

A Humanistic Approach to Education and Personal Development

Rustamova B. A.

Oriental University of the Republic of Uzbekistan, Department of Pedagogy and Psychology, trainee teacher

ABSTRACT

The paper analyzes the problems of humanistic formations and self-esteem recognition. The article deals with the professional training of future teachers, which is based on social-humanistic position of man, the subject of his active attitude to the world.

KEYWORDS: *humanisation, self-transformation, self-development, subject-subject relations, humanistic orientation of education, humanistic educational paradigm.*

The main values of humanistic education are a human being as a subject of culture, own life and individual development; education as a cultural developing environment, which develops and nourishes a personality, giving cultural meanings to his/her life; creativity and dialogue as ways of human existence and self-development in the cultural and educational space. According to E.V. Bondarevskaya, the most important principles of reforming the pedagogical education should be an orientation to human values, pedagogical culture, individuality and creative potential of the student.

According to the theory developed by S.L. Rubinstein, the essence of personality is manifested in its ability to occupy a certain position. Personality is not a set of given qualities, but a person's need to "be a person", i.e. to manifest his/her attitude towards the world and himself/herself [3]. In social sciences the personality is considered as a special quality of the person acquired in the certain sociocultural environment in the process of joint activity and society. Personality develops in the process of activity under the influence of certain factors: heredity, environment, upbringing and own activity.

The ascent of a person to the values of the society can develop productively in a given direction only under certain conditions, among which the subjective position of a person is the most important. According to A.V. Kir'yakova's concept, a person changes his or her value attitude to the world on the basis of expanding the living space, social circle, entering a wider sphere of social context of life activity [2]. The process of appropriation of values can be carried out spontaneously or purposefully.

The humanistic values of the teacher (humanity, fairness, responsibility, etc.) are realised in a subject-subject relationship, developing in students the need to be human, fair, and responsible. Information, text, questions are conveyed in education, and the state (i.e. inter-subjective state) in education, which contributes to the manifestation of the "state of everyone", which can become the "property of all" in the process of upbringing.

The development of humanistic position is due to the teacher's reflection of the activity basis (goals, motives, methods, conditions, values, results) among which the main value orientation is to the student. According to O.K. Pozdnyakova, humanistic position of a teacher is based on views, ideas, ideas and beliefs, formed on the basis of knowledge about goals and values of humanistic pedagogy.

A humanistic educator has a positive attitude towards the student, accepts the student as he or she is, in exceptional cases correcting individual qualities, but only with an overall positive attitude towards his or her personality. Such a teacher is characterized by openness, he or she is not limited to formal

<https://cejsr.academicjournal.io>

performance of his or her duties, but is sincere in relations with the students. The teacher-humanist educates sense of personal dignity in each student; develops empathic tendencies, self-respect; aspires to provide the maximal psychological comfort for student development.

One of the leading ways of implementing the concept of modern university education, which includes personality-centered education, is to rethink the role and place of subject training in education: the emphasis is transferred from subject mastery as the main goal to mastery of the subject as a means of student development. Another idea of this concept is associated with the design of such learning forms, which are connected into a single whole as an educational process (own learning activity), and its reflection, and research work, where the development of personal position of a future specialist takes place [1]. The main statements of this concept are defined as follows: a personality is a value for itself and for others, education is a transformation of personality which is realized in the process of the university psychological and pedagogical process. The main result of such education is not knowledge, abilities, skills, but ability for personal growth, empathic interaction and high socially-oriented personal productivity [5]. The main principle is management based on self-management: removal of external compulsion together with creative tasks creates the environment for collaborative and independent creative work.

The activity of teachers in a modern university is also changing: from "translator" of knowledge through the work of "master" who organizes joint activities in order to form students' professional abilities, to the position of "consultant" who together with the student designs his/her future professional activity. In this regard, the search for innovative technologies of training becomes an urgent problem. In our opinion, the most productive in modern conditions are the project method and cooperative learning [6].

The project method is not fundamentally new in the world pedagogy. It is also called the method of problems and associated with humanistic ideas in philosophy and education, developed by American philosopher and educator J. Dewey. Teaching is based on active learning, on purposeful activity of students, which is related to their personal interest in this very knowledge. It is important to show students their personal interest in the knowledge they acquire, which can and should be of use to them in life.

They need to solve a problem from real life, which is familiar and meaningful to them. It requires the use of knowledge already acquired and new knowledge still to be acquired. The teacher suggests sources of information or may just direct the students to search for it on their own. As a result, students solve the problem on their own and in collaboration with others, applying their knowledge and gaining real and tangible results. All work on a problem thus acquires the contours of project activity [2]. Project method is becoming increasingly important in the learning process, focused on students' independent activity (individual, pair, group), which they perform within a certain period of time, but the most optimal and effective it is combined with the use of new information technologies.

The educational telecommunication project is understood as a joint educational-cognitive, research, creative or game activity of students-partners, which is organized on the basis of computer telecommunication and has a common problem, purpose, coordinated methods and means of activity, which are aimed at achieving a joint result.

The Internet makes it possible to obtain all the information needed by students and teachers. It can be used to obtain the necessary data on a research problem. Students from different countries can participate in the project, resulting in cross-cultural communication. Discussion of the interim results and discussions acquire a new significance as they contain not only material from official sources but also point of view of the foreign partners of the project, their data and their interpretation of various phenomena.

Telecommunications allow students to form their own opinion about the events occurring in the

<https://cejsr.academicjournal.io>

world, to understand many phenomena and look at them from different angles, and, finally, to understand that some problems can only be solved by joint efforts. These are elements of global thinking, a way to understand the overall human experience. Telecommunication projects can be classified according to different features: cultural, historical and social, political, simulation and business games, etc.

The introduction of the project method into education systems has shown that students' engagement and comprehension has increased significantly. This means that this method is currently proving its worth. However it should be noted that not all institutions of higher learning can afford to buy computers in necessary quantities for productive work of students and professor-teaching staff in telecommunication projects. This forces us to look for ways to optimise the teaching process, taking this problem into consideration.

In this case the best way is to use collaborative learning. The basic ideology of collaborative education has been developed by three groups of American educators from J. Hopkins University (R. Slavin), the University of Minnesota (R. Johnson and D. Johnson), and California State University (J. Aronson) [4].

Mutually enriching, individuals "create" each other in the process of communication, whatever its results - positive or negative. That is why communication is one of the most important conditions for the formation of consciousness and self-consciousness of a person, a stimulant of personality development as a whole.

The main idea of cooperative learning technologies is to create conditions for active and cooperative learning activities of students in different learning situations, including the development of tolerance [7]. The main idea of collaborative learning technologies is to create conditions for active joint learning activities of students in different learning situations. Grouping students into small groups of 3-4 persons and setting a common task and determining the role of each group member in its performance allow everyone to be responsible for the result of not only their own work, but also the work of the whole group. Thus, less prepared students are stimulated to learn new knowledge, and more prepared students are interested in that all members of the group would thoroughly understand the material. The grade for this common task is also one per group. Collaborative learning provides the teacher with a great deal of room for creativity. There are several types of collaborative learning.

1. Learning in teams. This method emphasizes group goals and the success of the whole group, which can only be achieved as a result of the independent work of each team member in constant interaction with the other members of the group on the problem to be studied.
2. Case study (from the English word "case"). Students are organised into groups of 4-6 people to work on problematic situations, which can be broken down into fragments (logical or semantic blocks). Such work contributes to the development of professional knowledge in the field of social work and is useful in the educational process in preparation for practical activities. For example, when working on the theme "Social work with family", the following sub-themes could be distinguished: a) according to the object of work (social work with disabled children, single mothers, large families, etc.), b) according to the direction of activity (social work in health care, education, employment, extreme situations, etc.).
3. The method "learning together". Each group is given the task of working on a bigger theme which is handled by the whole group. For example, the whole group is working on the theme "Professional requirements for a social worker". All the participants devise a style of behaviour for the social worker which is shaped by his or her personal qualities, professional and individual values and interests and influences the whole system of relations. Students in groups prepare the part of a task (a humanistic orientation of personality; personal and social responsibility; kindness and justice; sense of own dignity and respect for dignity of other people; tolerance, politeness and

<https://cejsr.academicjournal.io>

ability to empathy; readiness to understand others and to come to their help; emotional stability; personal adequacy and social adaptability). The learning of the material is achieved as a result of the joint work of individual micro-groups and the whole group.

From the outset, the group has a double task: on the one hand, an academic task - to achieve some cognitive, creative goal, and on the other hand, a social and psychological task - to develop a culture of communication in the process of completing the task. Both are equally important. The teacher also necessarily monitors not only the success of students' academic tasks, but also the way they communicate with each other and help each other. It should be noted that motivation for independent learning activities is equally important. Practically, it is learning through communication between students and each other and with the teacher. In the course of communication, students perform different social roles - leader, doer, organiser, docent, expert, researcher, etc.

The basic ideas inherent in all the methods described here - common goals and objectives, individual responsibility and equal opportunities for success - make it possible to focus on each student. This is a person-centred approach in a higher education context. The ideology of the project method and collaborative learning is humanistic in its essence. This is a true psycho-pedagogical technology, which provides not only successful comprehension of educational material by all students, but also their intellectual development, independence, kindness towards a teacher and towards each other. Thus, new technologies in education most effectively solve the problems of personality-centered education, which implements a humanistic approach.

Literature

1. Bagadirova S.K. Methods and means of formation of methodological competence of a future teacher: autoref. Dissertation ofcand. ped. Sciences / S.K. Bagadirova. - Maykop : b. i., 2002. - 20 c.
2. Bolotov V.A., Bolotov V.A. Competence Model: from idea to educational programme / V.A. Bolotov, V.V. Serikov // Pedagogy. - 2003. - N 10. - C. 8 - 14.
3. Dvoryankina E.K. Development of subjective position of future teachers in pedagogical university as a humanistic basis of their professional training: on the material of teaching special disciplines: Ph. Cand. ped. Sciences: 13.00.01. Khabarovsk, 1999.
4. Evladova E.B., Loginova L.G., Mikhaylova P.I. Children's additional education: textbook. M., 2002.
5. Rubinstein S.L. Fundamentals of general psychology. SPb., 1998.
6. Rudneva T.I. The personality of teacher in contemporary educational space / T.I. Rudneva // Mir psychologii. - 2004. - N 4 (40). - C. 193 - 199.
7. Tatur Y.G. Competence in the structure of specialist training quality model / Y.G. Tatur // Higher Education Today. - 2004. - N 3. - C. 20 - 26.