

ORGANIZATION OF THE PROCESS OF PRESCHOOL EDUCATION AND UPBRINGING BASED ON A STUDENT-CENTERED APPROACH

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Currently, there are various technologies, systems and models of training and education. The student-centered learning model is a trend of modern educational systems, its main theoretical conclusions are well known and have been widely tested in educational practice. The following article is devoted to the study of the organization of the process of preschool education and upbringing based on a student-centered approach.

Key words: approach, personally -oriented, self-realization, principle, personality, individuality, trust,

Personality - oriented approach involves not the formation of a personality with given properties, but the creation of conditions for the full manifestation and development of personality functions of the subjects of the educational process. The personal approach as a direction of activity of the teacher is the basic value orientation of the teacher, I determine his position in the interaction of each child in the team. The personal approach presupposes assistance to the teacher and the child in self-awareness as a person, revealing, disclosing their possibilities, becoming self-awareness, in the implementation of personally significant and socially acceptable ways of self-determination, self-realization and self-affirmation.

In all pedagogical manuals, the importance of two principles is emphasized: taking into account the age characteristics of pupils and the implementation of education based on an individual approach. Psychological and pedagogical researches of the last decades have shown that not so much knowledge of the age and individual characteristics by the educator is of paramount importance, but the consideration of the personal characteristics and capabilities of the pupil. Personal approach is understood as a reliance on personal qualities. Personally - oriented approach in education presupposes realization by the teacher of educational tasks in relation to age, gender, level of upbringing of children. The work is aimed at studying the qualities of the individual, her interests, inclinations. It must be remembered that the child's personality is always individual, with a unique combination of physical and psychological characteristics that are unique to a particular person and distinguish him from other people. Taking them into account, the teacher determines the methods and forms of educational influence on the personality of each preschooler.

In personality-oriented education, the child is the main protagonist of the entire educational process. The educator becomes not so much a "source of information" and as a "controller", as a diagnostician and assistant in the development of the student's personality. The organization of such an educational process presupposes the presence of a guide, the formula of which may well be taken from - M. Montessori - "help me do it myself." From the basic concepts, the initial provisions and the basic rules for constructing the process of educating preschoolers follow, which are reflected in the following principles of a personality-oriented approach:

1. The principle of self-actualization. In every child there is a need to actualize their intellectual, communicative, artistic and physical abilities. It is important to awaken and support the desire pupils to the manifestation and development of their natural and socially acquired capabilities.
2. The principle of individuality. Creating conditions for the formation of the individuality of the personality of the pupil and teacher is the main task of the educational institution. It is necessary not only to take into account the individual characteristics of pupils, but also to promote their further development in every possible way.
3. The principle of subjectivity. Individuality is inherent in the person who really has subjective powers and skillfully uses them in building activities, communication and relationships.
4. The principle of choice. The development of individuality and subjectness, self-actualization of the student's abilities is impossible.

5. The principle of creativity and success. Individual and collective creative activity make it possible to determine and develop the individual characteristics of the pupil and the uniqueness of the group. Thanks to creativity, the child reveals his abilities, learns about the "strengths" of his personality. Achievement of success in this or that kind of activity promotes the formation of a positive I-concept of the child's personality, stimulates the child's further work on self-improvement and self-building of his "self".

6. The principle of trust and support implies a decisive rejection of the educational process, which is authoritarian in nature. Faith in the child, trust in him, support for his aspirations for self-realization and self-affirmation should replace excessive demands and excessive control. Not external influences, but internal motivation ensures the success of the child's education and upbringing.

The definition of the concept and essential characteristics of the educational component of the personality-oriented approach allows us to formulate its main differences from the individual approach.

First, the use of both approaches in pedagogical activity involves taking into account the individual characteristics of the child.

However, if when applying a personality-oriented approach, this is done with the aim of developing the child's individuality, then when using an individual approach, another target is realized - the development of social experience by children, i.e., some knowledge, skills and abilities defined in standard training and education programs and must be learned by every child.

Secondly, the choice of the first approach is connected with the desire of the teacher to promote the manifestation and development of the brightly individual in the child, and the choice of the second one is with the focus of the pedagogical process on the formation of the socially typical, which is also extremely difficult to implement without obtaining and taking into account information about the individual characteristics of schoolchildren.

The technological arsenal of a personality-oriented approach, according to E. V. Bondarevskaya, consists of methods and techniques that meet such requirements as:

- dialogue;
- activity-creative character;
- focus on supporting the individual development of the child; providing the child with the necessary space, freedom for making independent decisions, creativity, choosing the content and methods of education and behavior.

In the concepts of personality-oriented education, the child acts as an active participant in the educational process, its subject, capable of directing this process in accordance with the needs of his development.

At the same time, education is carried out as a process of subject-subject interaction based on dialogue, exchange of personal meanings, and cooperation. It is the fact of recognizing that a child has an internal potential for self-development that directs the attention and care of all subjects of the educational process to the development of subjective personality traits that contribute to the actualization of internal potentials - internal independence, independence, self-discipline, self-control, self-regulation, the ability to reflect Personally - oriented approach - the basic value orientation of the teacher, which determines his position in interaction with each child and the team. The personal approach involves helping the pupil to realize himself as a person, to identify and reveal his creative learning and provide opportunities for the formation of self - awareness , the implementation of personally significant and socially acceptable self - determination , self - realization and self - assertion . In collective education, a personality-oriented approach means the recognition of the priority of the person over the team, the creation of humanistic relationships in it, thanks to which the pupils realize themselves as individuals and learn to see the personality in other people. The team acts as a guarantor of the realization of the possibilities of each person, the originality of the personality enriches the team and its members, if the content, forms of organization of life are diverse and correspond to their age characteristics and interests. A personal approach can only be carried out by a teacher, aware of himself as a person , able to see personal qualities in a pupil , understand him and build a dialogue with him in the form of an exchange of intellectual , moral , emotional and social values , developing his creative activity .

The system of preschool education began to rebuild - to turn from an authoritarian to a personality-oriented model of building the pedagogical process. Her mission is special. As you know, the basis of personality is laid in the first seven years of life. Components that were not included in the personality structure at preschool age are subsequently either not assimilated (modification) or are assimilated with great difficulty, and are reproduced (reproduced) with a low reliability coefficient. knowledge, if they are presented in an accessible, fascinating form, and if the interests and cognitive abilities of the child in relation to the studied phenomena are taken into account.

Teachers must provide each child with the conditions for development and self-development, which is possible only with a deep analysis of the individual characteristics of a person and strategic planning of teaching tactics intended not for an abstract child (a child "in general"), but for a specific person with his personal, unique set of qualities. The essence of the person-centered approach is:

- availability of various types of pre-school education institutions;
- in recognizing the formation of a person as an individual in its originality, uniqueness, originality as the main value of education;

- in granting each child the right to choose his own path of development based on the identification of his personal characteristics, life values, aspirations.

A student-centered approach in the upbringing of preschool children presupposes a certain position of the teacher: an optimistic approach to the child and his future as the teacher's desire to see the prospects for the development of the pupil's personal potential and the ability to stimulate this development as much as possible by himself with the help of adequate means;

- attitude towards the child as a subject of one's own activity, as a person capable of showing one's own activity;
- reliance on the personal meaning and interests (cognitive and social) of each child in learning, promoting their acquisition and development.

The forms and methods of personality-oriented education are diverse and they depend on the characteristics of the personal image of the pupil and educator, on the situation, the age of the subjects of the educational process and many other factors. It is possible to designate only some components of the technology of personality-oriented education:

- study of the key events of the child's life;
- pedagogical interpretation of his individual characteristics;
- empathic acceptance of the child - the way he is;
- designing the stages of its further development jointly with the child;
- adaptation of educational means to the nature of the child;
- his involvement in pedagogical and life events;
- emancipation for dialogue, creativity, self-development.

Thus, summing up what has been said, we note that the personality-oriented approach in education is a methodological orientation in pedagogical activity, which allows, through reliance on a system of interrelated concepts, ideas and methods of action, to ensure and support the processes of self-knowledge, self-development and self-realization of the child's personality, the formation of his unique personality. individuality. Education in the process of using a personality-oriented approach is carried out as a process of subject-subject interaction based on dialogue, the exchange of personal meanings, and cooperation. At the same time, such methods and techniques are used as the study of key events in a child's life; pedagogical interpretation of his individual characteristics; empathic acceptance of the child - as he is; designing the stages of its further development together with the child; adaptation of educational means to the nature of the child; involving him in pedagogical and life events; emancipation for dialogue, creativity, self-development.

Using a student-centered approach in the education of preschool children

One of the tasks of preschool education is the education of the child's personality, the development of its creative potential, abilities, and the identification of signs of giftedness. The educational standard of preschool education includes socio-moral and personal development directions, which are implemented through the educational areas: "Socialization", "Personal Development" (the basic component of preschool education).

For example, in the senior preschool age are formed:

- awareness by pupils of their capabilities, achievements; assessment of one's actions from the standpoint of common values: good - evil, fair - unfair, good - bad (perceptions of oneself);
- the ability to evaluate other people's actions from the standpoint of universal values (ideas about others);
- the ability to listen to oneself: one's own experiences, emotional states;
- orientation of the pupil to the motivation of his behavior in accordance with the moral and moral values of a person: humanity, benevolence, justice, empathy;
- development of arbitrary behavior (discipline, endurance, patience, etc.), self-control (self-efficacy and self-control).

The personality-oriented model of upbringing is aimed at overcoming the educational and disciplinary approach to the child familiar to our education system, equipping teachers with the skills of partner communication with "children, as well as new pedagogical technologies. Since the child is the same full member of society as an adult, then to recognize his rights means to take a pedagogical position not "from above", but side by side and together.

Communication styles used in a student-centered model of interaction between a teacher and children.

1. The situational-personal type of communication is inherent in children of 2 years old. It is important for them that the caregiver is affectionate and ready to help and protect. Therefore, a child of this age needs to be caressed, hugged, sit next to each other just like that ... The exchange of "pleasant touches" between you and the child will create an atmosphere of trust and warmth, relaxation and peace.

2. The situational-personal type of communication is the establishment of personal contact with each child individually. Here it is necessary to work on an equal footing, and not under the guidance of an educator. The task of this stage is to earn the authority of a "handy man" in the eyes of children.

3. An extra-situational-business type of communication is used in middle age, when an adult becomes an authoritative source of interesting and reliable information. The task of this type is to earn the authority of a "knowledgeable person." But there is no need to pretend that you know everything. Do not be embarrassed that you do not know the answer to some question immediately. Children should make sure that: the question interests you;

you know where and how to look for the answer to it;

you are persistent in your search and consider it important to still find the answer.

4. At senior preschool age, it is necessary to be able to listen to the confidential stories of children and enter into personal communication on an equal footing with the child, avoiding judgments, as well as the ability to sincerely enjoy life. Children at this age can be closed in their own way and open up only with a person who is very trusted. They share their feelings, experiences, thoughts. This type of communication is extra-situational-personal.

Every year, the style of communication between an adult and children changes, because the nature of the child's need for an adult changes. But it is important to remember that a new need does not come in place of the previous one, but as an addition to it.

Personally oriented style of relationships is also embedded in the assessment of children's achievements. For children 2-3 years old, any results of work and efforts must be approved, only in this way can the desire to set new goals be strengthened in the child. For 4-year-old children, along with approval, an objective critical assessment of the results of children's activities is also necessary, but always in a playful way and from a game character. Starting from the age of 5, the educator in a friendly manner compares the results of the child's activities with his previous ones (for example, compares drawings), but in no case can he be compared with the results of the activities of other children. At the same time, the teacher helps the child to carry out a comparison - a comparison of what has been done, to outline ways to correct them. Thus, the prerequisites for learning activities (self-control and self-esteem) are formed in children.

The subject-subject position of adults implies an appropriate attitude towards the child as an equal partner, the initiator of independent creative activity, a unique personality with individuality, originality, as a person who has his own goals, needs, interests that must be taken into account without limiting the possibility of further development. Recognition pupil by the subject leads to the need to change the attitude towards each child at the level of acceptance of three main postulates:

- unpredictability of individual behavior (recognition of the right of each child to an individual choice and, accordingly, the refusal of an adult in the right to a tough forecast and purposeful management of the child);

personal values (refusal to separate children according to the criterion "good - bad" in terms of assessing their abilities);

- the uniqueness of individual capabilities (the willingness to accept the child precisely as another person, endowed with his own special qualities inherent only to him and having an individually unique potential for his development).

Each group is unique in its composition, in terms of the subjective experience of life that is formed in children, acquired by the child outside the kindergarten, in the specific conditions of the family, sociocultural environment, in the process of perception and understanding of the surrounding world. All children, including typically developing ones, have individual characteristics that the teacher should identify and take into account in order to optimize the processes of education and upbringing.

Individual characteristics that the educator must identify and respond to: family cultural environment, needs and abilities, interests, temperament and character, level of development, learning style. There are always children in the group who differ from their peers in the speed and creativity of thinking, the ability to organize their activities, and their willingness to help other children. They need complex tasks that require a creative approach. One child immediately begins to complete tasks, the other needs to think; one needs adult support, the other works autonomously; it is enough for one to cheer up, to help with advice, for the other it is necessary to provide practical assistance. These are signs of differences in learning styles, in the organization of work.

The ability to recognize differences in children's behavior and individual characteristics of their personality will allow the educator to better understand and accept each child, help children solve their problems in ways that would suit their individual learning style. A learner-centered approach to learning strikes a balance between the needs of the individual and the group. Elements of general knowledge are brought to children indirectly when they make a choice, realizing their own interests, solving their own problems.

Free choice is the opportunity to try new things, act alone or in cooperation with others, work silently or engage in dialogue, be result-oriented or focus on the process. Making their own choice (content and method of activities, partnerships, materials, place of work, etc.), each child acts at his own discretion, at his own pace, getting his own results. The right to choose liberates children, relieves anxious children of a sense of fear. The teacher is required to be able to create a developing environment that stimulates the activity of children, a willingness to provide assistance and support in situations where they are needed. Instead of the usual instructions on what and how children should do, the teacher helps them realize their own plans in organized learning, joint and independent activities.

The educator needs not to saturate the child with information, but to develop his cognitive interest and the ability to independently acquire and apply knowledge; content that the child learns under the guidance of the educator. All this is possible with the use of personality-oriented technologies in the pedagogical process.

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