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**THE HISTORY OF THE DEVELOPMENT
OF A PERSONALLY-ORIENTED APPROACH
IN TEACHING AND UPBRINGING IN PEDAGOGY**

Abstract. In the article, the author shows the history of the development of a personally-oriented approach in teaching using the examples of famous thinkers, psychologists and teachers from various countries and times: Kazakhstan (Zh. Aimaurov, M. Zhumabayev), Europe (I. Kant, T. Campanella, M. Montaigne, Y.A. Kamensky), Russia (N.A. Dobrolyubov, N.I. Pirogov,

V.G. Belinsky, N.G. Chernyshevsky, L.N. Tolstoy). The article shows the relevance and importance of personal training and education from ancient times to the modern period. The evolution of the development of the personal approach is revealed.

Considerable attention is paid to the importance of education, which, through a personally-oriented approach, reveals the personality and the development of his personal qualities, which has been and is the most priority task of pedagogy until now. The purpose of the research is to show through the works of thinkers what personal characteristics a learner has or should have; what personal qualities of character a teacher should see in a child and create conditions for their cultivation or strengthening. The author of the article emphasizes the importance of developing a child's unique individuality, his ability to self-actualize, to know himself and to build his life in society, which is possible only with a personally-oriented learning process.

The topic under consideration in the article is relevant because each employee of an educational organization would take into account not only the educational side of his subject, but also introduce a personally-oriented approach to learning, including other aspects disclosed by the author, educational, psychological and spiritual in his daily curriculum. The recommendation article is useful for teaching and self-education both

for employees of pedagogical institutions and for parents. The main ideas of personally-oriented learning have been studied, analyzed and collected in one article for a better understanding of the overall picture of this approach, what benefits can be brought by taking into account the personal qualities of children in learning. But without understanding and accepting this basis of a personally-oriented approach, the pedagogical community and society as a whole will not be successful, which will lead to serious problems in the education and upbringing of the younger generation.

Key words: personally-oriented approach, personally-oriented learning process, teacher's or parent's training, importance to self-actualize, development of personal qualities, unique individuality.

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ПЕДАГОГИКАДАҒЫ ТҰЛҒАҒА БАҒЫТТАЛҒАН ОҚЫТУ МЕН ТӘРБИЕНІҢ ДАМУ ТАРИХЫ

Аннотация. Мақалада автор әртүрлі елдер мен әр дәуірдегі: Қазақстаннан (Ж. Аймауытов, М. Жұмабаев), Еуропадан (И. Кант, Т. Кампанелла, М. Монтейн, Я.А. Коменский), Ресейден (Н.А. Добролюбов, Н.И. Пирогов, В.Г. Белинский, Н.Г. Чернышевский, Л.Н. Толстой) сынды танымал ойшылдар, психологтар мен педагогтардың мысалдарын келтіре отырып, оқытудағы тұлғаға бағытталған тәсілдің даму тарихын көрсетеді. Мақалада ежелгі дәуірден қазіргі кезеңге дейінгі жеке оқыту мен тәрбиелеудің өзектілігі мен маңыздылығы көрсетілген. Жеке адаммен жұмыс істеу тәсілінің даму эволюциясы ашылады.

Тұлғаға бағытталған тәсіл арқылы жеке тұлғаны ашатын және оның жеке қасиеттерін дамытатын білімнің маңыздылығына көп көңіл бөлінеді, бұл осы уақытқа дейін педагогиканың басты міндеті болып келді және солай болып қала береді. Зерттеудің мақсаты – ойшылдардың еңбектері арқылы оқушының қандай жеке қасиеттері бар немесе болуы керек екенін көрсету; мұғалім балада қандай мінез-құлық қасиеттерін көруі тиіс және олардың дамуына немесе нығаюына жағдай жасауы керек. Мақала авторы баланың ерекше даралығын, оның өзін-өзін көрсетудегі қабілеттері, өзін-өзі тану және қоғамдағы өмірін құру қабілеттерін дамытудың маңыздылығын атап өтеді, бұның барлығы тек тұлғаға бағытталған оқу үдерісінде жүзеге асырылуы мүмкін болады.

Мақалада қарастырылып отырған тақырып білім беру ұйымының әр қызметкері өз пәнінің білім беру жағын ғана емес, сонымен қатар оқытуда жеке тұлғаға бағытталған тәсілді, оның ішінде күнделікті оқу жоспарына автор ашатын басқа да тәрбиелік, психологиялық және рухани аспектілерді енгізетіндігімен байланысты өзекті болып табылады. Ұсынылып отырған мақала педагогикалық мекемелердің қызметкерлеріне, ата-аналарына оқыту және өзін-өзі тәрбиелеу үшін өте пайдалы. Жеке тұлғаға бағытталған оқытудың негізгі идеялары осы тәсілдің жалпы көрінісін жақсы түсіну үшін оқудағы балалардың жеке қасиеттерін ескерудің қандай пайдасы бар екендігі бір мақалада зерттелген, талданған және жинақталған. Алайда, жеке тұлғаға бағытталған тәсілдің осы негізін түсінбейтін және қабылдамайтын болса, педагогикалық қоғамдастық пен жалпы бүкіл қоғамның дамуы сәтті болмайды, бұл жас ұрпақты оқыту мен тәрбиелеудегі маңызды проблемаларға алып келетін болады.

Түйін сөздер: тұлғаға бағытталған тәсіл, тұлғаға бағытталған оқу үдерісі, мұғалімді немесе ата-ананы оқыту, өзін-өзі жүзеге асырудың маңыздылығы, жеке-дара қасиеттерді дамыту, ерекше даралық.

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ИСТОРИЯ РАЗВИТИЯ ЛИЧНОСТНО-ОРИЕНТИРОВАННОГО ОБУЧЕНИЯ И ВОСПИТАНИЯ В ПЕДАГОГИКЕ

Аннотация. В статье автор показывает историю развития личностно-ориентированного подхода в обучении на примерах известных мыслителей, психологов и педагогов из разных стран и времен: Казахстана (Дж. Аймаутов, М. Жумабаев), Европы (И. Кант, Т. Кампанелла, М. Монтен, Я.А. Коменский), России (Н.А. Добролюбов, Н.И. Пирогов, В.Г. Белинский, Н.Г. Чернышевский, Л.Н. Толстой). В статье показана актуальность и важность личностного обучения и воспитания с древнейших времен до современного периода. Раскрывается эволюция развития личностного подхода.

Значительное внимание уделяется важности образования, которое через личностно-ориентированный подход раскрывает личность и развитие его личностных качеств, что до сих пор было и остается наиболее приоритетной задачей педагогики. Цель исследования -

показать через работы мыслителей, какие личностные характеристики есть или должны быть у ученика; какие личностные качества характера учитель должен видеть в ребенке и создавать условия для их развития или укрепления. Автор статьи подчеркивает важность развития уникальной индивидуальности ребенка, его способности к самореализации, познанию себя и построению своей жизни в обществе, что возможно только при личностно-ориентированном процессе обучения.

Рассматриваемая тема в статье актуальна тем, что каждый работник учебной организации учитывал бы не только образовательную сторону своего предмета, но и внедрял бы личностно-ориентированный подход в обучении, включая в свой учебный ежедневный план другие аспекты, раскрываемые автором, воспитательные, психологические и духовные. Рекомендательная статья полезна для обучения и самообразования как работникам педагогических учреждений, так и для родителей. Основные идеи личностно-ориентированного обучения изучены, проанализированы и собраны в одной статье для лучшего понимания общей картины данного подхода, какую пользу может принести учет личностных качеств детей в обучении. Но без понимания и принятия этой основы личностно-ориентированного подхода педагогическое сообщество и общество в целом не будут успешны, что приведет к серьезным проблемам в обучении и воспитании подрастающего поколения.

Ключевые слова: личностно-ориентированный подход, личностно-ориентированный учебный процесс, обучение учителя или родителя, важность самореализации, развитие личностных качеств, уникальная индивидуальность.

Introduction. The idea of a personally-oriented approach in education has deep roots in the history of pedagogy. The definition of “personally-oriented approach” appeared in the 50-60 years of the 20th century under the influence of humanistic psychology, which gave rise to humanistic pedagogy, the main goal of which is the development of a unique personality. Until that time, this term was easy to use, since more was said about the personal upbringing and training of the child. At different times of the epoch, the definition of the personally-oriented approach of pedagogy was modified and reflected new facets of its development due to the pressing problems raised by thinkers of that time, complementing different sides of this definition. It took on new shades of meaning. So, for example, in the beginning it was personal training, then personal training and education, unity, which teachers realized that they were not discontinuous. Learning cannot be an independent process

without educating a person, otherwise it will be a person who knows the theory well, a trained expert without any moral values, or a meek, submissive being, controlled by everyone, who does not have his own will and does not know how to live his own life. There can be no successful development of a society with weak-willed and immoral citizens, despite excellent learning ability. Personally-oriented learning means the interweaving of education, upbringing, psychology and the spiritual essence of the child. The pedagogical community came to this conclusion through a long process of development. Many thinkers of ancient times understood the importance of such education and developed their pedagogical thoughts on this issue. For example, the ancient Greek philosopher and founder of his Academy, Plato (427-547 BC) took into account individual abilities when teaching, thereby ensuring “freedom of recognition” (Gavrilova, 2007).

The personal approach to teaching children continued its development also in the Renaissance. A bright era, known for its humanism and anthropocentrism of the secular style of culture, which did not bypass the sphere of education and reflected its imprint in it. A characteristic feature of the Renaissance is the proclamation of man as the main meaning in the world, and humanist educators sought to cultivate the best qualities in a person that will help him to be a citizen with high moral values to achieve success in his life. Many thinkers expressed their humanistic judgments about education and upbringing, such as T. Campanella, E. Cabet, Montaigne M. and others.

Research Material and methods. Tommaso Campanella, an Italian humanist writer, understood that creativity and innovation are not able to develop without a personal approach to a person who needs the development of his abilities, “it is harmful (for the state) to close the minds with one book, because then it will become weak and will lose inventions and scientific discoveries” (Gorfunkel, 1980). Thus, T. Campanella draws attention to one of the problems of pedagogy, this is the lack of development of independent thinking in children. In the Renaissance, despite the still existing strong religious foundation in teaching, pedagogy turned its attention to the personal interests of children, realizing that it was education and upbringing that would improve society. By education, they meant the moral impact on the heart, mind, will and feelings of the pupils.

Another representative of the Renaissance is Michel Montaigne (1533-1592), whose pedagogical program had a huge influence on his followers in the field of pedagogy. He believed that every person has already built in abilities and their development depends on the ability to express a point of view. One of his followers was J.P. Blavatsky. Locke’s. He advises those who work with children or their parents to “observe their children in order to detect

their inclinations and educate them in accordance with the interests inherent in children, and not to force them to activities that they do not like” (Yolton, 1971) and also encourages those “who deal with children, should thoroughly study their natures and abilities” or “...what are their natural inclinations, how can they be improved and used” (Locke, 1988). This makes it possible to understand why the humanist teachers of the Renaissance wanted their natural character traits to be taken into account in their personal approach to children, so that education does not contradict their natural nature. Because the physical body created by nature is already perfect and harmonious. However, this harmony can be disrupted in the personal approach of training and upbringing, if this important fact is not taken into account. This new idea of the Renaissance was the beginning of a departure from religiosity in pedagogy, as well as a desire to help a person find his vocation in society.

The teachers of the Enlightenment era not only continued to develop the ideas of social transformations of the previous eras of the Renaissance and the Reformation, but also brought their own pedagogical innovation, faith in scientific facts. A new trend of that time determined a different approach to personal education of children. They criticized the existing education system, which was prone to dividing children’s education into classes and memorizing outdated postulates. Schools had to change in accordance with the changing social environment and be based on the principle of the correct distribution of educational relations among children, implying equality of obtaining knowledge, regardless of the classes in society. Children were instilled with the ability of free thinking and transformation. The teachings on the functional work of the human body were developed, which would help to better understand the essence of a person and the behavior and internal state emanating from him, which would lead to a better understanding of the personality and work with him. The Renaissance era brought more theoretical ideas to education than the early eras of history, based on the scientific facts of research. One of the representatives of the Renaissance was I. Kant (1724-1804). He paid great attention to education. In his “Lectures on Pedagogy” he revealed the methods and principles of human education. For I. Kant, a person’s work on himself is an important moment in his upbringing, which is possible only with the “proportional development of his natural abilities» (Myasnikov, 2006:77)

The new time is an era of rapid development of the bourgeoisie of Western Europe, which has introduced its own rules into the economy, development and formation of states. The new trends of this time were also reflected in the pedagogical field, where secular education and natural science education are more clearly visible, and they are beginning to manifest themselves and

strengthen their positions. The pedagogy of the New time, based on the conclusions of research, puts forward new views on the ways of education for a person. Effective personal education and training of children is possible due to the influence of education, which refutes the claims about their vicious nature, with which they were born, and is not amenable to change. The public will become evidence of an unusual phenomenon, this is the creation of a pedagogical system, the result of the invaluable work of the Czech humanist teacher Y.A. Komensky. Thus, thanks to this vital system, the question arose about the separation of pedagogy from philosophy, as an independent branch of science. The outstanding thinkers of the Modern period, Bacon F. and Leibniz G., for the first time argued that knowledge is power and superiority.

The English philosopher of this time, F. Bacon, was against “violent methods of teaching”, since a person by nature always resists any form of coercion. The task of the teacher, in his opinion, is to see the innate abilities of the child for the activity that he likes the most. Also, the child will be able to achieve his goals according to the principle “from simple to complex and from complex to simple” (Davydov, 1993), thanks to which the intellectual and physical abilities of children are properly developed. Bacon believes that it is the game form of tasks that will be understandable to the learner and, in turn, contributes to the development of creative consciousness and useful habits.

German scientist Gottfried Wilhelm Leibniz, who made contributions to the field of mathematics. In modern schools, children are familiar with the mathematical terms developed by him. Despite the fact that his name is not associated with pedagogy, but his ideas in the field of psychology open up arguments about a person, which makes the personal approach to a person in teaching more understandable. G. Leibniz proved the theory of a” holistic approach to a person “or, in another way, «the identity of the psyche and consciousness”. Thanks to this point of view, it was clear that personal education had already acquired a different character of manifestation, taking into account psychological characteristics along with pedagogy. And as time has shown, this is not a little important fact when taking into account the personal approach to the child.

The XIX century is significant for the variety of other points of view on the personal approach in pedagogy. It is from this period that the humanistic approach to teaching and upbringing is more clearly traced. Teachers faced the question of finding a solution to an urgent problem – this is the transformation of the pedagogical system. The traditional pedagogical system was already doing more harm than good because of the authoritarian management of the teacher, who did not give independent development to students who were

completely dependent on the teacher. The traditional education system provided a ready-made model of thinking, but not how to think, that is, not the ability to think for yourself. The desire for a complete transformation of the school system among many innovative teachers gives rise to pedagogy with many reforms. Personality-oriented education acquires new aspects. Mental development should be intertwined with physical development, which is also a very important factor in the formation of a child's personality. Manual labor was given special importance, as well as the aesthetics and cultural behavior of children. As a result of the influence of that time, the "industrially educated proletariat" or "unprincipled entrepreneur" or "average person" were brought up (Sennikov, 2021). The brightest representatives of the Western European countries of the 19th century and the beginning of the 20th were E. Demolen, A. Ferrier, D. Dewey, A. Laik, M. Montessori and others. They are considered the founders of reform pedagogy and schools of new significance. The education of children in such educational institutions, in general, differed from traditional schools, was characterized by a deep knowledge of the inner world of students and new teaching methods.

The XIX-XX centuries are the epochs of modernization of secondary schools, a process that continues in our time. This is a period of restructuring of the school system and the ongoing search for new methods of teaching and upbringing aimed at "forming a creative attitude to learning" (Sennikov, 2021).

One of the brightest representatives of this era are N. A. Dobrolyubov (1836 - 1861) ("to support every valuable manifestation of children's initiative").

N.F. Bunakov (1837-1904) (the unity of educational processes, the purpose of which would lead "to the comprehensive development of the human personality and prepare it for a reasonable human life", N.I. Shelgunov ("to bring up people's independent feelings, independent washing"), N.I. Pirogov (to know the spiritual world of the child), V.G. Belinsky (taking into account individual and age characteristics of the child), N.G. Chernyshevsky (development and education in a person of those personality qualities that everyone needs to have, regardless of what special function he will perform in life), N.I. Novikov (not to extinguish the curiosity of children); Dobrolyubov N.A. and Bunakov N.F. (the unity of the spiritual world of children and the school course of classes) (Kandul, 2015:27). The ideas of every thinker and teacher of that time proceeded from the need to take into account the spirituality of the child, which helped the development of his inner qualities for thinking about his purpose in life, and were prerequisites for combining pedagogy with psychology.

L.N. Tolstoy (1828-1910)-the greatest educator, whose pedagogical

views are still relevant, criticized the imperfection of society, spoiling the ideal nature of the child. In this he agreed with J.J. Rousseau. According to the personal approach to the child according to the method of L.N. Tolstoy, freedom of choice is the main aspect of education. The teacher's function is to "follow and develop the child's nature" (Wikipedia,2021).

The XIX century does not stop the development of personal education, but acquires new facets, such as a personally-oriented approach or humanistic pedagogy. For example, the founder of the national pedagogical psychology P.F. Kapterev (1849-1922), who made a huge contribution to the pedagogical literature. In his writings, he believed that the school creates suitable conditions for educating students with a "persistent character" (Family, 1984). His personal approach implied an understanding that the reason for the impact of upbringing on children is different, since their natures are different. In the understanding of P.F. Kapterev, such techniques as Heuristics in school education, which means "the spirit of science, the spirit of work" (Folk, 1974), develops a mental outlook, encourages interest and love for work. Heuristic approaches help to develop observation, students ' desire to find answers, generalize and think creatively.

The pedagogical works of Zhusipbek Aimautov are still significant for generations and the development of the history of pedagogy in Kazakhstan. Already in them, the prerequisites for the development of personally-oriented learning were manifested, since he paid great importance to the personal upbringing of children. His textbooks and teaching aids are an interweaving of pedagogical and psychological solutions to problems. The personal approach in his works can be traced in moral, didactic, educational aspects, spiritual and mental issues. Zh. Aimautov believes that education is the basis for personal development. After all, it is education that" will be guided by a clear mind " of a person. And as a result, society will be educated and will not follow its unbridled impulses that lead to chaos in human relationships. For educational purposes, he recommended that extracurricular activities be mandatory. In the atmosphere of such mass events, children can hone their individual performances. It would also develop self-confidence. The quality is very valuable, according to Zh. Aimautov, since it will be difficult for a doubting person in life. The scientist did not ignore the didactic side of personal education. Lessons should be conducted in such a way as to interest the student, taking into account their age abilities and inner world. In personal education, the educational process should be " systematic, consistent, visual, accessible, strong assimilation of knowledge, etc., which also speaks about the importance of their observance for the moral education of children." Special attention was paid to teachers who should be educated themselves,

as this greatly affects the child's world around them. The educator should be sensitive to the training and upbringing of children, develop good habits in everyone (Urynbasarova, 1999:69).

M. Zhumabayev is the creator of the first theoretical work in the field of pedagogy, which has been a reference book for the pedagogical community for a long time. Being a teacher himself and knowing the teacher's work from the inside, he writes along with literary criticism. The talented Kazakh wrote textbooks for children and teachers. The author has published educational and methodological manuals on pedagogy, teaching methods of teaching the Kazakh language in primary school.

M. Zhumabayev criticized the type of education in old schools, in which there were no conditions for the development of personal qualities of children. Calls on teachers of new schools to take into account the culture of Kazakh children and their worldview, depending on national characteristics. That is, holding national events in schools greatly contributes to the understanding of the world around children. Personal education of a child should be already from the cradle, at a time when the foundation for everything is being laid. It is important not to miss this moment. M. Zhumabayev paid great attention to one of the qualities of personal training-the development of hard work. The formation of such a quality prepares the child to be strong and adapted in any difficult life situations. He paid great importance to the family in personal education, from where the personal traits of a person's character are laid. Parents are the first example of behavior for a child in the surrounding world, through the prism of the hearth, he gets acquainted with the external society. It is through the family that the basis for the personal manifestation of behavior is laid, with which the child will be born. And the school, according to the teacher, should instill such personal traits as perseverance in difficult situations, the ability to make decisions yourself. Personal training should not depart from folk pedagogy, instill through it cultural traditional values, such as respect for elders, "Kazakhs have a strong living connection of generations. The older ones bring up in the younger ones respect for gray hair, the desire for justice, honesty. Respect for elders among Kazakhs is not just the rules of good manners" (Shynybekova, 2018).

Results and discussion. The new political situation, the expansion of international cooperation and international contacts today require fluency in a foreign language and, as a result, new pedagogical technologies. One of them is a personally-oriented technology. A personally-oriented approach will help to solve successfully the problem of teaching any kinds of subjects in educational establishments. The traditional form of education provides only cognitive learning, an ineffective model – "the teacher is an active carrier

of knowledge and the student is a passive listener and displays the acquired knowledge". This model only harms the personal growth of children. The form of training should be innovative, personally-oriented. The modern scholars also suggest considering the characteristics of students as audit, visual and kinesthetic; factors affecting the learning by students as motivation, level of development, level of training, age, abilities. They believe that when preparing for a lesson with a personally-oriented approach, a teacher should be trained to implement a personal approach in pedagogical and managerial activities; know the methodology and techniques of personally-oriented education; to study and adopt international experience in building systems and technologies of personal development education. The history of the development of a personally-oriented approach to learning is important to know. Because it is the basis of our knowledge. Nothing new can appear by itself. It is always based on history, on achievements in the past made by outstanding people. On the examples of famous thinkers, psychologists and teachers of various countries and times, it becomes possible to analyze the useful experience and not to forget. Use the experience of scientists from the past to build a successful future. In our case, choose the right strategy for training and educating the younger generation. Analyzes of the relevance and importance of education and upbringing of the individual from ancient times to the modern period help to draw up a general picture of ideas about a student-centered approach in pedagogy.

The school period in the lives of children is very important. Scholars and teachers are concerned about the weakening of the quality of education in schools, and one of the most important reasons for the failures of school education is the discrepancy between the individual learning style and the generally accepted learning style. A personally-oriented approach helps in organizing the educational process in schools. Personally-oriented methods are being developed for teachers to help to teach children, taking into account the fact that each child has his own style of learning, thinking, work, temperament, style of perception of information. Unfortunately, there is no often an individual approach to teaching children and their upbringing in lessons. Such a gap leads to the non-manifestation of abilities through activity, to their passive role during the lessons. Personally-oriented education helps to solve this problem through research activities, through projects. A personally-oriented approach in educational establishments helps to create an "equal space" in schools, in which parents are included as an equal subject. This makes it possible not only to take into account the opinion of parents when organizing the educational process and use a flexible approach to its planning, but also to use actively their knowledge, personal potential,

experience, cultural and family traditions in the process of child development, exerting, if necessary, and influencing child-parent relations, correcting them in a positive way. Personally-oriented teaching in the lesson time is aimed at developing the necessary qualities for the formation of a personality and its successful interpersonal communication. The child learns important life skills: the ability to self-realization, adaptation and development.

Conclusion. Making a review of various pedagogical figures and their views in the history of pedagogy, it is necessary to understand that all significant theories have become the basis of the principle of personality-oriented learning. Even if at first glance, it seems impossible to relate their work to this approach, but with more analysis, the scholars come to the conclusion that everything contributed to building a solid foundation on which other pedagogical figures developed their concepts.

Thus, we can state the unity of all pedagogical views. The leading thinkers of every time, every country appreciated and conveyed to the public the idea that a child's knowledge of the surrounding world is possible through free and creative activity, through a personal approach.

In the conclusion, the fundamental problem of the modern educational system does not seem to us to be its material and technical equipment with advanced technological products and not to increase the economic efficiency of the teaching staff. But the main task of modern education is to find effective ways to involve children in the creative process of self-creation, intellectual self-development and personal self-disclosure through personally-oriented educational approach.

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