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Title: THE ESSENCE AND PRINCIPLES OF MODERN TEACHING TECHNOLOGIES AND PERSON-CENTERED LEARNING TECHNOLOGIES

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THE ESSENCE AND PRINCIPLES OF MODERN TEACHING TECHNOLOGIES AND PERSON-CENTERED LEARNING TECHNOLOGIES

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ABSTRACT: This article focuses on the individualization of modern methods and the development of skills in traditional teaching, free teaching

Keywords: model, staff, method, technology efficiency, class, lesson, authoritarian, educator

INTRODUCTION

In the process of teaching, expressed in the requirements of pedagogical technologies, learning objectives are achieved. In the period of accelerated scientific and technological progress, the effectiveness of teaching depends mainly on the role of the student in the teaching process, the attitude of the teacher to him. Here we can distinguish two types of teaching technology: authoritarian and person-centered.

In authoritarian technology, the educator appears as a single subject, while the students act only as an "object". In this case, the initiative and independence of the student is lost, teaching is mandatory. Conventional traditional teaching refers to authoritarian technology. This involves, first of all, the organization of teaching in the "class-lesson" system, based on the principles of didactics, expressed by Comenius. It is still the most common "class-lesson" system of teaching in the world, which is characterized by the following features.

Students of the same age and level of preparation form a class (group):

The class (group, stream) deals with a single curriculum, a single curriculum, and a

single lesson schedule; The main unit of the lesson is the lesson, which is devoted to a single subject of a single subject and is led by a teacher;

Textbooks are mainly used for homework.

Traditional teaching is mainly focused on the acquisition of knowledge, skills and competencies and does not involve the development of the individual. The basis of traditional teaching is the principles of pedagogy developed by Y, A, Comenius:

- scientific;
- similarity to nature (teaching is determined by development and not formed);
- membership and structure;
- assimilation (from known to unknown, from simple to complex);
- reinforcement (repetition, repetition ...)
- awareness and activity;
- the relevance of theory to practice;
- Taking into account age and individual characteristics.

Traditional teaching has the following features: violence__pedagogy, educational-visual method of teaching, mass teaching. Authoritarianism in traditional teaching is manifested in the following way: the student

is a person who is not yet fully formed, he just has to do it, and the teacher is a leading judge, the only enterprising person. Classic traditional "class-lesson" system - it includes a lecture method of narration and independent work with the book (didachography).

Modern traditional teaching, on the other hand, involves the use of didachography, using the technical means of teaching. In person-centered technologies, the student is placed at the center of the individual pedagogical process, creating favorable conditions for his development and realization of his natural potential.

The National Training Program pays special attention to the national model of the education system in the Republic of Uzbekistan. This model consists of 5 components: individual, state and society, continuing education, science, production. Here, the main component of the national model of education - the "person" comes first. In other words, the entire education system, including training, must be person-centered.

Therefore, the pedagogical process in modern technologies should be carried out on the basis of person-centered teaching technologies.

The dialectic of life is that a new generation will always be more advanced than the previous generation. Until the period of the rapid rise of scientific and technological progress (until the first half of the twentieth century), the development of science, technology and engineering took place at an evolutionary, low pace.

Therefore, the level of development of successive generations was almost indistinguishable. Under such circumstances, Y.A. Comenius's authoritarian teaching technology, the traditional "class-lesson" system, was born.

In a period of rapid

scientific and technological progress (the second half of the twentieth century), a period of rapid development of science, technology, technology, a period in which the development of science in a lifetime was greater than in all history of mankind, The traditional system (including modern traditional teaching) has reached the end of its life. As the pace of development of the modern generation was much higher than the previous ones, the traditional system of teaching began to hinder development. Under such conditions, development can only be achieved on the basis of the full realization of the existing potential of each individual. The volume, diversity, propensity and adequacy of information create the necessary conditions for the organization of effective individual and independent learning. In order to accelerate teaching, the teacher's attitude to the student should change from a "leader" to a "partner". The following basic principles are characteristic of person-centered learning technologies:

- Humanism, that is, showing all-round respect and love for a person, helping him, looking at his creative abilities with confidence, complete renunciation of rape;
 - cooperation, ie democracy, equality, partnership in the relationship between teachers and students;
 - Free upbringing, that is, giving a person the freedom and independence to choose his or her life activities in a wide or narrow range, to bring the results from internal feelings, not from external influences. The communicative basis of person-centered technology is the humanization of the student in the pedagogical process.
- A new look at a person consists of:
- in the pedagogical process, the person is the subject, not the object;

- every student is gifted, and most are gifted;

High ethical values (generosity, love, diligence, conscience, etc.) are the priority qualities of a person.

- Democratization of relations includes:
 - equalization of student and pedagogical rights,
 - the student's right to free choice;
 - the right to make a mistake;
 - The right to have one's own point of view
 - teacher-student relationship: non-prohibition; co-management, not management; persuasion, not coercion; to establish, not to command; allowing free choice, not restriction.

The main content of the new relationship is to abandon the pedagogy of violence, which does not work in modern conditions and is considered inhumane. The problem is not in generalizing this principle, but in defining its reasonable criteria. In general, violence is not possible in the process of upbringing, but punishment discriminates, oppresses, slows down the development of a person, forming in him the characteristics of slavery.

Free education is defined by:

- free demand based on trust;
- to arouse interest in the learning material, encourage knowledge and active creative thinking;
- Rely on student independence and initiative
- Ensuring that requirements are met indirectly through the team.
- The essence of the new individual approach is that in the education system it is necessary to move from the subject to the student, not from the student to the subject, taking into account the existing opportunities of students and their development, improvement and enrichment. It consists of a modern new interpretation of individual lighting;

- Refusal to refer to the average student;
- search for good personal qualities;
- Development of individual programs of personal development.
- In the personal approach, the following will be required first:
 - Seeing, respecting, understanding, accepting, trusting a unique person in the image of each student. The educator must have confidence that all students are talented
 - Creating a positive, supportive, benevolent environment for the individual, that is, reading should bring satisfaction and joy.
 - not to allow direct coercion, not to emphasize backwardness and other shortcomings, not to touch his whims.
 - In the pedagogical process, to create opportunities and help students to realize their potential.
 - For higher, secondary special and vocational education, person-centered learning technologies can include:

- business games;
- problem-based learning;
- differentiated learning;
- programmed training;
- computerized training;
- modular training.

Given that person-centered learning technologies were formed in developed countries at a time of accelerated scientific and technological development, it would be fair to say that they have deep roots. The ancient philosopher Socrates used the question and answer method in his speeches. This method would help to know the truth.

The ancient Roman educator M. F. Quantilian had recommended a careful and

attentive approach to each student.

Leave a great pedagogical legacy by the great scholars of the Middle East. For centuries, millennia, civilization has been formed on the basis of love and respect for the individual, the qualities of helping him.

Along with the formation of our nation, the mentality of our people has emerged on the basis of the qualities of love and respect for man, helping him. First of all, the love for our youth is obvious. Our people treat children as "you", adults are the first to greet them.

Modern Japanese pedagogical scientists recommend pampering a child up to 200 times a day. The prelude to these modern ideas is described in the book "Hadith" by our great ancestor Al-Bukhari in the chapter "On showing mercy to a child, kissing and embracing him." At the heart of person-centered learning technologies is an attitude based on high values, equality between individuals. These values are reflected in al-Bukhari's book, Hadith, in the chapters on "Sweet words about man" and "On the prohibition of swearing and cursing." In it, insulting a person is equated with killing him.

In conclusion, it should be noted that our education, based on outstanding personal qualities, is distinguished by its worthy contribution to the formation and development of world science.

The teachings of our great ancestors, such as Abu Ali ibn Sino, A. Beruni, Al-Khwarizmi, M. Ulugbek, Al-Bukhari, A. Gijduvani, B. Naqshbandi, A. Navoi, Z. Babir, are invaluable in world civilization. His share is recognized by the whole world today.

The great European pedagogues-scientists contributed to the development of pedagogical science, including: Italian Vittanno di Feltre, French François Rable, English Thomas More, German A. Distruverg, Russian K.D. Ushinsky et al.

They advocated humanistic education, the development of independent thinking,

creativity, activism, extensive use of exhibition materials, the connection of theoretical education with labor. They considered students as subjects in the pedagogical process.

Person-centered technologies serve to unlock a person's mental abilities.

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