

**USE OF PERSONALLY-ORIENTED LEARNING TECHNOLOGY IN THE  
EDUCATIONAL PROCESS OF PRESCHOOL CHILDREN**

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**Abstract:** the article presents an analysis of the experience of using the technology of personality-oriented learning in the educational process of preschoolers in preschool No. 27g. Nukusa, Uzbekistan. The structure of the educational technology "Development of partnerships through theatrical activities" is considered in detail.

**Keywords:** child, speech, communication, conversation, game, word, picture, dialogue, reflection

Fundamental transformations in Uzbekistan have created real prerequisites for updating the system of preschool education. One of the main directions of state policy in the field of preschool education and upbringing in Uzbekistan is the introduction of modern innovative and information and communication technologies for the comprehensive development of preschool children [1].

Modern pedagogy involves the use of many technologies. But, personality-oriented technology should be a priority, since its use contributes to the formation of a comprehensively developed personality who can adapt to modern society. Personality-oriented education is a systematic construction of the relationship between teaching, learning, upbringing and development. This is a holistic 4 educational process, which differs significantly from the traditional educational process [7].

The technologies of student-centered learning of preschoolers should be more flexible and able to correct the shortcomings of individual processes and methods that make up the technological process and, having additionally worked with a lagging child on the material that he has not

mastered, "pull" him to the general level. The technologies of student-centered learning are more complex in organization and implementation. It can be said that the technologies of student-centered learning are technologies of a higher level of organization of the educational process of preschoolers and give a more optimal qualitative result [6]. Technologies of student-centered learning involve feedback (definition of a weak link and additional work with it).

We have studied the technology of personality-oriented education of preschoolers "Development of partnerships through theatrical activities", which we implemented in the preschool educational organization No. 27 in Nukus, the Republic of Uzbekistan.

The program of technology of personality-oriented education of preschoolers was compiled on the basis of the methodological recommendations of E.G. Sitkina and N.V. Rumyantseva "Study of the influence of theatrical activity on the development of the child's personality." organization of work on theatricalization, taking into account the stages of artistic activity [2].

Technology implementation goals:

1. Creation of the most favorable conditions for the development of children's creative abilities.
2. Formation of communication skills in children through theatrical activities.

Technology implementation tasks:

1. Awaken children's interest in theatrical art.
2. To cultivate an aesthetic attitude to the phenomena of the surrounding reality.
3. To develop the cognitive interests of preschoolers through the expansion of ideas about the types of theatrical art.
4. To form the ability to establish partnerships through theatrical activities.
5. Develop an emotionally positive attitude towards peers.
6. To form initial ideas about the means of acting expressiveness, the ability to transform, to take on a role.
7. Develop mental processes: attention, memory, imagination, thinking, speech, emotional-volitional sphere, as well as intellectual, musical and creative abilities.

The technology is designed for children 3-7 years old.

Lesson algorithm:

- Junior group - 2 times a month for 15 minutes.
- Middle group - 2 times a month for 20 minutes.
- Senior group - 2 times a month for 25 minutes.
- Preparatory group - 2 times a month for 30 minutes.

*Forms of organization of work:*

- *Psychocorrective games.*
- *Communication games.*
- *Games and tasks aimed at developing arbitrariness.*
- *Games aimed at developing imagination and attention.*
- *Games for the development of expressive and dialogic speech.*
- *Finger games.*
- *Games with elements of dance movements.*
- *Culture and technique of speech.*

- *Study work.*
- *Articulatory gymnastics.*

*Expected result:*

- *Manifested in everyday life the ability to establish partnerships with peers, the formation of skills of collective interaction.*
- *Mastering children's communication skills and abilities.*
- *The ability formed in children to play various roles using expressive means.*
- *Mastering children's knowledge about theatrical art.*
- *The behavior of preschoolers in a team determined by social norms - the ability to negotiate, resolve conflicts, defend their point of view in socially acceptable ways, the manifestation of self-confidence and self-sufficiency in children.*

*The following conditions were used for successful implementation:*

- *required number of training hours;*
- *bright, spacious hall, group;*
- *availability of musical accompaniment (piano, tape recorder, video recorder, TV set, player);*
- *availability of the necessary equipment (attributes for games, dances, etc.)*

*Technology implementation methods:*

*Game, method of game improvisation, staging and dramatization, explanation, children's story, demonstration, personal example, conversations, watching videos, discussion, observations.*

*Pedagogical diagnostics:*

- *Sociometric method,*
- *Technique "Ladder",*
- *Watching children play,*
- *Conversation,*
- *Performances in theatrical productions.*

*Criteria for evaluating children:*

1. *They have the peculiarities of being free and relaxed when performing in front of adults and peers.*
2. *Improvise through facial expressions, pantomime, expressive movements and intonation (when conveying the characteristic features of various characters, etc.)*
3. *Distinguish the mood, feelings, emotional state of the characters.*
4. *Fast text memorization.*
5. *Extensive vocabulary.*
6. *Great concentration of attention.*

*The technologies of student-centered learning allowed us to get results more efficiently and quickly at a given level of child development.*

*The creation of highly effective technologies for student-centered learning of preschoolers allows, on the one hand, children to increase the efficiency of mastering educational material and, on the other hand, teachers to pay more attention to issues of individual and personal growth, to direct their creative development.*

*Thus, the technologies of student-centered learning of preschoolers increase the effectiveness of each child's learning and feedback systems, allow teaching children in accordance with their individual capabilities and character traits. For example, if one child learns the material the first time, then another may work through the material two or three times or more.*

*Shifting the main function of education to the means of education frees up the time of the educator, as a result, he can pay more attention to the issues of individual and personal development of preschoolers [5].*

*In accordance with the Law of the Republic of Uzbekistan "On preschool education and upbringing" - education itself is a set of learning and upbringing processes. With training, the situation is extremely clear - for training, you can define a diagnostic goal. This can be a certain amount of educational material, methods of action that a preschooler needs in the future in preparation for educational activities, etc. The quality of assimilation of a particular educational material is easily amenable to final control. Thus, in teaching preschoolers, it is possible to build and use technologies in practice [7].*

A preschooler is too multifactorial and complex structure, with a significant number of both psychological and personal characteristics. Neither describe in detail, nor build pedagogical processes that could form these qualities at the required level, much less combine them into one and foresee (prevent) all possible cases of overlapping processes and distorting the results of pedagogy at the current level of its development is not able to.

The current level of knowledge in psychology (a science that studies only one side of a child's development - the mental one) and the almost complete absence of systematic data on the other side of the concept of "development" - the personal one, do not allow us to set a diagnostic goal in the development process. Neither education nor development can be organized at the technological level.

Thus, the technologies of student-centered learning for preschoolers can also be divided into three levels:

- lesson technology;
- technology of educational activity;
- technology of successful education of preschoolers [4].

From the analysis of the practice of educators working with children, it can be concluded that the current problem in raising children today is teaching them the ability to communicate effectively, reducing aggressive behavioral tendencies, removing defensive reactions, isolation, inclusion in group life, and accumulating experience of positive interaction. After all, the position of the child in the children's team largely depends on how friendly relations develop between children, the success or failure of his socialization, etc.

As a result of theatrical activities, children can find and learn practical material for the development of communication skills.

This personality-oriented technology aims, first of all, at the formation of children's feelings of love, compassion, empathy, the ability to forgive, help one's neighbor, and be tolerant of others. It is at preschool age that children become familiar with the riches of nature and culture, learn to live in society, create their own picture of the world around them. Active and emotional

living in the images of magical masks of heroes allows children to realize their inherent good feelings, teaches them to make a moral choice in the direction of good. The ability to play the situation is a way to help you actively and creatively relate to your own destiny. Generosity, helping a person in need, the ability to forgive are the most important manifestations of the quality of character. The child involuntarily identifies himself with fairy tale characters, trying to imitate them in his life. Reincarnating in fairy tale characters, following them, the children gain knowledge about the relationship between people, problems and obstacles, learn to resolve difficult situations.

Playing a certain scenario (rhyme, short fairy tale), children change roles several times. They manage to be both a wolf and a bunny, try themselves as a butterfly or a duckling. The child has the possibility of repeated reincarnation. Children do this with great pleasure and spontaneity. Looking at each other, in a calm atmosphere, they manage to stir up the most constrained, squeezed child. Aggressive children have the opportunity to feel like a defenseless victim or, in a socially acceptable form, throw out aggression.

In the course of dramatization games, children learn to control themselves, to behave correctly, as their favorite characters do. And this helps them get rid of difficulties and easily find a common language with others.

During the implementation of this personality-oriented technology, the following personal qualities of children are realized.

*Communication qualities:*

- *ability to accept oneself and others;*
- *the ability to see in another person his dignity;*
- *emotionally positive attitude towards peers;*
- *knowledge of the culture of human communication.*

*Communication skills:*

- *accumulation of experience of positive interaction;*
- *ability to find a common language;*
- *ability to resolve conflicts without violence;*
- *effective communication skills;*
- *the ability to express one's opinion in public;*
- *skills of collective interaction;*
- *skills of mutual respect and recognition;*

*Activity qualities:*

- *ability to plan one's activities;*
- *the ability to establish partnerships, interact in pairs, groups;*
- *ability to act in conflict situations.*

*Human values:*

- *the value of the family;*
- *the value of a healthy lifestyle;*
- *knowledge and respect for folk traditions.*

*A student-centered approach will be successfully implemented by teachers in a preschool institution subject to the following conditions: a variety of non-traditional forms of interaction with teachers will be selected and used to implement a student-centered approach to pupils in a preschool educational institution. The student-centered technology studied by us showed that its use solves educational problems and meets the requirements for the quality of education.*

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