from which the beneficial and purposeful use is considered the priority tasks of modern education.



In educational institutions, it is advisable to direct the teacher and students to their joint activities in order to achieve educational goals and create the necessary conditions for them to become subjects of educational activities and life. This is achieved by implementing the humanistic paradigm of Education, which reflects the evolution of philosophical views, according to which a person is placed at the center of the scientific landscape of the world. Humanization is closely related to the democratization of the pedagogical process.

Humanist ideas have deep roots in history, and each era may have coordinated with the maqads of humanism at its historical stage. In pedagogy and philosophy, humanism is understood as the process of understanding a person's own spirituality, his relationship with the outside world. Humanization manifests itself as the development and assimilation of humanistic ideas, the understanding of the relationship between material and spiritual, between nature and man. From a methodological point of view, the humanization and democratization of the educational process is of a general scientific nature, acts as a socio-pedagogical phenomenon, is one of the important manifestations of the subject of subjective relations between the participants of the pedagogical process, serves to establish harmonious interaction with nature, society and other people. The peculiarity of humanizing education is that it combines education as a social phenomenon, pedagogical activity, self-restoration of the individual and, on this basis, brings to the surface a real pedagogical process that ensures the holistic development of the individual.

In connection with the humanization of education, the methodological reflection of Education acquires special knowledge, which leads to changes in educational paradigms and determines the humanistic character of the era of changes in the scientific paradigm. Methodological reflection represents the highest level of intellectual reflection in education. Its importance lies in the fact that in modern society, the recognition of human abilities assumes an educational trajectory, which has the character of an individual stable trend towards each educational person.



Without determining the methodological basis of individual education in the pedagogical process, it is impossible to understand the essence of the problem of humanization and democratization. A.M. According to Novikov's point of view, the methodology of humanization and democratization of the pedagogical process in educational institutions is a promising educational project, which is considered as a doctrine of the organization of activities aimed at achieving the established goals of individual training, education and development of learners.[11]

In conclusion, it is impossible to democratize the teaching process in educational institutions, to create cooperation between teachers and educators, to diversify the pedagogical process and to humanize it without individualization. It is desirable that the democratization of the environment of educational institutions is characterized by the constant expansion of rights and powers between all participants in the educational and educational process, as well as the orientation of all subjects ' obligations towards a system of relations coordinated by a cluster system.

Democratization of the educational process ensures the organizational, motivational and psychological unity of all its participants. In the context of democratization, it will be possible to develop the vital qualities of those educated, such as the ability to make responsible and informative choices, independence, competitiveness and initiative.

Humanization of the pedagogical process is the basis for overcoming the alienation of education from the person of a living person, his needs and interests, development tasks of the teacher, as a personality to the student, as the highest value, serving to carry out a changed vision of the nature and essence of the pedagogical process, an egalitarian relationship is established between teachers and The latter act as subjects of joint activities that ensure the assimilation of the values of existence and activity. In this case, the main meaning of the pedagogical process becomes the assimilation of valuable knowledge and methods of activity that determine the creative development of Educational people. Humanization refers to the development of an individual as



a person in unity with ensuring adequate conditions for development. It ensures the recognition of a person as a value, the development of his freedom, social protection rights, abilities and individuality, the formation of a sense of responsibility for the results of actions and activities committed. Humanization puts the individual at the center of the educational process as its main goal, which determines the moral and psychological characteristic, pedagogically ensuring the integrity of the individual and personal development of the individual.

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