

## TYPES OF PERSON-CENTERED TECHNOLOGY IN THE EDUCATIONAL PROCESS

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### **Annotation:**

This article describes the types of person-centered technologies in the organization of the educational process and their importance in child development, and each of us as a modern educator should give children the right to choose their own path of development based on their individual psychological characteristics, values and aspirations.

### **Keywords:**

Education, upbringing, personality, person-centered approach, creative thinking, educator, collaboration, nurturer.

Education has played an important role in the comprehensive development of the individual in any period and time, in the formation of the qualities of perfection and excellence. Today's fast-paced period requires equipping children with short-term and reliable information, creating the necessary conditions for them to adequately master the basics of various sciences.

According to all the facilities of the educational process in modern conditions, it is necessary to focus on the full development of the individual, the education of personnel who can stand in any situation in life, have their own independent thinking, socialization and independent, critical, creative thinking skills. Education that can meet these requirements and demonstrate these capabilities is called person-centered education.

At the same time, innovative forms of education are:

The main types of person-centered education:

1. Innovative education
2. Modular education
3. Cooperative education
4. Interactive education
5. Distant education
6. Computer education
7. Problematic education
8. Project education
9. Developing education
10. Differentiated education
11. Education based on game technology
12. Individual education
13. Programmed education
14. Independent education

In a person-centered approach, the role of the child in the educational process, the attitude of adults to him is an important aspect. Adults who interact with children will need to follow the motto: "Together, not next to him or behind him!"

The goal of a person-centered approach is to contribute to the development of the child as a person.

A person-centered approach involves creating an learning environment in which children's real personal interests and needs are realized, and children's personal experiences and knowledge are effectively accumulated.

In person-centered technologies, methods and means of education and upbringing are identified that correspond to the individual characteristics of each pupil and serve to increase his interest in learning. At the same time, it changes the organization of children's attitudes and activities, using a variety of teaching aids:

- ❖ research (problem solving, exploratory learning, experimentation);
- ❖ communicative (discussion, speech development, fantasy, oratory);
- ❖ play (learning through play, fairy tale, situation, staging - introduction to fantasy);
- ❖ psychological (self-determination - teaching the child to choose, self-management, self-protection, self-education);
- ❖ activity (the child learns the knowledge not in a ready state, but in the educational process itself. The structure of education includes a system of active steps);
- ❖ reflection (represents the preservation of individuality, creative creativity, individuality).

A person-centered approach is to focus the educator's attention on the child's integral personality, his or her focus on developing not only intellectual abilities and a sense of civic responsibility, but also a mental individual with emotional, aesthetic, creative inclinations and developmental opportunities.

Such recognition of the fundamental value of education is the unique formation of the individual. We, as modern educators, must give every child the right to choose their own path of development based on the definition of his characteristics, life values, aspirations.

In the center of person-centered educational activity in educational institutions, it is necessary to take into account that the pupil himself, that is, the child as a person - his desires, intentions, goals, a unique little life experience. Therefore, it is expedient and effective to transfer the educational process from the model of "transfer of knowledge from adult to child" to the model of "children's initiatives are approved and the child is actively involved in the educational process."

The purpose of person-centered education is to introduce the mechanisms of self-awareness, development, adaptation, management, protection, upbringing necessary for the unique formation of the child.

The model of person-centered education is to help the child get acquainted with our education system to overcome the educational and disciplinary approach, the skills of teachers to work with children, as well as to acquire new pedagogical technologies. Recognizing the rights of the child as a full member of society as an adult means taking a pedagogical position side by side and together, not "from above".

In conclusion, person-centered learning implies the adaptation of the learning environment to the capabilities of the learner. According to him, the educational environment, pedagogical conditions, the process of education and upbringing as a whole implies the realization of the child's personal potential, the development of abilities, ensuring his maturity as a person, enriching his thinking and worldview.

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