

## PERSONALLY-ORIENTED TEACHING TECHNOLOGIES AS THE MAIN ELEMENT OF PEDAGOGY

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**Abstract:** This article explores the foundational principles of a personality-oriented approach to teaching and examines a range of pedagogical technologies employed to support this approach. The effectiveness of these technologies in fostering critical thinking skills among students is also analyzed.

**Keywords:** Personality-oriented approach, pedagogical technologies, learner-centered education, critical thinking, pedagogical activity, educational innovation

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The landscape of education is undergoing a significant transformation, shifting from traditional teacher-centric models towards more learner-centered approaches. This shift is driven by the recognition that students are not homogenous entities; they possess diverse learning styles, individual needs, unique strengths, and varying paces of learning. To address this diversity and unlock the full potential of each student, a paradigm shift towards personality-oriented teaching is essential. This approach prioritizes the individual learner, adapting teaching strategies and utilizing technologies that cater to their specific needs and learning styles. This article explores personality-oriented teaching technologies as a crucial component of effective pedagogical practices, examining their theoretical underpinnings, practical applications, and potential for enhancing educational outcomes. We will delve into the defining characteristics of these technologies, illustrating how they contribute to increased student engagement, improved learning outcomes, and the cultivation of essential 21st-century skills.

Thus, in order to build a new type of education on the basis of the national program of the Republic of Uzbekistan for personnel training, it is necessary to change the paradigm itself from informational to semantic. Only in this case can teaching make the development of the personality of all participants in the pedagogical process its central task. Such personality traits as the ability to be an author, the ability to reflect, the emergence and development of tolerant characteristics of consciousness and a person's ability to dialogue - these personality traits as an active subject of activity can be formed only in the conditions of personality-oriented training and education. The main goal of such an educational process is to ensure the growth of the creative

abilities and capabilities of each student for this, the teacher himself must have the experience of a creative, author's school.

According to the observations of the educational process of the questionnaire, it can be stated that the students discover quite good knowledge in the field of possession of factual materials (where it was required to reproduce the acquired knowledge and apply it in a familiar situation) [1].

This passage argues for a fundamental shift in Uzbekistan's education system, aligning with the national personnel training program. It advocates for a paradigm shift from an information-focused ("informational") approach to a meaning-focused ("semantic") approach. The core argument rests on the premise that only a semantic paradigm can truly center education on the development of all participants—students and teachers alike.

The author highlights key personality traits crucial for this new educational model: authorship, reflection, tolerance, and dialogue. These traits, they contend, can only be cultivated within a personality-oriented educational framework. The ultimate goal is to foster creativity and individual potential in each student. To achieve this, the passage emphasizes the importance of teachers possessing their own creative and innovative teaching experience ("author's school").

In essence, the passage calls for a holistic approach to education that moves beyond simple knowledge transmission and instead prioritizes the development of well-rounded, creative, and critically thinking individuals. This requires not only a change in teaching methodologies but also a transformation in the teacher's role and mindset. The success of this reform hinges on empowering teachers to become creative and innovative educators themselves.

The guiding principles of a personality-oriented approach to teaching and education revolve around recognizing and responding to the unique characteristics of each learner. These principles aim to foster holistic development and create a positive and engaging learning environment. Key principles include:

- **Individuality and Uniqueness:** This is the cornerstone of the approach. It recognizes that each learner has a unique learning style, pace, strengths, weaknesses, and motivations. Teaching must adapt to these individual differences, rather than expecting learners to conform to a standardized approach.
- **Holistic Development:** Personality-oriented education aims to develop the whole person—cognitively, emotionally, socially, and physically. It moves beyond simply imparting knowledge to fostering well-rounded individuals who are capable of critical thinking, problem-solving, creativity, and effective communication.
- **Learner Autonomy and Self-Direction:** The approach empowers learners to take ownership of their learning. It encourages self-reflection, goal-setting, and independent learning, fostering self-reliance and a love of learning.

Learning should be relevant and engaging for the learner. Connecting learning to students' lives, interests, and experiences makes the process more meaningful and memorable, increasing motivation and retention. Personality-oriented approaches encourage collaborative projects, group work, and peer learning, fostering social skills and a sense of community. Creating a supportive, respectful, and inclusive classroom environment is crucial. Teachers act as facilitators and mentors, fostering a sense of trust and psychological safety, allowing learners to take risks and explore their potential without fear of judgment.

Recognizing the diverse learning styles and needs, teachers differentiate instruction to provide various learning pathways and support systems. This might involve varied assignments, flexible grouping, and tailored feedback. Assessment should go beyond standardized tests and reflect the holistic development of the learner. Authentic assessment methods such as portfolios, projects, and presentations allow learners to demonstrate their understanding in diverse ways and showcase their unique skills and talents.

The teacher's role shifts from being the sole provider of information to a facilitator who guides, supports, and mentors learners in their individual learning journeys. This requires teachers to be skilled in observation, questioning, and providing individualized feedback. Encouraging learners to reflect on their learning process, identify their strengths and weaknesses, and develop effective learning strategies is vital for promoting self-regulated learning and long-term success.

These principles are interconnected and work together to create a dynamic and effective learning environment that fosters the growth and development of each individual learner. The implementation of these principles often involves the strategic use of personality-oriented teaching technologies.

This is a major paradigm shift in education. Traditional models emphasized passive learning, with the teacher as the primary source of information. New technologies facilitate a learner-centric approach where: Personalized Learning: Technology allows for customized learning paths, catering to individual learning styles and paces. Adaptive learning platforms adjust difficulty based on student performance.

Interactive simulations, virtual labs, and gamified learning experiences encourage active participation and engagement. Students can learn at their own speed, revisiting material as needed and moving on when ready. Online platforms and tools facilitate group projects and peer-to-peer learning.

The focus is no longer just on memorization but on developing critical thinking, problem-solving, and creativity. New technologies support this by: Providing access to diverse resources: Students can research topics extensively and explore multiple perspectives.

Tools and platforms support student-led investigations and experimentation. Digital tools allow for diverse forms of creative output, like multimedia presentations and interactive projects.

Technology enables the creation of dynamic and interactive learning environments that adapt to student needs. These systems adjust the difficulty and content based on student performance. Technology provides immediate and tailored feedback, helping students to learn from their mistakes. Tools enable seamless collaboration among students and teachers regardless of location.

Technology breaks down geographical barriers, facilitating global collaboration and access to diverse perspectives.

✓ Online Courses and Platforms: Students can access courses and resources from around the world.

✓ Virtual Exchange Programs: Students can interact with peers and educators from different cultures.

✓ Global Collaboration Tools: Technology facilitates joint projects and research with international partners.

### **Conclusion**

The integration of personality-oriented teaching technologies represents a significant advancement in pedagogical practices. By prioritizing individual learner needs and leveraging technology's potential for personalization, these technologies offer a powerful means of enhancing student engagement, fostering critical thinking, and promoting holistic development. While challenges remain in terms of implementation and equitable access, the potential benefits are substantial. Future research should focus on refining these technologies, developing robust assessment methods, and addressing the ongoing professional development needs of educators to fully harness the transformative power of this learner-centered approach. The ultimate goal is to create truly equitable and effective learning environments where every student can reach their full potential.

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