

PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS OF THE ORGANIZATION ORIENTED EDUCATION

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Abstract:

The article discusses the system of intellectual and practical skills abilities of students, a learning model based on a scientific psychological and pedagogical concept.

Keywords: research work, subjective experience, creative activity, teaching and research skills, didactic process, emotional-volitional attitude.

UMUMTA'LIM MAKTAB O'QUVCHLARIDA SHAXSIGA YO'NALTIRILGAN TA'LIMNI TASHKIL ETISHNING PSIXOLOGIK-PEDAGOGIK ASOSLARI

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Annotasiya

Maqolada, o'quvchilarda intellektual va amaliy ko'nikma qobiliyatlar tizimini o'zlashtirish, o'quvchi shaxsigacha yo'naltirilgan ta'limni tashkil etishning ilmiy psixologik-pedagogik kontsepsiyasiga asoslangan o'qitish modeli qarab chiqilgan.

Kalit so'zlar: o'quv-tadqiqot ishi, sub'ektiv tajriba, ijodiy faoliyat, o'quv-tadqiqotchilik ko'nikmasi, didaktik jarayon, hissiy-irodaviy munosabat.

Психолого-педагогические основы организации личностного ориентированного образования у учащихся общеобразовательных школах

Аннотация

В статье рассматривается система интеллектуальных и практических умений навыков ученика, а также модель обучения основанная на научной психолого-педагогической концепции.

Ключевые слова: научно-исследовательская работа, субъективный опыт, творческая деятельность, учебно-исследовательские умения, дидактический процесс, эмоционально-волевая установка.



The existence of a gap between the current educational system and the requirements of modern society is evident in pedagogical practice. The knowledge, skills and abilities given in some academic subjects do not give positive results in situations encountered in life. Therefore, learning in the educational process seems complicated to the student and does not make him interested in studying. As a result, motivation and creative activity, which are important for education, do not materialize in them. In many educational literatures, it is recommended to pay attention to the following during the teaching process [1-2]:

- o mastering the content of knowledge about nature, society, thinking, methods of activity;
- o mastering the system of intellectual and practical skills and abilities,
- o mastering the experience of creative activity,
- o mastering the experience of emotional-volitional attitude to the world and other people, which allows the person to improve himself.

It is necessary to develop the scientific psychological-pedagogical basis of the organization of education focused on the personality of the student in order to implement the problem of mastering the experience of creative activity in the educational process in traditional education. Now there is a transition from the informational model of education to an active and personal model. This model of education requires new forms of educational process organization and pedagogical technologies. In recent years, the field of education has been rapidly acquiring student-oriented developmental education.

The problems of solving the problems of developing the student's personality, revealing their individuality through education, I.S. studied by Yakimanskaya. According to the scientist, according to the concept of student-oriented education, each student is an individual with his own characteristics, values, attitude to the surrounding world, subjective experience, education is an active subject of space [3]. In the conditions of the student-oriented approach, each student appears as a unique phenomenon for the teacher. The teacher helps each student to realize their potential, achieve educational goals and develop personal meanings of education.

The student-centered educational model meets the principles of an individual-personal approach, as well as implements educational principles that help to develop perception and creative thinking. The student-oriented educational model is based on a scientific psychological-pedagogical concept, therefore, in the process of its implementation, the psychological-pedagogical support, participation and assistance of a psychologist is necessary. The cooperation of a psychologist and a teacher in the development of student-oriented educational technology helps to implement one of the priority directions of the development of the educational system - the introduction of newly developing educational technologies.

Updating existing experience and knowledge is an important condition for understanding and introducing new knowledge. Understanding as a whole is closely related to the subject's personal experience and is carried out on the basis of past experience, knowledge, rules and other knowledge (own capabilities, understanding factors, etc.). Understanding is a key component of the learning process.



- Variability of tasks, freedom of choice for the child in their implementation and solving problems, use of the most important methods of learning the educational material.
- The accumulation of knowledge, skills and abilities is not an end in itself (final result), but an important means of realizing children's creativity.
- Providing a personal important emotional connection between the teacher and students on the basis of motivation for cooperation, joint creation, success by analyzing not only the result in the lesson, but also the process of achieving it.

If these principles are implemented, the information base of the lesson will really develop.

The main thing that a teacher works in the field of student-centered education is to create a "community of events" with the student, to help him take the position of the subject in his life. It is important that the student overcomes the passive position in the learning process and opens himself as a carrier of the active transformational principle.

A teacher working in a student-centered school enters a new professional position for himself - both a science teacher and a psychologist. The role of the teacher is to create a multifaceted educational environment to give each child the opportunity to express himself, the ability to use information about the child professionally in the educational process. The teacher works not as a translator of knowledge, but as an organizer and coordinator of educational activities. Initially, such a restructuring of professional consciousness increases the anxiety of the teacher, causes great difficulties, because it is necessary not only to increase their methodological level, but also to develop radically different lesson outlines, to support them didactically. The cooperation of the teacher with the teacher-psychologist is the main point in mastering student-oriented technology, which eliminates many educational problems.

Not all students have the same interest in the studied subject, their abilities are different, and not everyone can show their "I".

What criteria of a student-centered lesson make it effective and increase the quality of education?

- The message at the beginning of the lesson is not only the topic, but also the order of educational activities (the existence of a plan).

The plan helps to present the content of the material in a clear, understandable and logical way. At each stage of the lesson, the student participates in active, real interactions, consciously reacts to the lesson material.

- Formation of a positive emotional attitude to work for all children during the lesson. Serious attention is paid to the development of the motivational sphere, the educational process is enriched with positive emotions.
- Using the subjective experience of students.

Actualization of the subjective experience of students helps to establish connections between past experience and new knowledge.

- Creating conditions for students to demonstrate their cognitive activity and for each student to achieve success.
- Increasing the level of independence in educational activities, implementing a strategy of cooperation, combining frontal work with the class with forms of group activities.



- Creating an atmosphere of interest for each student in class work.
- The use of specially designed didactic material in the lesson, the use of multi-level tasks that allow the student to choose the type and form of the material (verbal, graphic, symbolic).
- Orientation of students' activities to the development of intellectual abilities, formation of educational activities (not transfer of educational information), components of educational activities (educational tasks, educational activities, self control, self-assessment) development. .
- At the end of the lesson, discuss not only what you learned, but what you liked (didn't like) and why, what you want to do again, what you should do differently.
- Evaluation is determined by a number of parameters, the final result, the way to achieve it, independence, originality.

The value of using level assignments is:

1. Offering a choice of task helps create a successful situation for the student.
2. Mastering the level approach allows the teacher to conduct diagnostics and monitor the dynamics of intellectual development of students.
3. Taking into account the individual characteristics of students allows the teacher to organize tasks in a way that contributes to the realization of the potential of each child within the framework of student-oriented education.
4. The use of graded tasks is the most effective in combination with other options of written and oral testing of students' knowledge, skills and abilities.
5. It is necessary to systematically apply such tasks, because only in this case their implementation will help to achieve good results.

The students of the class where the student-oriented approach to the educational process is implemented are characterized by a constant interest in science, they can consciously plan their activities, and independently determine the goals of their activities. Pupils have a high level of cognitive motivation and activity, have a positive self-evaluation, and show interest in the educational material.

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