

# Historical Foundations of the Person-Oriented Approach

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**Annotation:** The article discusses the historical foundations of the person-oriented approach and the works of scholars who contributed to its development. Basically, the role and importance of the person-oriented approach in the works of our great ancestors, foreign and national scientists has been highlighted.

**Key Words:** Person-oriented approach, freedom of teaching, humanist, philosophy, self-esteem, eastern scholars, characteristics, personality, personal experiences.

**Introduction:** In recent days, which is determined by the scientific search for the methods of choosing value directions that correspond to the humanistic direction of the society and their further development, turning to the history of pedagogy is one of the most urgent directions. In Uzbekistan, priority is given to the introduction of person-oriented education, which has always been an integral part of advanced educational philosophy.

**The Main Discussions And Findings:** Scientists such as Protagoras, Plutarch, Seneca, Aristotle, Plato and Socrates founded the concept of education focused on the individuality of the student. Plato, who lived in 427-547 BC, made a great contribution to the development of the philosophy of education in ancient times. Plato believed that the “freedom of teaching” should be preserved in the educational institution in order to take into account individual capabilities[1].

The Roman politician, philosopher and writer Seneca, who lived between 4 BC and 65 AD, put forward the idea that education should, first of all, form an independent personality in students. According to Seneca, he believed that teachers should encourage students to speak for themselves rather than relying on their memories[2].

The approach focused on the personality of the student was formed in the humanistic views of T. More, T. Campanella, G. H. Chesterton, F. Rabelais, M. Montel and M. Luther, among others, during the Renaissance. The ideas of the well-known English humanist Thomas More about the multifaceted development of the individual are appreciated by many scientists[3].

The French humanist writer Francois Rabelais satirically criticized the failures of education and upbringing in the Middle Ages. At the same time, he developed the ideal of humanistic education, which glorifies the spiritual and physiological growth of a person, which is the basis of the concept [4].

Michel Montaigne was a French philosopher and writer who developed a humanist-pedagogical program. This program significantly influenced the pedagogy of John Locke, Leo Tolstoy, Immanuel Kant, Jean-Jacques Rousseau and other advanced theorists and educational practitioners[5]. Montaigne is known as the “father of humanistic education”. The development of the human personality, as well as the determination of human abilities, should be the goal of Montaigne, that is, the goal of upbringing and education. According to Montaigne, the process of a child becoming a grown-up person does not occur as a result of gathering information, but through the development of the ability to objectively evaluate.

D. Diderot, K.A. Galvetia, I.G. Pestalozzi, A.N. Radishcheva and J.J. Rousseau is one of the modern critics whose ideas reflect the concept of development of human personality and its abilities as an important component of education and upbringing.

French Enlightenmentists Claude Adrian Galvetius and Denis Diderot recognized the importance of human upbringing and educational experience in his growth over time. K.A.

Galvetia had a slightly different perspective on the issue of social and natural changes in education compared to D. Diderot, who believed that parents and education work as a resultant force between the individual and society.

Johann Heinrich Pestalocius developed elementary education techniques by applying his pedagogical philosophy. The goal of this approach was to discover innate talents for each child[6]. Educating a free individual, putting the student in the center of attention in the educational process, and giving the student the opportunity to actively discover the world through creative, autonomous actions has been considered one of the goals of the advanced teachers of the past and present.

In the 19th century K.D. Ushinsky (“Aspirations”[7]), I. Herbart (“Interests”[8]), L.N. In Tolstoy’s pedagogical systems, various aspects of the personal approach to education and upbringing are taken into account (“Education as the principle of freedom”[9]), and in the ideas of N.I. Pirogov, mental activity is emphasized as a unity and integral part of life.

A famous American psychologist and one of the most prominent supporters of humanistic psychology, Abraham Harold Maslow advocated a humanistic approach to the educational system. According to Maslow, the main goal of education is “to help a person discover what is unique in himself” [10].

Carl Rogers considered self-esteem to be one of the most important human qualities[11]. According to Rogers, a child’s sense of identity develops as a direct result of his interactions with adults and other children. Rogers focused on the many realities involving human interaction, particularly teacher-student interactions.

In the works of Eastern scholars such as Abu Nasr Farabi, Abu Ali ibn Sina, Alisher Navai, Abdulla Avlani, a set of characteristics that a person should have, along with the main characteristics that a person should have, are described.

U.A. Kasimov, Z. Gafurov, E. Ghaziyev, S. Kadyrov, E. Yusupov, A. Erkayev, S. Shermuhamedov, J. Tulenov, T. Mahmudov, V. Karimova, F. Ismailov, S. Ziyomumahamadova, U. Abduvahobov and others emphasized the philosophical, historical and psychological interpretation of the term “person” in addition to its national-ethnic and socio-psychological characteristics, spiritual and moral values, and other elements of the idea of “person”.

Later, the issues of ensuring the effectiveness of person-oriented pedagogical activity were studied in the works of M. Kuronov, K. Yoldoshev, O. Musurmonova, Sh.N. Majitova, M. Ochilov, U. Mahkamov, S. Nishonova and others. Among the lessons learned from their works: raising a well-rounded person, providing him with effective education, the place and role of the family, educational institutions, and society in the formation of a person.

S. Nishonova, who was one of the first to study the history of education of a perfect personality in pedagogy, defines this term in terms of historical and modern needs as follows: Be a role model as a person who is enlightened, perfectly acquired religious and worldly knowledge, mentally mature, has high talent and potential, high spirituality, morally pure, physically healthy, free, creative, able to feel the beauty of life. “is a person who will be” [12].

If we define a person-oriented approach based on what we know about the approach’s past, present, and future, we see that the approach prioritizes the child’s sense of identity and worth; in this approach, first of all, the subjective experiences of students are revealed, and then they are coordinated with the content of education.

A person-oriented approach does not imply the formation of a person with specific characteristics; rather, it implies the creation of conditions for the full manifestation and development of personal tasks of individuals participating in the educational process, it means “person-oriented”. The peculiarity of the person-oriented education is that the child is formed in accordance with his capabilities, potential, and characteristics of his nature, not according to someone’s wishes [13]. Realizing oneself as a person, recognizing and revealing one’s potential, implementing significant and socially acceptable ways of self-realization is one of the main goals of the person-oriented approach, which is important for both the teacher and the means to help the student as well.

In person-oriented education, the child is the main participant of the entire educational process. The pedagogue becomes not a “source of information” or “supervisor” in the development of the student’s personality, but a diagnostic analyst and assistant of the educational process.

Taking into account the age-related characteristics of students, using an educational strategy based on a person-oriented approach are also concepts that are highlighted in each pedagogical manual. In the last few years, the researches conducted in the fields of psychology and education have shown that it is important for the teacher to take into account his personal characteristics and capabilities, rather than knowing the age and individual characteristics of the student. Therefore, a person-oriented approach means dependence on personal qualities.

An example of a person-oriented approach that can be used in education is the assignment of educational tasks by the teacher depending on the age, gender and level of education of the children. Assignments are aimed at understanding the characteristics of the child, as well as his hobbies and inclinations. It is important to remember that a child's personality will always be unique. A child’s personality consists of a unique set of physical and psychological characteristics that distinguish him from other individuals. Taking into account these factors, the teacher chooses educational strategies and activities that will have the greatest effect on the personality of each preschool child.

A. V. Petrovsky rejected the traditional and disciplinary model of education and proposed to replace it with a person-oriented approach that prioritizes working with children as a full partner. This confirmation can be expressed by the development of a person-oriented psychological model [14].

**Conclusion:** The goal of education that supports the person-oriented approach is to provide conditions for personal development, including the development of an independent, free, responsible, flexible and unique person. Also, it is necessary for the child to develop real personal experiences such as self-awareness, self-development, adaptation, self-control, self-defense and self-education. formation of mechanisms is one of the priority tasks of the approach.

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