



## A PERSONALITY-ORIENTED APPROACH TO THE EDUCATION OF STUDENTS IN THE HIGHER EDUCATION SYSTEM

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**Annotation.** The article analyzes one of the most relevant approaches in modern pedagogy – personality-oriented. An individual approach to the upbringing of students is a purposeful system of pedagogical actions and relationships that takes into account the age and socio-psychological characteristics of each student to the maximum in order to achieve a comprehensive and harmonious development of his personality.

**Key words:** personality-oriented or individual approach, competencies, system of continuous education, traditional forms of education, teaching methods, specific forms of work, application of advanced pedagogical technologies, topical issues of modern pedagogy.

### **Introduction:**

The personality-oriented approach in the national education of students is a purposeful system of pedagogical actions and relationships that maximally takes into account the age and socio-psychological characteristics of each student in order to comprehensively and harmoniously develop his personality.

In Uzbekistan, special importance is attached to the development of linguistic and cultural competence in the higher education system. This competence is associated with individual learning, in which, as practice shows, traditional forms of education are not designed for an individual approach to education and upbringing; the second reason is psychological in nature. It is necessary to overcome the psychology of the team and address each individual student as a person, an individual; the third reason is the regularities of the education process, since in education there is no direct dependence of the results of education on educational influences, therefore, in the opinion of the teacher, it is better for him to address a group of students than to each of them separately.

That is why, in our opinion, it is important to consider the role of students and determine their place in public life. It is important to organize various types of work with students, taking into account their individual characteristics, psychological differences, and creative potential. Despite all the evidence, the problem we have named has not yet found its full psychological and pedagogical solution: various methodological techniques, specific forms of work are used, advanced pedagogical technologies are used in an individual form of education as topical issues of modern pedagogy.

In addition, today in world practice, special attention is paid to the development of students' intellectual potential, the formation of skills for working with various information and the formation of information and analytical potential, the improvement of technologies for working on lignocultural material and socio-cultural competence in the learning process focused on the individual personality of each student.

The personality-oriented approach in the education of students is a purposeful system of pedagogical actions and relationships that maximally takes into account the age and socio-psychological characteristics of each student in order to comprehensively and harmoniously develop his personality. Today, it is very important to study the personality of students, first of all, from the standpoint of real life.

It is known that the individual characteristics of students have a profound and diverse impact on social groups, and thus on society as a whole, the level and nature of the organization, the productivity of

collective activity, interpersonal relationships.

The second reason is related to the psychological nature, in which the levels of reaction, attitudes, assessments, and students' attitudes to the same fact, phenomenon, and event are always varied. These differences in the attitudes and attitudes of students affect their behavior and personality manifestations, since the true object of pedagogical work is precisely the relationship of personality, which means that their knowledge and accounting are necessary.

The third reason is based on the regularities of the process of national education, in which there is no direct dependence of the results of education on the effects on students. The breadth and dynamism of the student's connections and relationships with the surrounding subject and social environment should be a constant object of pedagogical cognition and correction.

The greatest effect in the national education of students is given by taking into account the individual characteristics of students, which should be studied jointly by all teachers in contact with all students. Such a kind of pedagogical "consultation" will provide complete, reliable information and unity of action for all teachers.

This means that the general program for all teachers is the principle of studying the student's personality: purposefulness, comprehensiveness, dynamism, systematicity, consistency, activity.

At the same time, it is important to take into account another fact: students have always occupied and occupy a specific place in the social structure of society, which is determined by the following differences: firstly, the defining function of students in society and the peculiarities of their leading activities.

The purpose of the students is to prepare for their future professional activities. In this regard, educational activity is leading – individually by nature and is characterized, first of all, by personal, rather than social significance; secondly, by the unity of lifestyle, its orientation (mastering the chosen specialty), the unity of students' way of life with the definition of ways and forms of their life; Thirdly, the age characteristics of students: insufficient life experience, certain psychological and social immaturity, breadth of interests, emotionality of orientations are just some of the components of the special appearance of most of today's students, who are also characterized by incompleteness and dynamism.

The value orientations of most students are characterized by a low degree of component consistency. If at the cognitive and emotional level a special place is occupied by training in the specialty, independent work, then at the behavioral level an important place is occupied by orientations related to age characteristics – entertainment and communication. The task is to optimally coordinate the various components of students' value orientations, given that intensive, diverse communication in student age is necessary for socially and professionally significant personality qualities.

The wide range and diversity of students' interests is often characterized by superficiality rather than depth. There are two trends in the dynamics of the orientation and interests of students: humanitarization and professionalization. The communicative and artistic orientation is significantly increasing, and, unfortunately, the cognitive and labor orientation remain almost unchanged. As for the professional orientation, according to sociologists, only about half of the students note a stable inclination and conscious self-affirmation in their chosen profession.

The process of becoming a student's personality over the years of study at a higher educational institution is a complex process that requires attention from the teacher and tutors of student groups, since a personality-oriented approach to educating students is carried out primarily through a team. This is the dialectic of these fundamental concepts, where the educational and cognitive activity of students is important, the need for cooperation and interaction in communication, which is closely interrelated with the rational approach (from consciousness to behavior), from the emotional approach (from emotions to consciousness and behavior), from the activity approach (from behavior to consciousness).

At the same time, it is necessary to observe a number of conditions of education: versatility, unity, continuity, gradation, gradualness, mediated by the individuality of all educational influences.

Consequently, in the process of education, the student himself becomes the main subject. The result and condition of education is the process of self-education, apart from which it is impossible to solve any educational task. The connecting link of upbringing and self-education is social value activity, in the process of which qualities and behavioral skills are formed, which subsequently manifest themselves in different

situations, in different settings, in different environments.

To do this, it is necessary to expand the types of student activity by including him in various types of activities, which will deepen and accelerate the process of consolidating the skills and qualities being formed, make them stable personality traits.

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