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## Teaching of Personality-Oriented Pedagogy in the Course "Personality and Society"

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### ABSTRACT

The article discusses the role of student-centered pedagogy innovative technologies for students and teachers of educational institutions, as well as educating young people in the spirit of national and universal values within the framework of the principles of reforming the education system in the Republic of Uzbekistan.

**KEYWORDS:** student-centered pedagogy, personality, society, spirituality, values.

Personality-oriented pedagogy and innovative technologies are what, in our opinion, should become absolutely mandatory in any educational institution and for every teacher, and the education of an intellectual, independent person should serve as the main ultimate goal of the educational process. The Russian teacher B.S.Gershunsky writes in the book "Philosophy of Education": "In the XXI century, humanism as a socio-value complex of ideas that affirm the attitude to a person as the highest value and recognize his right to freedom, happiness and development, the manifestation of his physical and spiritual powers, becomes a generalized system of views, beliefs and ideals of the teacher. The most characteristic features of this style are: the implementation of the idea of a personality-oriented approach in teaching and upbringing; the transition from group forms of interaction to individual; pedagogical requirements for students from direct, more and more involved in the form of indirect (advice, requests, suggestions)." In understanding the teaching as a collaboration between a teacher and students, a significant methodological role is played by the scientific and humanistic teaching of such Russian scientists as L.S. Vygotsky, D.B.Elkonin, B.F.Lomov, A.V.Petrovsky, B.G.Ananyev, O.K.Tikhomirov, S.L.Rubinstein, A.N. Leontiev, B.G. Ananyev, A.A.Leontiev and others.

Undoubtedly, when preparing future teachers for pedagogical activity, it is necessary to rely on the world experience in the development of education. At the same time, we take into account that one of the essential principles of reforming the education system in the Republic of Uzbekistan is its national orientation. Therefore, at present, such issues as educating young people in the spirit of national and universal values have become the main ones for our republic.

Difficulties arise due to the fact that the number of subjects studied in secondary specialized educational institutions increases in the curriculum, the time for studying some classical disciplines and academic subjects

is reduced. Among them is the course "Personality and Society". These circumstances create the basis for new theoretical research in the field of teaching methods of the course "Personality and society", requires the search for other approaches in the organization of educational progress. At the present stage of education development, there is a need to update methods, means and forms of training organization. This is closely related to the development and implementation of innovative technologies in the educational process.

The organization of the educational process in the course "Personality and Society" requires the use of non-traditional methods and forms of training organization. It is impossible to rely only on widely used teaching methods in practice, innovations are needed. Discussions around the course "Personality and Society" have recently become the subject of a separate study and revealed some trends in its teaching:

the first is the selection of the content of educational material, which led to certain trends in teaching: some teachers pay more attention to historical figures, others to the basis of socio-economic and political life of society, others within the political and life of rulers, etc. As a result, the educational institution prepares graduates with different, rather limited ideas, with different worldviews. The second trend is the helplessness of teachers in matters of methodology. Most lessons are enriched with new factual material, but not infrequently do not contain a global idea or even a final conclusion, and sometimes a teacher's position. The third trend is the suppression of teaching methods by the educational content. The teacher is drowned in the material today and he does not have enough time to introduce innovative technologies (to have time to read the latest literature and give it out in the classroom is in general.). The fourth trend is the use of a computer in the classroom, which is justified, first of all, when individualizing the work of students. Ultimately, the computer helps to intensify the learning process, increase motivation to study the subject. Provide assistance in the form of advice and much more. The future here belongs to computer literacy and the culture of the teacher.

Which is also problematic for now. Not every teacher and every educational institution can allow the use of video materials and computers in the lessons of the course "Personality and Society". The modern teacher is partially rescued by old stocks of slides, filmstrips, paintings, diagrams, maps. And what should a graduate of a pedagogical university, a young teacher, do? A new contradiction is also emerging in this area. Is it interesting for a student who plays at home on his own computer and watches videos, who has free access to the Internet, the visibility that the teacher operates in the classroom?

Summarizing the topic, we will highlight the main problems in stages:

- The first problem: updating the State educational standard for the course "Personality and society", the program and educational literature.
- The second problem: is inextricably linked with the first: does the educational institution educate or develop students? Hence the question of the ratio of the priority of upbringing and education.
- The third problem: the optimal structure and model of a modern textbook on the course "Personality and society".
- The fourth problem: the introduction and use of information technologies in the process of teaching the course "Personality and society".

The fifth problem: the requirements for a teacher are professional competence. The main requirements for a modern teacher are:

- improving the quality of education, ensuring a high level of educational standards. This can only be done by a teacher with high professional competence;
- independent solution of creative and research tasks, that is, the teacher of the future must necessarily be a creative person;
- high level of intelligence, age roles and values of the spiritual and moral potential of the teacher;
- the need to solve a number of new complex professional and pedagogical problems that require the integration of knowledge, practical skills and skills of such related pedagogical sciences as philosophy, psychology, religious studies, economics, law, computer science, etc.;
- the need for continuous mastery of modern teaching and upbringing technologies, new achievements of domestic and foreign experience. All this needs to be adapted in relation to their subject activities, adapted to their individual characteristics and abilities.

A crucial role in the implementation of these issues is played by the introduction of personality-oriented technologies in the process of learning "Personality and Society". Integration innovative technologies will allow changing the paradigm of education itself and improving the quality of education, guaranteeing a high level of educational standards; updating the content of education – integrating subjects, introducing new disciplines to improve the educational process, creating a new generation of modern textbooks. Questionnaires and express surveys have shown that many heads of educational institutions are trying to solve this problem. Here, the task of professional retraining of teachers is put in the first place. These are the main problems of the education system, which are actively discussed by teachers and which must be solved in the process of modern reform within the framework of the education modernization program. The totality of these changes can be classified as a paradigm shift. (more precisely, paradigms) of modern education, which will live in the XXI century. Today, humanity is rethinking the world in its integrity and interconnectedness.

The strengthening of integration processes in the modern world puts forward the tasks of preparing young people for life in a new civilization based on the priorities of the values of human morality and culture. The situation in which the younger generation finds itself requires an appeal to a certain system of values associated with both the best national traditions and the universal tradition of humanism as a global worldview that determines a person's attitude to the world and other people.

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