

Internal and external motives affecting the student's personality based on person-centered technologies

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Abstract. The article is devoted to the development of a communication culture through the use of personality-oriented teaching technologies and the development of communication skills of future specialists, which focuses on personalizing the learning process, its creative organization, as well as modernizing and integrating the content of training.

Key words: Personality, learning technologies, development, communication skills, formation, educational process, educational content, modernization, integration.

Introduction

Acting on the basis of person-centered technologies is also strongly associated with productive factors that affect an individual's socialization. Ability cannot develop on its own, it is as if it is in a "dormant state" and its awakening needs a favorable environment for development. An environment is a set of external events that affect a person.

Researcher in the field of social pedagogy VK Lisenkova points out the following as components of the pedagogical process in creating an environment of interaction on the basis of person-centered technologies:

1. Democratic approaches based on humanity.
2. Dialogue environment based on interaction.
3. Working pedagogical environment.

The following are important in the organization of the learning process on the basis of person-centered technologies. This means that there are certain areas of achievement of learning goals based on person-centered technologies. Including:

- Transition from pedagogical requirements to pedagogical direct and indirect communication, communication and attitude;
- to teach students on the basis of a free, emotional, human and personal approach: to provide an environment of mutual understanding, understanding, understanding, acceptance, empathy, support, expression of positive emotions.

The principles of organization of person-centered technologies have their own peculiarities. Such peculiarities include:

1. To have didactic complexes that activate and develop students. Existing didactic complexes are widely used in the educational process. Working with these complexes will give students joy, help them to develop life skills and abilities, give students the opportunity to use educational materials on a free choice, adapt the materials to the needs, research, desires of students, give students the opportunity to meet new knowledge in each lesson. with the help of materials should expand the worldview and imagination of students, the inclusion of educational games in the content of teaching materials, teaching materials should raise the morale of students, teach them to think independently and critically.

2. Ensuring a humane approach to students' personalities. At the same time, the establishment of democratic relations with students is an important principle of establishing friendly interpersonal relations, which ensures the effectiveness of the educational process. At the heart of this relationship is the ability to recognize each student as an independent person, respect their rights, understand their feelings, recognize and trust their decisions, ensure students' freedoms, equalize the rights of excellent and low-achieving students, and help each other. should occur.

3. Deciding on an environment of solidarity based on humanity. In the process of humane, democratic, teamwork, students develop strong knowledge, skills and abilities, treat them with kindness and love, loyalty, inspire them to good deeds, show pedagogical skills in cooperation, interaction and communication, create a positive environment among students. to be tolerant of their shortcomings.

Pedagogical creativity should be a characteristic of the teacher. Its specific features depend entirely on historical, national, natural, moral factors. Creativity is recognized as a national feature of the Uzbek people. Based on this perspective, we interpret education as a process with a new human nature. In this case, it is appropriate to think about the pedagogical phenomena of the first and second degree.

The principle of a formative approach plays an important role in the organization of person-centered technologies. This manifests itself as interests that take precedence over the interests of the individual. At the same time, the existing direction of such education, the basics of conscious activity and the formation of behavioral experience combine positive energy in itself. This, in turn, is a key point for the future development of the student's personality.

The personal qualities of the student are the features of personal importance, which are formed in a specific way, reflecting his attitude to common values. They are culture, creativity, freedom, independence, choice, devotion, inter-ethnicity, personal creativity, creativity, originality, belonging to civil society, honesty, discipline, solidarity, compassion.

The personal qualities of the student determine the content and level of conscious activity inherent in him.

Personal structures are a value-based structured content of the student's mind. It is manifested through the student's collaborative activities and behavior. Ensures that it is consciously adapted to a particular collaborative activity. This activity guides, directs the student, develops his thinking skills. Defines his attitude to values and culture. It also represents the student's knowledge, experiences, life and professional goals.

The student demonstrates his personality qualities only through the activity of his mind. He expresses his personal opinion, manages his actions, organizes his activities on the basis of cooperation, diligently fulfills the accepted requirements and devotes his activity to the implementation of these requirements.

One of the most important manifestations of a person's conscious activity is control. The student's mind directs and controls his or her attitude toward the environment. In this process, the student's mind really reflects external influences and responds to these influences to a certain extent. The pedagogical essence of this phenomenon is that it represents not only the effect but also the essence of the student's consciousness. The stronger the action of this controlling unit, the higher the spiritual-moral formation of the mind.

In improving the mechanisms of application of person-centered technologies in the educational

environment, it is important to develop the ability of the mind of the participants of the educational process to independently control the situation. To do this, the personal intellectual indicators of the participants in the educational process, including:

- Criticism - an assessment of changes and logical situations outside the person and in his own body, the emergence of dissatisfaction and suspicion with the existing order, the focus on the process of rethinking and critical evaluation of them. Strict critical thinking - 1) the ability to evaluate one's own views, opinions, value orientations as an integral part of the ideas and values expressed in practice, rather than as too important and valid; 2) the ability to test their ideas on their own initiative and to defend against ideas put forward in opposition to it; 3) the ability to find positive situations in certain negative events; 4) the ability to avoid inaccurate and petty criticism; 5) the ability to move away from the belief that everything is fine anyway; 6) the ability to objectively assess themselves in certain situations, to avoid the influence of negative factors;

- be able to analyze experiences, go beyond their scope, think, study, analyze; to construct, to be true to oneself, to be true to oneself;

- to identify, identify, equate, analyze the hidden causes of events, to determine their basis, to demonstrate social, personal values, approaches to uncertainties; identification of external causes of events;

- Orientation - to determine the individual directions of imagining the world, to have an individual worldview;

- independence - the ability not to succumb to external influences, to respond appropriately to them within the framework of ethical rules;

- intellectual and creative - the definition and creation of a system of personal ideas, the formation of active communication and communication skills, thinking and creativity in the process of activity;

- Update their activities - to ensure a high level of spiritual and creative potential, the full manifestation and development of their personal potential, the transition from a state of opportunity to a state of reality;

- to carry out their activities - to strive for self-recognition of others, to create conditions for its full manifestation, to develop independently.

If students are provided with favorable conditions for the formation of creative activity, education will achieve its goals. In connection with the new pedagogical thinking, the main system of the pedagogical process, aimed at the independent organization of its activities, acquires a technological basis, acquiring its purpose, content, personal-valuable essence. Builds a system of self-governance based on cooperation. This depends on the general and specific principles and guiding conditions of pedagogical cooperation.

Another important principle of person-centered technology is consciousness based on personal knowledge, which has a humane character. Accordingly, the collaborative learning process requires researchers to think anew in analyzing it. Teachers and students also become active actors in the educational process. To do this, the educational process must become a field of observation. As a result, theoretical knowledge and practical experiences are presented and mastered to each other on the basis of interaction, based on logical thinking, without being transferred from teacher to student.

In this process, the teacher's open monologue is replaced by active, intellectual communication. Interaction, partnership, orientation based on the independence of the developing individual.

The third important principle is the openness of educational information. Openness is a pedagogical phenomenon that has another important quality among its many determinants. Knowledge of an open nature is unique in that it is open to the person who knows it in its own territory. The world of knowledge is manifested in the mind of the student based on the intensity of his cognitive activity. This knowledge and the student's cognitive activity are its core values. In such an environment, the teacher does not present the knowledge to the students in a ready-made way, but provides them with new knowledge by performing various mental operations.

For the content of education to acquire a personal essence, it is necessary to pay attention to the personal structure of the minds of teachers and students. Reading, learning, upbringing and self-education are the basis and mechanism of the educational process aimed at the independent organization of their activities based on creativity. They reflect the teaching materials and moral values aimed at the independent organization of students' activities. With its help, educational technologies based on pedagogical support of students are created.

In the transition of the student to a new, that is, collaborative state, there are two manifestations of his consciousness and experiences in relation to the situation itself: 1) active creative activity in the process of social adaptation or organization of the situation; 2) creativity, education, study, upbringing, self-education, based on the independent organization of their activities, are the goals of pedagogical activity.

Today, the ability to transfer the knowledge specified in the curriculum to the student, to form his knowledge should be replaced by the ability to solve creative problems, to form a multidisciplinary consciousness, to build the ability to carry out their activities. Accordingly, the teacher should not in many ways manifest as a science teacher and methodologist, but as a manager of a new collaborative education system. Because, according to today's demand, the teacher is a subject that analyzes the ways of development of students' consciousness.

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