

A Student-Centered Approach is a Key Area of Teacher Training in the Context of Globalization and Integration of Education

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Abstract - This article discusses the importance of the Personality Oriented Approach - the key direction of teacher training in the context of globalization and the integration of education.

Keywords - Globalization, Learning, Teacher, Education, Approach.

In the realities of a rapidly changing world, where a number of acute problems are revealed, one of them is the quality of upbringing of the younger generation, on which depends, as Abdullah Avloni rightly stated, “the happiness of every nation, peace and prosperity of each state”. The 21st century, the century of market relations and tough competition, has led to the accumulation and reproduction of not only and not so much material goods and services, but also the accumulation of knowledge, experience, skills, health, level of physical and creative development. In other words, the goal of the educational process is not just the assimilation of educational material, but the enrichment of the intellect and the spiritual and moral potential of the future specialist.

We emphasize that education in the independent Republic of Uzbekistan is a priority function of the state, whose policy is primarily aimed at forming an active, independent, purposeful and responsible person, able to successfully fulfill various vital roles in the modern pluralistic changing world. The education system naturally adapts to the situational and future needs of the labor market and focuses on the formation of the capacity for productive work and social partnership.

It is impossible not to agree with the researchers, who believe that in order to be smart, it is not enough to be educated. The criteria should be not only the indicators of knowledge and skills, but also the level of formation of certain qualities that characterize different aspects of the development of the

personality's intelligence. According to M. Holodnaya and supporters of her theory of intelligence, the formation of criteria for evaluating the effectiveness of educational processes should also take into account intellectual competence, initiative, creativity, self-regulation, the uniqueness of mindset that represent a certain system of intellectual qualities that characterize the level of development of individual intellectual capabilities [1].

In other words, today, in solving the problem of developing cognitive-creative abilities of students, we rely on the fundamental principles formulated in the Law "On Education" [2] and in the National Program for Personnel Training [3]. This is primarily:

- * prestige of knowledge, education and high intelligence;

- ✓ the disclosure of human abilities and the satisfaction of its diverse educational needs;

- ✓ the formation of a rich outlook, high spirituality, culture;

- ✓ the national orientation of education, consisting in its organic unity with the national history, folk traditions and customs of the peoples of Uzbekistan;

- ✓ the continuity of training and education;

- ✓ continuity and continuity of all parts of the educational system.

Consequently, modern educational policies should be focused on the challenges of the twenty-first century, i.e. not just to raise the level of education of the younger generations, but to form a new type of intellect, a different image and way of thinking, adapted to the rapidly changing realities of the world around us - social, economic, technological,

informational. We emphasize that the period of study at the university is one of the most responsible for the development of the personality of a professional. Therefore, the values and norms of culture, art, morality, all the achievements of the spiritual sphere of life, both national and universal, should be addressed to the human person, penetrate into all structures of the integral pedagogical process, ensure its orientation towards the harmonious development of future specialists.

The result of the pedagogical work of the university, in our opinion, should be the comprehensive preparation of students for professional activities in the context of a changed social order and new requirements of society. Namely, that instead of the object of the educational process, it should become its true subject.

As our experience in high school (UWED, NUU named after Mirzo Ulugbek, TSPU named after Nizami, Technical University named after Beruni) shows, university young people today are not satisfied with only formal channels of learning and skills. Students highly value informal cooperation with teachers, which contributes to a more complete disclosure of the potential opportunities of young people, active learning of social experience, and full-fledged professional development. It is thanks to such cooperation that the interrelation of professionalization, self-realization and socialization of a young person is realized. Life proves that professional activity is incomplete if it is built only on the reproduction of once learned methods of work. Only the teacher who is in constant search reaches the highest levels of pedagogical skills and

professionalism. In other words, creativity is inseparable from research. Creative activity turns into research whenever the teacher, deciding to summarize his experience, introduce the experience of his colleagues or new technologies, consciously applies research methods that make it possible to obtain objective data on the results of his creative work.

Thus, the solution of research problems today is considered not only as the right of a teacher, but also as his professional duty in the context of integrating research with the educational process.

Research activities, operations should be part of the generalized professional skills of the teacher. However, our teachers have significant difficulties in restructuring and organizing their activities on a research basis. They are not yet ready for the necessary shift of emphasis in their usual professional activities. The reasons for this situation lie in the current practice of training future teachers in universities, which does not adequately provide them with the necessary skills and experience in research.

A modern professional teacher should be able to carry out research activities in solving the following tasks: a) analyzing the situation of training or education and highlighting the problem in it; b) planning work with students; c) an assessment of the degree of utility and effectiveness of the technologies, methods and techniques selected to solve a particular pedagogical problem or research task; d) collection of information about students, educational and social space; e) search for means of activating cognitive-creative abilities, i.e. the abilities of self-expression and self-realization of students; e) development and

implementation of innovative technologies in their professional activities.

The process of formation in future teachers of readiness for research activity results in a qualitative transition from the average to the higher level. Such a transition is impossible in the case of an associative-reproductive form of education, it requires the organization of an educational process, primarily in active activity forms. The preliminary results of work in this direction are reflected in the new State Standard of Education, in a number of monographs published in Uzbekistan, scientific and methodological manuals, new programs and textbooks, and methodological manuals for them prepared over the past decade. In a similar way, research projects were developed with the involvement of university professors, academic lyceum teachers, and professional colleges. The education system, on the basis of the new pedagogical paradigm, contributes to the development of innovative and developmental training and education methods, specifically aimed at unlocking the cognitive-creative potential of the individual, the development of human abilities (children, pupils, students) to creativity. This, of course, will ensure timely and adequate preparation of the younger generation for the future. In the development of modern learning technologies, attention is paid primarily to their abilities in terms of taking into account the individual abilities of students, the development of intellectual and creative abilities of both students and trainees. The search for more advanced approaches to the education and upbringing of the younger generation and young people aggravates the need, in the conditions of the ongoing

crisis in the world, to build the educational process in such a way that not a single talented person is lost so that the creative makings of each person can be fully realized.

The above factors confirm the reality, constructiveness and prognostic value of the hypothesis: education with emphasis on systemic and purposeful formation of self-expression and self-realization abilities in students is a priority and universally significant direction of progress and progress of society, the basic condition for preparing the younger generations to the challenges of the XXI century. The scientific staff of the Uzbek Research Institute of Pedagogical Sciences named after TNKary-Niyazi together with the specialists of the Nizami TSPU (F.R. Yuzlikayev, G.Ya.Alimova) prepared and published a detailed version of the conceptual model of learning based on the development of pupils' self-expression and self-realization abilities conditions for preparing the younger generation to the challenges of the twenty-first century [4]. This model is revealed in the complex of the main components of a methodological, social, psychological, informative, educational, procedural, culturological, controlling, evaluating, human and managerial nature, which provides a systematic approach to the formation and development of the skills of self-expression and self-realization of students in the twenty-first century in schools and colleges , lyceums, universities.

In 1420, in Samarkand, the great scholar and state ruler Mirzo Ulugbek solemnly opened the magnificent building of the Registan madrasa built under his leadership. Addressing his pupils at the first lesson, he

said: "Our study, friendship with people, respect for elders, attention to the young - all of this has a specific goal: to make people kind, so that the era of piety comes, and Maverannahr became the true face of the earth, the focus of knowledge and great faith "[5].

This goal today, on the anniversary of the 24th anniversary of independence of our republic, is key, since it is inextricably linked to the need to fully improve the quality of teacher education, determine priorities and prospects for its development in the context of modernizing the state and integrating it into the world community. And the main assistant in this matter is the teacher.

Purposeful observations of the teaching process, the study and analysis of the experience of advanced teachers, the results of pedagogical experiments conducted in 2003-2015, give grounds to state that student-centered learning and a systematic approach to the formation of cognitive-creative abilities of students provide the opportunity: to engage in an active cognitive process of each student (student), applying not only acquired knowledge in practice, but also a clear understanding of where, how and for how x purposes of this knowledge can be applied; to work together, in cooperation to solve various problems, showing certain communication skills; possibility of wide communication with peers from other educational institutions in their region, other regions of the country and even other countries of the world; free access to the necessary information (libraries, media, Internet, resource centers, etc.) in order to form their own independent, reasoned opinion on a particular issue, the possibility of its comprehensive research.

The personality-oriented process of communication, upbringing develops the spiritual life of the younger generation, promotes creative self-realization, the possibility of a person being held; helps the individual development of the student, stimulates his self-development, self-education, self-expression; deepens the subject properties of the personality (independence, independence, etc.).

Orientation to the maximal and purposeful development of the abilities of the students self-expression and self-realization in the context of the theory of the personality-oriented approach to training and education:

- ✓ stimulates trainees to collective and individual choice of the type, type of task, the form of its implementation;

- ✓ teaches students and students to full-fledged argumentation, prepares students for possible objections and mutual criticism;

- ✓ fosters trainees with activity and initiative;

- ✓ forms the ability to conduct a constructive dialogue, a dispute (of course, on the material containing opposing points of view).

In general, a comprehensive solution of the above pedagogical tasks ensures the creation of an incentive for self-education and self-development, enriches the emotional world of students, fosters high moral qualities, creates an atmosphere of psychological relaxation, of course, subject to full interaction and genuine cooperation of the teacher and student, teacher and student.

As the audit showed in the schools of Uzbekistan in 2013-2014. advanced STS, training programs, as well

as a new generation of textbooks (including electronic multimedia) and textbooks, developed in accordance with the guidelines of the National Training Program for the comprehensive development and enrichment of the intellectual and creative potential of students 'personality, social and scientific validity, legitimacy and effectiveness.

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