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SCIENTIFIC AND THEORETICAL BASIS OF INDIVIDUAL EDUCATIONAL TECHNOLOGIES

Abstract: Person-centered education, by its very nature, involves the full development of all participants in the educational process. This means that when designing education, of course, the approach should be based not on the personality of a particular learner, but primarily on the learning objectives related to future professional activities.

Key words: person-centered learning technologies, methodology, teaching technologies, learning process.

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Introduction

Teaching technology as a pedagogical strategy will have the means to activate and accelerate the activities of students and teachers. Such technologies include:

1. Pedagogy of cooperation
2. Pedagogical technology based on keeping the person in the autumn in the pedagogical process (Sh.Amonashvili's technology);
3. Technology of acceleration of teaching of educational material on the basis of schemes and models (VF Shatalov technology);
4. The technology built on the basis of effective management and organization of the educational process (technology of S.N. Lisenkova, technology of planning the educational system of N.P. Guzik);
5. Technology of individualization of teachers (Inge Unt, AS Graniskaya, VD Shadrikov technology)

References and methodology

Collaborative pedagogy Collaborative pedagogy began to develop in the 1980s and brought many innovative processes to life. At the heart of this technology is the experience of well-known Russian and foreign educators.

Sh.A.Amonashvili's human-personal technology. In his experimental school, he developed and put into practice a collaborative pedagogy, a

personal approach, and an excellent pedagogy of teaching language and mathematics. The main goals of Sh.A.Amonashvili are as follows

1. Preventing the formation, development and upbringing of a noble person by showing the child's personal qualities;
2. To glorify the heart and soul of the child;
3. Development and formation of cognitive abilities in the child;
4. Create conditions for broad and in-depth knowledge and skills;
5. The ideal upbringing is self-education. Sh.A. Amonashvili used the following methods and techniques to implement his technology: it is humane; it is a personal approach; it is an additional opportunity for family pedagogy; it's a learning activity. o communication skills; In the technology of Sh.A.Amonashvili the assessment of children's activity is of special importance. The use of ratings is very limited. Emphasis is placed on qualitative evaluation rather than quantitative evaluation, i.e. description, results package, self-evaluation.

3. The technology of accelerating the teaching of educational material on the basis of schemes and models (VF Shatalov technology) - showed the great untapped potential of the traditional classroom method of teaching.

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V.F. Shatalov's goal is to: build knowledge, skills and abilities; it is to educate all children with any individual characteristics; it speeds up teaching. Principles: it is repetition, mandatory step-by-step control, high level of difficulty, learning in large blocks, dynamic pattern of activity, the basis of behavior, the application of the basis of the goal; it is a person-centered approach; it is humanity; he did not teach by force; it is the non-conflict of learning situations, awareness of each student's achievements, correction, reading, opening up prospects for success; o Linking Teaching and Education. V.F. The peculiarity of the Shatalov method: it introduces a large amount of materials; those materials are placed in blocks; it is illustrated in the form of a syllabus. As can be seen from the table, the basic abstract forms a visual scheme. VF Shatalov understands the approximate basis of the child's actions, the method of external organization of internal thinking activities. The base signal is an interconnected symbol (sign, word, scheme, picture, etc.) that replaces some meaningful substance. A basic syllabus is a system of basic signals in the form of a short conditional syllabus, consisting of visual constructions that can be used instead of a system of facts, concepts, ideas as a whole part of the interconnected methods of teaching materials.

VF Shatalov's merits are that he has developed a system of educational activities that ensures adequate and active participation of everyone in the lessons.

VF Shatalov's methodology consists of 5 stages, which include a number of methods and methodological solutions: 1. Study of the theory in the classroom: a simple explanation on the board (with chalk, visual aids, TV); painted poster - basic abstract re-explanation of; a brief description of the poster; individual work of students on their abstracts, extensive reinforcement of blocks of abstracts. 2. Independent work at home: basic abstract textbook parental assistance. Teach students: remember what the teacher explained using the syllabus, read the material from the book; compare what you read with the synopsis; narrate textbook materials with the help of abstracts (coding-decoding); remember the abstract as a basis for narration; rework the abstract and compare it to the sample. 3. The first repetition is a comprehensive control of the syllabus: all students process the abstract in their memory, the teacher checks them in advance; asks "slowly" and through a tape recorder at the same time; after the written work, the oral questioning begins. 4. Oral presentation of the basic synopsis is the most important stage of external speech (oral) activity in the process of learning, it occurs in the process of various questions and answers. 5. The second iteration-generalization and systematization (regulation): mutual control lessons; publish a list of pre-test questions; preparation; use of all types of controls (on the board, slowly, in writing, etc.); mutual inquiry and mutual assistance; playful

elements (team competition, finding a rebus, etc.). Monitoring, evaluation. VF Shatalov solved the main problem of step-by-step control of knowledge, skills and abilities of students. Linking constant external control with self-monitoring and self-assessment, step-by-step monitoring of each, demanding to the extent possible, the possibility of constant correction, transparency of results, two assessments absence, lack of fear of low prices. Forms of control: written work on the basic syllabus, independent work, loud questioning, tape recorder, pair control, group control, home control, self-assessment. Each assessment received by the student is placed in a specially opened mirror. It acts as a list that serves the reader, and the grades have the value of a positively encrypted description. The publication of such a description will be of great educational value. The most important aspect of this description is that the student can change any grade to a relatively high grade at any time. This is the essence of the principle of open opportunity. Every rating, "says V.F. Shatalov should, first of all, serve as a means of motivating the student. Both assessments cause negative feelings and conflict with the teacher and the science. Shatalov eliminates such conflicting situations. To the trailer of methodical methods (pedagogical micro-elements): repetition, relay control, landing method, chain method, "immersion" in tasks, finding errors in the book, problem-solving on leaflets, problem-solving on a competitive basis, 4 Solve in, experimental lessons, brainstorm, bottom-up, encouragement, open-mindedness lesson, sixth grade, creative synopsis, acceleration, de-escalation techniques (music, lighting, breaks, etc.), etc. The system of educational activities developed by VF Shatalov was experimented with in schoolchildren, but its methodology went beyond the teaching of mathematics and became widespread not only in the teaching of natural sciences, but also in the humanities: language, history.

Discussion

The use of modern teaching technologies allows to unify the teaching process and achieve high efficiency. Let us now briefly consider why person-centered technologies are becoming more relevant today, why these technologies have become the present and future of education, and their significance.

In this technology of teaching, the attitude of pedagogy to the student is authoritarian, that is, in the process of learning it is manifested as a single subject, and students act only as an object. In other words, in authoritarian teaching technology, the initiative and independence of the student is almost lost, teaching is carried out compulsorily. In the classroom system of teaching, which is still the most common in the world, the main unit of instruction is the lesson, which is devoted to a single subject of the same subject and is led by a teacher.

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The result

Focusing on the shortcomings of traditional teaching technology, at the IX session of the Oliy Majlis of the Republic of Uzbekistan (August 29, 1997) the First President Islam Karimov "From what class do children begin to think independently? Is independent thinking taught at school? and answered them as follows: "I am sure it will not be taught. If a student protests to a teacher, tomorrow he will be in a situation that no one envies. The teacher dominates the school process. He only asks the child to understand what he is explaining. The principle is ready: "I said what I said." This means that in traditional educational technology, there is a pedagogy of forced obedience, that is, violence in the teacher-student relationship. " It is obvious that, as noted by the first President, in this pedagogy based on violence, the teacher is the only subject, students are the object of the pedagogical process, teaching is carried out in an explanatory-visual way. Due to the mass teaching, the initiative and independence of students will disappear by itself. Therefore, technology mainly forms knowledge and skills in students, not to develop their personality. It is obvious that traditional teaching technology, by its nature, does not fully meet the requirements of our society to educational institutions. In contrast, in person-centered technologies, the national model of student education is essentially placed at the center of the pedagogical process, creating favorable conditions

for its development and realization of its natural potential. In the five components of the national model of education - the individual, the state and society, continuing education, science, production, the main component of the "person" is in the first place. In other words, the entire education system, including teaching, must be student-centered.

The communicative basis of person-centered learning technologies is a human-personal approach to the student in the pedagogical process. The essence of the new relationship is to abandon the pedagogy of violence, which is currently ineffective and inhumane, because in the process of education violence is impossible, punishment discriminates, oppresses, slows down its development.

It is very important to teach young people in the reformed educational institutions freely, without coercion, to demonstrate the essence of an individual approach to their personality.

Conclusion

It is obvious that the main goal of the national training program, ie the training of highly qualified personnel at the level of developed democracies in our country, the system of higher and secondary special training, the development of their unique and non-standard thinking skills, it is not possible to develop skills of persistence and perseverance on the basis of traditional teaching technology.

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