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A PERSON-CENTERED APPROACH: ANALYSIS AND RESULTS

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Abstract

This article reveals the essence of the person-oriented approach, and the opinions of pedagogues-scientists on this approach are highlighted. Also, the role and importance of person-oriented education in ensuring the full development of the participants of the educational process is highlighted.

Key words: person-oriented technologies, "I-concept", educational process, personal experience, individual characteristics, innovative approach, diagnostic system, biological science, developmental technologies

The main goal of the introduction of person-oriented educational technologies is to recognize and take into account the individuality of students, to create the necessary conditions for their personal development. In this regard, it is appropriate to prepare didactic materials aimed at increasing the level of learning of students in academic subjects, taking into account their age, psychological and physiological characteristics, to effectively use modern pedagogical technologies and interactive educational technologies.

E.F. Zeer [1] states that the modern trends of the educational process imply turning to a person-oriented approach, in which the student's personality, his development and talent, social, creative and formation of professional self-



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expression. In the development of a person, the ability to think freely, the possession of personal experience creates the basis for the development of their professional skills and their development as a mature person.

A.I. Uman [2] in his researches, in the implementation of a person-oriented approach, the necessary condition of didactic components, namely: presentation of content, interaction between the teacher and the student, implementation of their activities in science, explained the mechanism of the learning process.

Person-oriented education [3] - taking into account the educational process, the unique nature of his individual development, an equal and responsible participant in the educational process based on deep respect for the student's personality in educational institutions to look at, is to organize on the basis of taking into account the unrepeatability of experience.

In person-oriented education, the student is not adapted to the educational system, but is allowed to develop taking into account the individual characteristics of the student, his self-development, independent study, self-expression, on the basis of activation characteristics, conditions are created for understanding, observation, testing in one's own practical activities, expression of new ideas and opinions, freedom to search for effective ways of solving existing problems, development of creative and critical thinking of the student. Any student strives to activate and demonstrate his or her unique nature, character trait [4].

One of the main reasons for paying special attention to the introduction of innovative approaches in the processes of personality-oriented education in general education schools is the wide range of opportunities to implement personality-developing education in the innovative approach and the newly



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revised Law "On Education" special attention is paid to the implementation of developmental education:

the innovative approach provides an opportunity to widely introduce systematic activities into the educational process.

innovative approaches allow the teacher to pre-design the technological chain, starting from the goals of the educational activity, to the creation of a diagnostic system and control of this process.

since innovative approaches are based on the use of modern methods, their application ensures the implementation of the requirements of the National Curriculum. As a result of the development of students' educational activities in the conditions of individual-oriented education in biology, it allows to achieve the following positive results:

- students have the skills and qualifications to work independently;
- to achieve continuous assimilation of new knowledge;
- development of skills and abilities to apply theoretical knowledge in practical activities;
- development of creative abilities;
- increase in self-confidence;
- increasing opportunities to choose forms and methods of education as a subject, etc.

Person-oriented education, by its essence, provides for the full development of all participants of the educational process. This means that, when designing education, it is necessary to approach based on the learning goals related to the future professional activity, not the personality of a specific learner.



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On the basis of person-oriented (developing) technologies, the following points are important [5]:

1. A new look at the person as the goal of education: the child is a person with full rights in the school, a subject in the pedagogical process; personality development - the goal of the educational system; It reflects ideas such as the basis of the goal of education to educate every free, independent and well-rounded individual.
2. Humanization and democratization of pedagogical relations, love for children, interest in their fate; convincing the child of his strength and talent; achieving cooperation with him in the process of pedagogical relations, legal equality of teacher and student; the child's right to free choice; the right to be wrong; represents situations such as having one's own personal point of view [6].
3. A new interpretation of the individual approach. Its content is to direct the child to the subject, not the student. Individual approach includes the following: avoiding the targeting of students who master the material on average, being able to see the positive qualities of the person, psychological and pedagogical diagnosis of the person.
4. Forming a positive "I-concept" of the person. The task of the teacher is to see a perfect person in the person of each student, understand him, accept him and trust him.
5. "Why?" and "What education?" a new approach to solving the problem. Its essence is to understand the content of education as a means of personal development [7].



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