

PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF PERSONALITY-CENTERED EDUCATION

ПЕДАГОГІЧНІ ТА ПСИХОЛОГІЧНІ АСПЕКТИ ОСОБИСТІСНО ЗОРІЄНТОВАНОЇ ОСВІТИ

The development of student personality is very important in terms of education. First of all education should improve people and they development. To develop personality it is necessary to define its development tendencies. This is more important in elementary schools. In fact, elementary education and pre-school education are the basic stage of child development. At first, primary school teachers should analyze all of the children, and then should define their inclinations and interests about education. There have two main aspects of child development: pedagogical and psychological. These two basic aspects should improve equal. The subjects what teaching to students and its contents should choose very carefully in primary schools.

Key words: *personality, education, primary education, personality-oriented education, pedagogical aspect, psychological aspect.*

Развитие личности студента очень важно с точки зрения образования. В первую очередь, образование должно улучшать людей и их развитие. Для развития личности необходимо определить тенденции этого процесса. Это более важно в начальных школах. Начальное и дошкольное образование являются основными этапами для развития ребенка. Сначала учителя начальных классов должны внимательно изучить всех детей, определить их склонности и интересы в отношении образования. Есть два

основных аспекта воздействия на развитие ребенка: педагогический и психологический. Они должны изменяться и развиваться в равной степени. Школьные предметы, которые преподаются в начальной школе, их содержание следует тщательно выбирать.

Ключевые слова: *личность, образование, начальное образование, личностно-ориентированное образование, педагогический аспект, психологический аспект.*

Розвиток особистості студента є дуже важливим із точки зору освіти. Першочергово освіта має покращувати людей і сприяти розвитку. Для розвитку особистості необхідно визначити тенденції цього процесу. Це більш важливо в початкових школах. Початкова і дошкільна освіта є основними етапами для розвитку дитини. Спочатку вчителі початкових класів мають уважно вивчити всіх дітей, визначити схильності й інтереси щодо освіти. Є два основних аспекти впливу на розвиток дитини: педагогічний і психологічний. Вони мають змінюватися і розвиватися однаково. Шкільні предмети, які викладаються в початковій школі, їх зміст слід ретельно вибирати.

Ключові слова: *особистість, освіта, початкова освіта, особистісно-зорієнтоване навчання, педагогічний аспект, психологічний аспект.*

UDC 37.013: 373.1

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Problem statement. A multifaceted approach to educational development is important in terms of overall human development in modern civilization where education is the highest value. Since its emergence, human society has had a fundamental need to learn new skills and apply them in a real-life setting. Early primitive style of learning was simply in a form of observation. However, throughout the history learning process made a huge progress and consequently, the concept of education emerged.

Both education and learning are dynamic and variable. During its early developmental stage learning was based on dissemination of massive experiment (hunting and harvesting), whereas nowadays the concept of education is based on dissemination of information, which meets the need of Information Society, throughout virtual space, as well as its application to real life. This means that education, as a phenomenon of the superstructure, represents the needs of a certain country and a society, as a human value, supporting the development of people and society.

Presentation of the main material. Education and schools have huge commitments in XXI century when human development bear completely new essence. The chief commitment of education is to

develop personality and ensure that people are able to realize their supreme aims.

Personality-centered education, in which human personality stays in the middle of the education system, is one of the obligations of world countries as well as Azerbaijan. This fact is envisaged in some highly important government documents. The objectives of education in Law on Education of the Republic of Azerbaijan [2], the main state document on education, are indicated as follows:

Article 4: The main objectives of education:

4.0. The main objectives of education of the Republic of Azerbaijan are as followings:

4.0.1. to educate people as a citizen and personality who have a sense of personality before the state, respect national traditions and democratic principles, human rights and freedom, loyal to ideas of patriotism and Azerbaijanism, and who are creative and free-thinking;

4.0.2. to train expert with broad outlook who have modern thinking and are highly competitive, reserve and develop national and universal moral values, appreciates initiatives and innovations, and who have practical and theoretical knowledge;

4.0.3. To train learners for social life and productive labour providing them with systematic knowledge

and skills, and enabling them to attain professional self-development”.

As it is indicated in Law on Education of the Republic of Azerbaijan, learners need to be fully developed who are able to meet requirements of society.

“State Strategy on the development of education in the Republic of Azerbaijan”, Order 13, October 24 2013, [1] envisages five important strategic profile the first of which is about establishing education content which is based on competence. One the sub-strategic objectives of this Strategy are about planning relevant measures to establish education content which promote personality-centred education.

The followings are the strategic measures to be taken in order to establish the content of personality-centered education:

“1.1. To develop curricula and standards which are based on the effective development of early childhood:

1.1.1 to prepare new curricula and education standards which ensure physical and mental development and socialization of children, and which discover their creativity, teach them life skills, knowledge and social behavior;

1.1.2 To develop of the “Competent Parents” program for systematic pedagogical and psychological education of parents to support pedagogical activities aimed at the sustainable development of children;

1.2 To develop competency-based general education standards and curricula;

1.2.1 Renew current education standards and curricula for the transition to 12-year general education, and categorize disciplines into orientations at secondary education level;

1.2.2 To create new textbooks based on curriculum, providing appropriate textbook options for pupils and teachers;

1.2.3 To create special development programs for talented children;

1.2.4 To create inclusive education and development programs or children with special needs.

The strategic goals and actions listed in this important state document constitute the pedagogical aspect of personality-centered education. The above-mentioned pedagogical measures need to be taken on the purpose of transition to 12-year general education.

Within the framework of this action plan, educational standards for the 12-year education system are being developed currently. It should be noted that attention is focused on the elements pedagogical-psychological aspects of personality-centered education. The main aim of education is surely to develop a human personality; therefore it is important that education should be personality-centered.

Taking into account the pedagogical aspects of the personality education requires that it be kept in focus throughout the learning process. Following all

the principles of learning when organizing a teaching activity is very important in terms of building personality-centered education. Modern pedagogical literature in Azerbaijan suggests 6 principles of learning:

- Completeness of the pedagogical process;
- Creating equal opportunities in learning;
- Student-centered learning;
- Development-centered activity;
- Stimulation of activity;
- Establishing a supportive environment.

These principles are based on the classification of modern education tendencies and there were quite different classifications in previous pedagogical literature.

Following learning, principles are one of the vital conditions for establishing personality-centered education. Education is an effective tool to develop a human personality. Therefore disciplines at school need to be pedagogically perfect so that they can contribute to personality development. The topics of lessons need to be both of educating and developing characteristics. Students should have the chance of learning new knowledge and skills as well as social behavior and consequently be able to develop their personality completely.

There a number of research papers regarding the development of personality. Each of them provided specific comments on the theory of personality development. There are many prominent theories and approaches about personality development and education systems throughout the world refer to these theories to identify their education priorities.

Carl Rogers’s study on the nine indicators (academic achievements, self-concept, attitude to education, creativity, conformism, emotions, a decrease of control, collaboration, initiative) of personality-centered education suggest that it is possible to gain more success when personality development of students stay in the center of education. In such a case students have more interaction both with teachers and each other, attain a quick speech development, and achieve higher cognitive functions [5, p. 624].

The concept of education and the concept of personality-centered education have a different essence. The concept of education has rather theoretical aspects and contains a set of significant skills. The previous education system of Azerbaijan had a distinguished classic structure. Education provided students with necessary skills and moral values; however, it lacked a systematic approach to personality development. The modern education system is based on the previous classic education system. The modern education system is in progress keeping positive and useful elements of the previous classic system.

The core concept of personality-centered education is that personality is considered as a whole structure. Throughout the learning process, the elements of personality develop separately and consequently, they

appear as a single unit making up personality. Within personality-centered education, in accordance with the requirements of society, pedagogical and psychological aspects of personality is identified, and differential approaches are applied with the consideration of typical features and age characteristics of a person as well as elements of micro and macro environments.

It is extremely important to build primary education on the principles of personality-centered education. Given the fact that primary education is a critical developmental stage for the formulation of chief components of personality, it is required that more attention should be given to possible support for personality development at primary education.

Primary students are naturally eager to learn. They are in an incomplete developmental stage in terms of character and temperament so it is possible to correct inappropriate character and behavior of students.

At primary education level students are also flexible in terms of development. At this stage, any accident firmly sticks to students' memory and stays for a considerably long time consequently affects lifelong psychological conditions of students. Interaction with, and behavior of teachers and peers, situations which students experience as well as the topics that students learn have a critical influence on personality development.

While analyzing pedagogical aspects of personality-centered education, it is essential to consider realization of education standards of disciplines at schools. This research paper reviews education standards for the first grade since this research concentrates on primary education.

The period of primary education is 4 years and there 9 disciplines at this stage. There are special content and standards for each discipline. The education standards and content of learning are developed on the consideration of age and personal characteristics of students.

According to the programs and state standards of general education (curriculum), the skills and knowledge to be learnt at primary education level are as followings:

- to read the content of texts of various styles such as fiction, scientific and informative articles in an appropriate manner;
- to find out the essence of the text and express attitude regarding it;
- to use dictionaries, computers and other informative resources;
- to express relevant viewpoints in oral and written form;
- to think logically, suggest ideas and express attitude to ideas of other students;
- to apply necessary mathematical and simple algorithms to daily life settings;
- to describe objects and actions under observation and their distinguished features;

- to communicate, work as a team and collaborate;
- to follow simple social behavior and security rules and be hygienic;
- to do exercises within certain norms, demonstrate artistic-aesthetic ability, and apply simple work skills;
- to defend his or her rights and respect the rights of others;
- to be sensible, careful and fair to people, nature, state property;
- to present moral values of as well as knowledge about history, culture, art and prominent people of Azerbaijan in a simple way;
- to demonstrate simple communication skills in a foreign language;

As it is obvious, primary students master certain life skills. Besides general learning results, there are also various discipline standards which boost student development in terms of moral and physical aspects.

The following is the review of general education standards for various disciplines in terms of its elements which directly support the moral and physical development of students. For example, when we review sub-standard 1.2.2. (1.2.2. Use of relevant communication etiquettes) on the content line for listening-understanding and speaking in the second grade in the Azerbaijan language lesson we clearly see that this standard envisages the development of speech culture.

2.2.4. Expresses his or her attitude to the main idea of the text. Development of the standard based on content line for reading in the second grade in the Azerbaijan language lesson help students develop freethinking and express their attitude to any issue.

3.1.4. Writes a short essay based on observation and impression. The realization of sub-standard 3.1.4. on the content line for writing in the second grade in the Azerbaijan language lesson improves the creativity of students and help them express their ideas shortly.

The sub-standard 1.2.1., the content line for listening-understanding and speaking in the third grade in the Azerbaijan language lesson. With the implementation of this, sub-standard students speak comparatively about the object which he or she observes and reads. One of the important objectives of learning of Bloom taxonomy is to develop analytical skills of students.

The sub-standard for the fourth grade in the Azerbaijan language lesson 1.1.1. Expresses final comment by generalizing various views on the same issue supports the development process which forms students as democratic personalities.

The sub-standard for the second grade in the Life skills lesson 2.4.2. Expresses attitude to the violation of rights pays attention to teaching students their right and teaching them how to protect their right. The personalities of students develop in the right way when they know their rights as early as possible.

Moreover, within the same content line, the sub-standard 2.1.2 Expresses attitude to his or her and other students' activities within collective help students to acquire their rights in collective and respect the thought of other students and teacher.

The sub-standard in the content line on moral values for the discipline of Life skills 3.2.1. Comments on the moral values, which develops a personality (mercy, love for family and country, hate for an enemy, confessing mistakes), improves moral values of students as personalities.

In the second grade, by implementing the standard of 3.1 during the process of demonstrating sports skills he/she easily imposes the fulfilment of physical skills teachers provides wide-scale motor preparation for development of pupil personality.

Result. By analyzing some education standards indicates that the realization of learning results has a direct impact on the development of student personality.

Consideration of pedagogical and psychological aspects of student-centered education is critically important for personality development of students in a proper way. Therefore, it is important that teachers, school principals and the authors of program and textbooks should know and follow pedagogical and psychological aspects of personality development of students.

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