

Students' Initiative Development Technologies

Nargiza Djamilova

Tashkent State Pedagogical University

Tashkent, Uzbekistan



Abstract - According to the results of the study, the development of initiative in students requires the introduction and harmonization of various approaches in the educational process. Based on the analyzes, a technology has been developed for introducing cultural-humanistic, synergetic, hermeneutic approaches to developing students' initiative.

Keywords - Student, Pattern And Practice, Student Initiative Resources, Mastering Initiative.

The unity of the word, pattern and practice requires the development of initiative among students. The formative influence should serve to ensure sustainable organization mechanisms and the development of student initiative resources, as well as behavior management. Based on the results of the study, we came to the conclusion that the technology for the development of initiative in students should be carried out on the basis of the “show an example - explain - train” behavior model. The teacher presents students with a model for mastering initiative, their assessment, reflection of their attitude, as well as perception as a criterion of personal behavior. The technology of developing initiative in students serves to control the student's behavior: it stimulates socially positive actions and reduces socially negative effects. It is for this reason that in the model of behavior development of initiative among students, the introduction of an assessment, score and competition elements is of great importance. [1]

By a personality-oriented approach it is customary to understand a methodological orientation in pedagogical activity, which allows relying on a system of interconnected concepts, ideas and methods of action to ensure and support the processes of self-knowledge, self-construction and self-realization of a person, the development of his unique individuality. This definition reflects the essence of this approach and its most important aspects are highlighted:

firstly, a personality-oriented approach is, first of all, an orientation in pedagogical activity; secondly, it is a comprehensive education consisting of concepts, principles and methods of pedagogical actions; thirdly, this approach is associated with the aspirations of the teacher to promote the development of the student's individuality, the manifestation of his subjective qualities [2].

Three components of this approach:

1. The basic concepts, which in the implementation of pedagogical actions are the main tool of thought activity. Their absence in the consciousness of the teacher or the distortion of their meaning makes it difficult or even impossible to consciously and purposefully apply the orientation in question in pedagogical activity. The main concepts of a personality-oriented approach, in our opinion, include the following: individuality - a unique identity of a person or group, a unique combination of individual, special and common features that distinguishes them from other individuals and human communities; personality - a constantly changing systemic quality, manifested as a stable set of properties of the individual and characterizing the social essence of man; self-actualized personality - a person who consciously and actively realizes the desire to become himself, to fully reveal his abilities and abilities; self-expression - the process and result of the development and

manifestation by an individual of his inherent qualities and abilities; subject - an individual or group possessing conscious and creative activity and freedom in cognition and transformation of himself and the surrounding reality; subjectivity - the quality of an individual person or group, reflecting the ability to be an individual or group subject and expressed by the measure of possessing activity and freedom in the choice and implementation of activities; Self-concept - a system of self-awareness that is realized and experienced by a person about himself, on the basis of which he builds his life activity, interaction with other people, relationships with himself and others; choice - the exercise by a person or group of the opportunity to choose from a combination of the most preferred option for the manifestation of their activity; pedagogical support - the activities of teachers to provide preventive and operational assistance to children in solving their individual problems related to physical and mental health, communication, successful promotion in learning, life and professional self-determination.

2. Initial provisions and basic rules of building the process of training and education of students. Let us call the principles of a personality-oriented approach: Principle of self-actualization: the principle of individuality; principle of subjectivity; the principle of choice; principle of creativity and success; principle of trust and support.

3. The technological arsenal of the personality-oriented approach is made up of methods and techniques that meet such requirements as: dialogism and creative activity [3].

The unity of the word, pattern and practice requires the development of initiative among students. The formative influence should serve to ensure sustainable organization mechanisms and the development of student initiative resources, as well as behavior management. Based on the results of the study, we came to the conclusion that the technology for the development of initiative in students should be carried out on the basis of the "show an example - explain - train" behavior model. The teacher presents students with a model for mastering initiative, their assessment, reflection of their attitude, as well as perception as a criterion of personal behavior. The technology of developing initiative in students serves to control the student's behavior: it stimulates socially positive actions and reduces socially negative effects. It is for this reason that in the model of behavior development of initiative among students, the introduction of an assessment, score and competition elements is of great importance. [one]

By a personality-oriented approach it is customary to understand a methodological orientation in pedagogical activity, which allows relying on a system of interconnected concepts, ideas and methods of action to ensure and support the processes of self-knowledge, self-construction and self-realization of a person, the development of his unique individuality. This definition reflects the essence of this approach and its most important aspects are highlighted: firstly, a personality-oriented approach is, first of all, an orientation in pedagogical activity; secondly, it is a comprehensive education consisting of concepts, principles and methods of pedagogical actions; thirdly, this approach is associated with the aspirations of the teacher to promote the development of the student's individuality, the manifestation of his subjective qualities [2].

Three components of this approach:

1. The basic concepts, which in the implementation of pedagogical actions are the main tool of thought activity. Their absence in the consciousness of the teacher or the distortion of their meaning makes it difficult or even impossible to consciously and purposefully apply the orientation in question in pedagogical activity. The main concepts of a personality-oriented approach, in our opinion, include the following: individuality - a unique identity of a person or group, a unique combination of individual, special and common features that distinguishes them from other individuals and human communities; personality - a constantly changing systemic quality, manifested as a stable set of properties of the individual and characterizing the social essence of man; self-actualized personality - a person who consciously and actively realizes the desire to become himself, to fully reveal his abilities and abilities; self-expression - the process and result of the development and manifestation by an individual of his inherent qualities and abilities; subject - an individual or group possessing conscious and creative activity and freedom in cognition and transformation of himself and the surrounding reality; subjectivity - the quality of an individual person or group, reflecting the ability to be an individual or group subject and expressed by the measure of possessing activity and freedom in the choice and implementation of activities; Self-concept - a system of self-awareness that is realized and experienced by a person about himself, on the basis of which he builds his life activity, interaction with other people, relationships with himself and others; choice - the exercise by a person or group of the opportunity to choose from a combination of the most preferred option for the manifestation of their activity; pedagogical support - the activities of teachers to provide preventive and operational

assistance to children in solving their individual problems related to physical and mental health, communication, successful promotion in learning, life and professional self-determination.

2. Initial provisions and basic rules of building the process of training and education of students .. Let us call the principles of a personality-oriented approach :: principle of self-actualization: the principle of individuality; principle of subjectivity; the principle of choice; principle of creativity and success; principle of trust and support.

3. The technological arsenal of the personality-oriented approach is made up of methods and techniques that meet such requirements as: dialogism and creative activity [3]....

Also, the results of the study made it possible to come to the conclusion that with a synergistic approach to the development of initiative in students, if the mutually educational influence departs from the point of choice (bifurcation), then purely external, quantitative changes occur in the behavior and activities of students. And the intermediate, instant pedagogical impact, consonant with the freedom of choice of students, can lead to a sharp change in the motivational and value-oriented sphere of activity, in this process it is advisable to give the subject the freedom of choice of action.

With the development of initiative in students, it is necessary to pay special attention to the internal potential of individual activity. Therefore, the pedagogical influence must take into account the nonlinear, random actions of the pupil in the process of self-awareness, adapt with natural actions and a high degree of activity.

From the hermeneutic point of view, the development of initiative in students is directly related to the psychological experiences of the subject, manifesting in the form of experiences, turning to his inner world. The results of the study show the need for the assimilation of mental experiences through reflection, the service of reaction of behavior with the subject of the development of initiative in students.

The processes of change are growing with tremendous speed in all spheres of human activity, including in the educational system and in professional activities. In this context, the integrative function of hermeneutics will ensure not only adequate perception and actualization of these changes, but also mediate the experience of trans-cultural traditions of world education. The use of hermeneutic methods of interpretation and understanding is becoming especially important in the context of modern scientific

reality, where generally valid values have not yet been finally formed. Based on the vast historical and cultural experience, hermeneutics will allow avoiding the traditional formulation of scientific problems, and, therefore, develop a different interpretation strategy, develop other technical procedures. As history shows, thanks to hermeneutics, such currents as the critical theory of society or so important for the study of strategies of science, culture and education as structural-semiotic analysis have become actualized [6].

A review of hermeneutical principles developed during the historical development of hermeneutical theory gives reason to argue that there are two completely different understandings of hermeneutics. The first focuses on the objectivity of the humanities, but at the same time tries to maintain the individual originality of its objects - it belongs to the classical (romantic, reproductive, reproducing, historical) hermeneutics. The second rejects the concept of the method and objectivity of the cultural sciences and focuses on the very possibility of understanding. It belongs to fundamental hermeneutics (philosophical, modern, ontological, and integrative).

A vertical (historical) comparative analysis of the conceptual apparatus of hermeneutics showed that classical hermeneutics is a methodology of the humanities. Moreover, the study of the triad is essential for the process of understanding: the subject - the method of understanding - the subject. In modern hermeneutics, the subject of knowledge is called a hermeneutic or an interpreter, and the subject of hermeneutics is called an interpretandum. The object of hermeneutics is understood as any manifestation of human culture, regardless of their specific form. The theory of hermeneutics abstracts from them, it does not matter to her whether it is about texts, paintings, buildings or about human behavior and actions, although, undoubtedly, we can and should talk about the hermeneutics of the text, hermeneutics of music, architecture, etc. Traditionally, The subject area of hermeneutics included, first of all, history, language, art, religion, law, customs and educational systems, that is, symbolic systems and structures of everyday life. These are mainly those subjects that are studied and dealt with in the framework of humanitarian knowledge during the 19th and 20th centuries. At the center of hermeneutics are the problems of explanation and understanding, [7]. Directed objects of any nature, both connected and not connected with a person's personality. The specifics of modern fundamental hermeneutics is that it takes into account the historicity of both the subject and the object, which is the scientific consciousness extrapolated to the field of history with a continuous reflection of the

knowledge and experience gained. Moreover, the issue of the object cannot be discussed without involving the subject's problems. This is especially important for hermeneutics, because the hermeneutic object has fundamentally the same nature as the hermeneutical subject: both belong to the sphere of spirit and are characterized by free activity. Therefore, an important postulate of hermeneutics is a change in the content of the concepts of the subject and the object (the interpreter and the interpretation of the mind), the subject being considered as part of the object, that is, the interpreter is perceived as part of the interpretation of the mind. [8].

Turning to a horizontal comparative analysis of the essence of the hermeneutic approach, it should be noted that with respect to any object of study it should be characterized by the triad "interdisciplinary - transdisciplinarity - multidisciplinary". "Transdisciplinarity" characterizes hermeneutics as a scientific methodology, research, in which various disciplines go "through" and "through" and go to a higher level, a Meta level that is independent of a particular discipline. "Interdisciplinary" means, first of all, the transfer of research methods and models used from one scientific discipline to another. "Multidisciplinary" characterizes hermeneutics as a scientific methodology in which the subject of study is studied simultaneously by several scientific disciplines. It is these properties that make it possible to apply the hermeneutic approach in such sciences as pedagogy, economics, sociology, etc.

One of the founders of the hermeneutic approach in pedagogical research is the Tyumen Academic School of Pedagogy, headed by academician V.I. Zagvyazinsky. She specified the hermeneutic approach in pedagogical science at the level of conceptual use of A.F. Zakirov, who introduced the term "pedagogical hermeneutics". By pedagogical hermeneutics, the author understands the theory and practice of interpreting and interpreting pedagogical knowledge, recorded in various written texts and reflecting ideas about pedagogical reality (a person as a subject of creative self-development, goals, mechanisms, principles, content, methods and forms of upbringing and self-upbringing), which has the goal of the most complete understanding and deep understanding of this knowledge, taking into account socio-cultural traditions, reflective understanding of the emotional and spiritual experience of man identity and personal spiritual experience of the subject of understanding [8].

It should be noted that in recent years the education system has undergone a number of significant changes,

therefore, the hermeneutic understanding of only texts and knowledge recorded in textual terms is insufficient, because the informatization processes of the education system make it possible to speak not only about the text, but about information in general, which, in our opinion, is becoming an important resource of any education, any pedagogical technology. From this point of view, one should speak not about the hermeneutic approach, but about the hermeneutic technology in the learning process.

In the application of hermeneutic technologies of education in the development of initiative in students, it is necessary to pay special attention to the activation of their inner experiences, memories, imaginations, wishes and goals. In this situation, it is advisable for the teacher to perceive the students' verbal creativity as a system of individual values with initiative abilities. With the development of initiative in students on the basis of the hermeneutic approach, they came to the conclusion that it is necessary to take into account their awareness in the essence of life, the full manifestation of individuality.

REFERENCES

- [1] Dzhamilova N.N. Improving the pedagogical mechanisms for the development of initiative in students Monograph. - Tashkent: TSPU im.Nizamy, 2018. -- 214 p.
- [2] Yuzlikaeva E.R. Pedagogical monitoring in a personality-oriented educational process in the higher education system: Monograph. - Tashkent, 2007.- 188 p.
- [3] Umansky L.I. Umansky L.I. Personality. Organizational activity. -Kostorma: KSU, 2001.- 160 s.
- [4] Babakhodjaeva L.G. Design and implementation of a personally adapted intellectual learning system: Author. dis. ... cand. ped sciences. - Tashkent, 2009.- 20 p.
- [5] The philosophy of education of the XXI century. - M., 1992. -- 178 s
- [6] 6. Urbanovich A.A. Psychology of management. - Minsk: Harvest, 2007. -- 640 p.
- [7] Zakirov E.I. Pedagogical foundations of the organization of independent work of students in grades 6-8: Abstract. dis. ... cand. ped sciences. - Tashkent, 2001.- 18 p.

- [8] Abulkhanova-Slavskaya K.A. Personal development in the process of life. M.: Nauka, 2000. -- 246 p.