



International Journal for Innovative Engineering and Management Research

A Peer Reviewed Open Access International Journal

www.ijiemr.org

COPY RIGHT



ELSEVIER
SSRN

2020 IJIEMR. Personal use of this material is permitted. Permission from IJIEMR must be obtained for all other uses, in any current or future media, including reprinting/republishing this material for advertising or promotional purposes, creating new collective works, for resale or redistribution to servers or lists, or reuse of any copyrighted component of this work in other works. No Reprint should be done to this paper, all copy right is authenticated to Paper Authors

IJIEMR Transactions, online available on 5th Nov 2020. Link

[:http://www.ijiemr.org/downloads.php?vol=Volume-09&issue=ISSUE-12](http://www.ijiemr.org/downloads.php?vol=Volume-09&issue=ISSUE-12)

DOI: 10.48047/IJIEMR/V09/I12/14

Title: **PERSONAL LEARNING TECHNOLOGIES**

Volume 09, Issue 12, Pages: 76-81

Paper Authors

Shukurov Yorqin



USE THIS BARCODE TO ACCESS YOUR ONLINE PAPER

To Secure Your Paper As Per **UGC Guidelines** We Are Providing A Electronic Bar Code

PERSONAL LEARNING TECHNOLOGIES

Shukurov Yorqin

INTERNATIONAL ISLAMIC ACADEMY OF UZBEKISTAN,
teacher at the "Al-Azhar" department of Arabic language and literature", 11, A.Kadiri,
Tashkent, 100011, Uzbekistan
yorqin79@mail.ru

In the learning process, in accordance with the requirements of pedagogical technologies, learning goals are achieved. In a period of accelerated scientific and technological progress, the effectiveness of teaching largely depends on the role of the student in the educational process, the attitude of the teacher to him. Two types of learning technology can be distinguished here: authoritarian and personal.

In authoritarian technologies, the teacher acts as a single subject, and the students act only as an "object". In this case, the initiative and independence of the student is lost, training is mandatory. Conventional learning is an authoritarian technology. This is, first of all, the organization of training according to the "class-lesson" system, based on the principles of didactics expressed by Ya.A. Komensky. It is still the most widespread class-lesson teaching system in the world, which is characterized by the following features:

- Students of approximately the same age and level of training form a class (group):
- Class (group, stream) works with a single curriculum and a single class schedule;
- The main unit of the lesson is a lesson that is devoted to one topic of one subject and is led by a teacher;

- Textbooks are mainly used for homework.

Traditional education is mainly focused on the acquisition of knowledge, skills and competencies and does not imply personal development.

Traditional teaching is based on the principles of pedagogy developed by Comenius:

- scientific;
- similarity to nature (learning is determined by development, not formed);
- consistency;
- assimilation (from known to unknown, from simple to complex);
- reinforcement (repetition, repetition ...)
- awareness and activity;
- relevance of theory for practice;
- Taking into account age and individual characteristics.

Traditional teaching has the following features: compulsory pedagogy, explanatory-visual teaching method, mass education. In traditional teaching, authoritarianism manifests itself as follows: the student is an unformed personality, he is simply obliged to do, and the teacher is the chief judge, the only enterprising person.

The classic traditional class-lesson system is a lecture-based storytelling method that involves independent work with a book (didactography).

On the other hand, modern traditional teaching consists of the use of

didactography using technical teaching aids. In personality-oriented technologies, the student is at the center of the pedagogical process, which creates favorable conditions for his development and realization of his natural potential.

In the National Program for Personnel Training, special attention is paid to the national model of the education system in the Republic of Uzbekistan. This model consists of 5 components: personality, state and society, lifelong education, science, production. Here, the main component of the national model of education - "personality" comes out on top. In other words, the entire education system, including training, must be personality-oriented.

Therefore, in modern technologies, the pedagogical process should be based on student-centered learning technologies.

The dialectic of life is that the new generation will always be more advanced than the previous one. Up to the period of the rapid rise of scientific and technological progress (until the first half of the twentieth century), the development of science, technology and technology proceeded at an evolutionary low rate.

Therefore, the level of development of subsequent generations was practically indistinguishable. In such conditions, the authoritarian teaching technology of Comenius was born, the traditional "lesson-lesson" system.

In the era of rapid scientific and technological progress (second half of the twentieth century), during the rapid development of science, technology, at a time when the development of science in one generation is higher than in all history, the traditional education system (including

modern traditional education) reached end. Since the pace of development of the modern generation was much higher than that of the previous generation, the traditional education system began to slow down development. In such conditions, progress can be achieved only on the basis of the full realization of the existing potential of each person. The volume, diversity, propensity to assimilate and the adequacy of the media create the necessary conditions for the organization of effective individual and independent learning. To speed up learning, it is necessary to change the attitude of the teacher to the student from "leader" to "partner".

The following basic principles are characteristic of student-centered learning technologies:

- Humanism, that is, showing respect and love for a person in all respects, helping him, a confident look at his creative abilities, a complete refusal from rape;
 - cooperation, ie democracy, equality, partnership in relations between teachers and students;
 - free upbringing, that is, giving a person freedom and independence in choosing life activities in a wide or narrow range, to bring results from internal experiences, and not from external influences. The communicative basis of personality-oriented technologies is a person-personal approach to a student in the pedagogical process.
- A new look at a person consists of:
- in the pedagogical process, a person is a subject, not an object;
 - every student is gifted, and most of them are gifted;

- high ethical values (generosity, love, hard work, conscience, etc.) are the priority qualities of a person.

Democratizing relations includes:

- equalizing the rights of students and teachers,

- the student's right to free choice;

- the right to make mistakes;

- The right to have your own point of view

- Attitude of teachers and students: prohibition; joint management, not management; persuasion, not coercion; install, not command; allowing free choice, not restriction.

The essence of the new relationship is to abandon the pedagogy of violence, which in modern conditions is ineffective and inhuman. The problem is not in generalizing this principle, but in defining its rational criteria. In general, violence is impossible in the process of upbringing, but punishment discriminates, oppresses, hinders the development of a person, forming in him the features of slavery.

Free education is defined by:

- free demand based on trust;

- arouse interest in the educational material, encourage knowledge and active creative thinking;

- reliance on the independence and initiative of students;

- Enforcement of requirements indirectly through the team.

The essence of the new individual approach is that it requires a transition from subject to student in the education system, rather than from subject to student, with an emphasis on development, improvement and enrichment of students, taking into account existing opportunities.

New modern interpretation of the individual approach:

- Refusal to refer to the average student;

- search for good personal qualities;

- Development of individual programs for personal development.

With an individual approach, first of all, you will need:

- See, respect, understand, accept, trust the unique person in the image of each student. The educator must be sure that all students are talented.

- Creation of a supportive, supportive and welcoming environment for achieving individual success, ie. reading should be satisfying and enjoyable.

- do not allow direct coercion, do not emphasize backwardness and other shortcomings, do not touch his instincts.

- In the pedagogical process, creating opportunities and helping students to realize their potential.

For the system of higher, secondary specialized and vocational education, student-centered learning technologies can include:

- business games;

- problem learning;

- differentiated training;

- programmed training;

- computerized training;

- modular training.

Given that human-centered learning technologies emerged in developed countries during a period of accelerated scientific and technological development, it would be fair to say that they have deep roots.

The ancient philosopher Socrates used the method of questions and answers in his speeches. This method will help you find

out the truth. The ancient Roman teacher M.F. Quantilian recommended that each student be approached with caution and attention.

Leave the great pedagogical legacy of the great scholars and thinkers of the Middle East. For centuries, millennia, civilization has been formed on the basis of love and respect for a person, the qualities of helping him.

Together with the formation of our nation, the mentality of our people was formed on the basis of the qualities of love and respect for the person who helps him. First of all, love for our youth is obvious. Our people treat children as “you”, adults are the first to greet them.

Modern Japanese teachers recommend pampering a child up to 200 times a day. The foreword to these modern ideas is described in the chapter "On showing compassion for a child, his kisses and hugs" in the book "Hadith" of our great ancestor Al-Bukhari. Human-centered learning technologies are based on an attitude based on high values and equality between people. These values are reflected in the hadiths of al-Bukhari in the chapters "On the sweet word about man" and "On the prohibition of curses and curses." In it, insulting a person is equated with killing him.

In conclusion, it should be noted that our education, based on outstanding personal qualities, is distinguished by a worthy contribution to the formation and development of world science. The teachings of our great ancestors, such as Abu Ali Ibn Sino, A.Beruni, Al-Khorezmi, M.Ulugbek, Al-Bukhari, A.Gijduvani, B.Naqshbandi, A.Navoi, Z.Babir, are recognized as invaluable contributions to

world civilization. all over the world today. accepts. Great European pedagogical scientists contributed to the development of pedagogical science, including: Italian Vittarino di Feltre, French Francois Rabelais, Englishman Thomas More, German A.Distruverg, Russian K.D.Ushinsky and others.

They advocated humanistic education, the development of independent thinking, creativity, activity, the widespread use of exhibition materials, the connection between theoretical education and labor. They viewed students as subjects of the pedagogical process.

REFERENCES

1. «Barkamol avlod - O‘zbekiston taraqqiyotining poydevori». T. 1997. 64 b.
2. Avliyakov N.X. Zamonaviy o‘qitish texnologiyalari. O‘quv qo‘llanma. -T: 2001. – 68 s.
3. Azizxodjaeva N.N. Pedagogicheskie texnologii i pedagogicheskoe masterstvo. - Tashkent: Moliya, 2002.
4. Batishava S.Ya., Shaparinskiy S.A. Osnovi professional'noy pedagogiki. - M: Visshaya shkola, 1977. - 504 s.
5. Borodina N.V., Samoylova Ye.S. Modul'naya texnologiya v professional'nom obrazovanii: Uchebnoe posobie. - Yekaterinburg.: UGPPU, 1998. -27 s.
6. Davletshin M.G. Modul'naya texnologiya obucheniya. – T: TGPU, 2000.
7. Daminov, Bakhrom (2019) "ACTUAL PROBLEMS OF MODERN ARABIC LANGUAGE," The Light of Islam: Vol. 2019 : Iss. 4 , Article 20.
8. Dusmatov, S.T. (2019) Maxmud Zamaxshari i yego makami / Molodoy ucheniy. – 2019. - №52 (290). – S. 297-299.

9. Dusmatov Sanjar. (2020). THE GREAT ALLOMA OF KHOREZM. *Archive of Conferences*, 9(1), 90-91.
10. Dusmatov S.T. (2019) The role of Mahmood Zamakhshari in the development of Arabian Language grammar. *Vestnik sovremennix issledovaniy*. OMSK, - 2019. Tom 4, S. 14-16.
11. Isamutdinov Azizbek Batirovich. (2020). SOURCES OF WORDS LEARNED FROM OTHER LANGUAGES TO ARABIC. *Archive of Conferences*, 9(1), 96-99.
12. Isamutdinov, A.B. (2020) Urok kak osnovnaya forma uchebnogo prosessa / *Issledovaniya molodix uchenix: materiali XIV Mejdunar. nauch. konf. (g. Kazan', noyabr' 2020 g.)* –Kazan': Molodoy ucheniy, 2020. – S. 53-55.
13. Ismailova, Yulduz (2019) "The use of project method in teaching the Arabic language," *The Light of Islam: 2019* (2), 13.
14. Ismailova, Y. A. (2019). The use of interactive methods in teaching students professional-oriented reading. *ISJ Theoretical & Applied Science*, 10 (78), 209-213.
15. Ismailova, Yulduz (2020) "THE USE OF MODERN METHODS IN TEACHING STUDENTS THE ARABIC LANGUAGE," *The Light of Islam: 2020* (1), 22.
16. Ismailova, Yulduz (2020) "CROSS-LANGUAGE PHONETIC INTERFERENCE IN LEARNING THE ARABIC LANGUAGE," *The Light of Islam: 2020* (2), 7.
17. Kadyrova Madinabonu. (2020). SOME COMMENTS ON THE LEARNING OF ARABIC. *Archive of Conferences*, 9(1), 120-122.
18. KAZAKBAYEV Akbar, (2019) Osobennosti prepodavaniya inostrannix yazikov: problemi i metodi. *The Light of Islam: 2019* (4), 14.
19. Kazakbaev, Akbar. (2020) Seli obucheniya sinxronnomu perevodu / *Issledovaniya molodix uchenix: materiali XIV mejdunar. nauch. konf. – Kazan': Molodoy ucheniy, 2020. – s. 62-64.*
20. Khojiakbar Nuriddinov. (2020). NAMES IN ARABIC AND ENGLISH. *Archive of Conferences*, 9(1), 7-11.
21. Matibaeva, Raziya (2019) «SACRALIZATION AND TRADITIONALIZATION OF PERSONALITY ABU KHANIFA IN MAVARANNAHR», *The Light of Islam: 2019* (4), 3.
22. MATIBAYEVA, Raziya (2019) «THE DEVELOPMENT OF KHANAPHISM IN MAVARANNAKHR», *The Light of Islam: 2019* (3), 16.
23. Matibaeva, R. B. (2019) Redkaya rukopis' po xanafizmu «Manakib Abi Xanifa» / *Molodoy ucheniy. — 2019. — № 36 (274). — S. 71-74.*
24. Matibaeva, R. B. (2020) Nauchno-duxovnoe nasledie imama Abu Xanifi / *Molodoy ucheniy. — 2020. — № 42 (332). — S. 282-284.*
25. Matibaeva, R. B. (2020) Imam Abu Xanifa i teoriya poznaniya / *Issledovaniya molodix uchenix: materiali XIV Mejdunar. nauch. konf. (g. Kazan', noyabr' 2020 g.) – Kazan': Molodoy ucheniy, 2020. – S. 70-71.*
26. Matibaeva Raziya Baltabaevna. (2020). USE OF SHORTS IN TRAINING EASTERN LANGUAGE. *Archive of Conferences*, 9 (1), 15-16.
27. Mullasadikova N. The subject of the question in maonic sience and its

classification // Science Review. – Warsaw, Poland. 4 (21), May 2019. – P. 56-59.

28. Mullasodiqova N. Ways of expression of opinion in Maoniy science // Religacion. Revista de Ciencias Sociales y Humanidades. Vol 4. – №20. Oktubre 2019. – P. 70-74.

29. Mullasadikova N. The Concept of Meaning Science And its Definition // Materials of the XVI International Scientific and Practical conference. Cutting-edge science – 2020. April 30-may 7, 2020. Vol.10. – Washington: New education and science II c 2020. – P. 56-59.

30. Nigora Mullasodiqova (2019) Sentence in the science of maoniy and its types. The Light of Islam, 2019 (2), 14

31. Zukhra Aripova. (2020). THE MAMLUK PERIOD (1250-1517) IN THE EYES OF WESTERN TOURISTS. *Archive of Conferences*, 9(1), 126-128

32. Yusupdzhan Sadikov. (2020). TRANSLATION AS ONE OF THE METHODS OF LEARNING FOREIGN LANGUAGES BY SPECIALTY. *Archive of Conferences*, 9(1), 17-19.

33. Shukurov Yo.A. (2020) Innovasionnie metodi effektivnogo ispol'zovaniya taksonomii Bluma v formulirovanii seley obucheniya Issledovaniya molodix uchenix: materiali XIV Mejdunar. nauch. konf. (g. Kazan', noyabr' 2020 g.) –Kazan': Molodoy ucheniy, 2020. – S. 67-70.