



ORGANIZATION OF THE LESSON PROCESS ON THE BASIS OF PERSONALITY-ORIENTED EDUCATIONAL TECHNOLOGIES

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Abstract:

This article will talk about the content of 4 K competencies in the organization of the course process on the basis of a new approaches in the educational system. Personality-oriented educational technologies the emergence of interaction of the personality of a modern teacher by working cooperatively on the personality of a student, in the process of acquiring new knowledge of them, creativity and critical thinking are formed. Also, new approaches to the educational system will dwell on the fact that educational paradigms are a theory that determines the construction of the educational process and direct educational practice.

Keywords: educational technologies, 4 K competency approach, student, teacher, collaborativity, communicativity, critical thinking, creative thinking, interactive methods, independent thinking, collective attitude.

INTRODUCTION: The development strategy of the new Uzbekistan for 2022-2026 of the Republic of Uzbekistan has established systematic tasks aimed at ensuring human rights, strengthening the accountability and openness of state bodies and carrying out fair social policy on the role of civil society institutions, media, increasing the political activity of population and public associations, reforming the educational system in the direction of human capital development. It is from this goal that the role of educational paradigms becomes necessary to improve the quality of education in today's educational system.

LITERATURE ANALYSIS AND METHODOLOGY: In the modern educational system, there is a tendency to form humanitarian paradigms that introduce new approaches to the organization of the educational process based on the concept of personality-oriented interaction. Innovative teachers play a large role in the formation of personality-oriented paradigms of Education. In this regard, V.F.Shatalov [1], E.N.Ilyin [2] activity is very significant.

Scientists were able to create a "21st century educational concept" based on their model of pedagogical practice and tried to introduce various didactic concepts: *problem education, programmed education, optimization of Education, developmental education, etc.*

The practice-oriented systems they create are characterized by accuracy and integrity, help to develop initiative and ensure the independence of students in the educational process. The systematic factor of their main methods lies in the personality of the reader. The content of personality-oriented pedagogy consisted in the individual, independent and

responsible perception of the student by the teacher, as his subject, under constant educational influence. In the methodology of education aimed at the personality of the student, the direct individual interaction of the teacher and the student is distinguished, the purpose of which helps to assimilate the material using the tools of forms and methods [3].

In such a teaching methodology, any student has his own development direction, which is not formed from the teacher to the student, but is based on orientation from the student to the teacher. In an individual-oriented education system, it is considered mandatory to encourage each student to solve problems in the world around them that need to be associated with them.

Personality-oriented education is based on the principles of open humanity, the purpose of which is the formation of the structures of the individual's consciousness (ability to choose, values, attitudes, self-regulation). This goal implies the orientation of all components of education in the direction of the development of the personal and semantic essence of the individual, his interests, feelings, desires, motives of activity. The programmatic content of education is rethought by students in the personality-oriented educational paradigm as a process of mastering knowledge, skills and abilities, and is replaced by a broader view of education as a process of becoming a person, finding oneself, one's image: spirituality, specific individuality, creativity.

Thus, there was a need to build the educational activities of the current modern teacher on the basis of a person-oriented approach [4].

A personal approach to students on the basis of humanism prioritizes the personality of the child, his



not yet developed abilities, his "I" in the system of school education. The purpose of the general education system is to develop existing abilities, attract the individual to social activities and develop him freely.

On the basis of a new approach concept of pedagogy, the features of conceptual approaches to the problem of the implementation of interaction of personality-oriented education aspire to include: subjects of educational activity are both teachers and students; in the process of their interaction, methods are created aimed at self-development, self-awareness and the formation of motives, meanings, needs that help. At the same time, the learning process has personal content for students, providing stability to their cognitive interests and needs, transforming externally imposed goals into internally personal conscious goals by the teacher and his student [5].

DISCUSSIONS: Based on this goal, the organization of classes through a 4 K competency approach based on personality-oriented (developmental) educational technologies requires a timeless teacher to work on a number of themselves.

The stages of organizing classes based on 4 K competence are as follows:

Motivational stage of organizing the lesson;

The stage of activation of knowledge in the course of the lesson;

Learning new knowledge;

Strengthening new knowledge;

Reflexion.

A 4 K competency approach to the education system aims to improve the quality of Education. Therefore, personality-oriented educational technologies students develop skills of creativity and critical thinking in order to acquire knowledge in the battle of students by working together in the course of the lesson, that is, by forming communalism (collaborationism), communicativeness, interaction, that is, by freely stating thoughts, working together in a team. To do this, first of all, the teacher must have modern pedagogical skills

MOTIVATIONAL STAGE OF ORGANIZING THE LESSON: the teacher, along with careful preparation for each lesson, should be able to apply motivations when organizing the lesson: for example, the dependence on air temperature today, or the importance of the days of the year, etc. It is definitely necessary to take into account the psycho-physiological states of classes. The phase of knowledge activation in the course of the lesson: most teachers

pay more attention to the fact that students are prepared on the past topic in order to activate knowledge in the lessons. Mastering the topic mentioned through it can end with slow results. A modern teacher should use his skills with novel approaches to improve the quality of education and ensure that students actively participate in the course processes.

To do this, the teacher must acquire new knowledge by activating the lesson with various didactic means and bringing to the surface all the knowledge that the students have.

LEARNING NEW KNOWLEDGE: Teachers who have adapted to programming will move on to explaining theoretical or practical knowledge of the subject as the teacher delivers new knowledge. A new approach teacher seeks to learn new knowledge in collaboration with students. To do this, the teacher can teach new knowledge by throwing questions in the middle, a method of mental attack, organizing debates, reflecting texts in illustrative pictures. In practical classes, however, it will be necessary to allow practical exercises to work independently in order to increase the creativeness of the student.

STRENGTHENING NEW KNOWLEDGE: We can apply interactive techniques of educational technologies to determine the reliability of knowledge acquired on the basis of the principle of collaborativity.

REFLEXION. Based on the fact that reflection means the content of this backward view, we must make it possible to self-assess the grades received by each student based on the knowledge, skills and qualifications acquired in the course of the lesson. Judging from the above, today's teacher should be able to achieve quality education and, first of all, have pedagogical skills in himself. It will also have to master any educational technologies and be able to effectively keep them in the right place.

CONCLUSION: personality – oriented (developing) educational technologies make the student a full-fledged person in the general education system, as a subject in the pedagogical process; the development of personality-the goal of the educational system manifests such ideas as the basis of the educational goal of educating every free, independent expression of one's own opinion, harmonious personality. Also, the content of the individual approach is directed not to the student of the educational subject, but to the student of the educational subject. An Individual



approach includes: deviation from targeting students with moderate data acquisition, being able to see the positive qualities of an individual, allows psychological-pedagogical diagnostics of an individual.

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