

# Lesson Analysis in the Context of Personality-Oriented Learning Technologies and its Scientific Didactic Basis

<sup>1</sup>Dilrabo Samatova

**Abstract--***The article deals with the content and essence of personality-oriented learning and issues on lesson analysis. Personality-oriented learning is the development of a student's personality, characteristics, and abilities, taking into account his / her strategies of thinking and action. Education that is able to present these opportunities is called personalized education. This type of education promotes the development of students' qualities such as independence, initiative and responsibility, as well as the skills of independent, creative and critical thinking. In organizing this kind of education, teachers are required to approach each individual student as much as possible, to respect his or her personality and to trust them. In addition, participants in the individualized learning process express the need to create a favorable pedagogical environment for student-teacher interaction, student-student interaction, student-team interaction, and personal development.*

*This implies that the learning environment is adapted to the student's capabilities. According to him, the educational environment, the pedagogical conditions, the entire process of education and training envisage the realization of the student's individual abilities, development of his abilities, enrichment of his personality, enrichment of his thinking and outlook. This type of education helps students develop such qualities as independence, initiative and responsibility, as well as the skills of independent, creative and critical thinking. In addition, the participants of the personality-oriented learning process express the need for the creation of a favorable educational environment for student-teacher interaction, student-student interaction, student-student interaction, and personal development.*

**Key words--***personality-oriented learning, lesson, approach, technology, student, mechanism, program.*

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## I. INTRODUCTION

Personality-oriented learning includes the full development of all participants of the lesson. This implies that when designing educational process, it is not necessarily the identity of a particular student, but rather the educational objectives of the future profession.

According to I.S. Yakimanskaya, recognition of a student as the main acting figure of the entire educational process is personality-oriented pedagogy. In order to organize a model of personality-oriented learning, she considers it necessary to distinguish between the following concepts. [6]

1. A multilevel approach - material available to the student in the different level of complexity of the program

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<sup>1</sup>post -doctorate at the Gulistan State University, Uzbekistan

2. A differentiated approach is the allocation of groups of students on the basis of external (more precisely, mixed) differentiation: by knowledge, abilities, type of educational institution.
3. An individual approach - the distribution of students into homogeneous groups: academic performance, abilities, social (professional) orientation.
4. Subjective-personal approach - the attitude to each student as uniqueness, dissimilarity, uniqueness. In implementing this approach, firstly, the work should be systematic, covering all levels of training. Secondly, we need a special educational environment in the form of a curriculum, the organization of conditions for the manifestation of the individual selectivity of each student, its stability, without which it is impossible to talk about the cognitive style. Thirdly, we need a specially trained teacher who understands and shares the goals and values of a personality-oriented education. [1]

## II. MATERIALS AND METHODS

Personality-oriented learning is understood as a type of educational process in which the personality of the student and the personality of the teacher act as its subjects; the purpose of the training is to develop the personality of the student, his originality; during the learning process, the student's value orientations and the structure of his beliefs are taken into account, on the basis of which his "internal model of the world" is formed, while the learning and learning processes are mutually agreed taking into account the mechanisms of cognition, the characteristics of students' mental and behavioral strategies, and teacher-student relationships are built on principles of cooperation and freedom of choice.

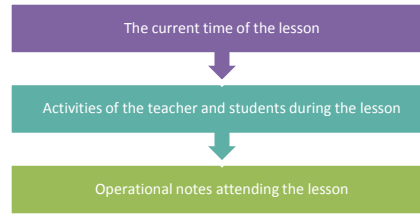
The goal of the technology of personality-oriented learning is the maximum development (rather than the formation of predetermined) individual cognitive abilities of a student based on the use of his life experience. Personally oriented lesson, unlike the traditional one, first of all changes the type of interaction "teacher - student".

The effectiveness of the lesson is determined by the generalization of the acquired knowledge and skills, the assessment of their assimilation; analysis of the results of group and individual work; special attention to the process of completing assignments, and not just to the final result; discussions at the end of the lesson of what "we learned", how much of what we liked (didn't like) and why.

## III. DISCUSSIONS

A teacher will never succeed unless he is able to establish contact with children based on trust, understanding and love.

The analysis of the lesson will be carried out on the basis of the observation map, which can take the following form (Fig. 1):



**Figure 1:** Form of analysis of the personality-oriented lesson

### **Direction of analysis**

- Introductory part of the lesson: how quickly and habitually did the students enter the lesson, was a positive emotional attitude to work created, by what means was this achieved, how was the initial state and mood of students taken into account?
- How is the actualization of the basic knowledge of students necessary for the assimilation of new teaching materials carried out? What is the manifestation of the individual characteristics of students?
- How was the problematic part of the lesson on the study of new material carried out: has the personal significance of the learning task been achieved? By what means was this achieved? To what extent did schoolchildren take part in this? Were they interested in setting a training problem? Did the teacher's didactic goal become student goal?
- Was the opportunity given to students to express their suggestions for solving the educational problem?
- In what types of activities did the educational task continue to be solved?
- Which of them attracted the greatest attention of students and in what places of the lesson did this attention fall and why? How is the change in student activities organized?
- How does a teacher achieve systematic student knowledge? Is the main content of the lesson highlighted, how was this done, by what means? Are ideas, patterns, methods, and ways of solving the educational problem highlighted?
- What is the ratio of the known and the unknown in the lesson? Is the principle implemented clearly and not boring? By what means does the teacher achieve this? Was the personal experience of students involved in solving the educational problem?
- Teacher's explanation: brightness, imagery, emotionality of speech, diction, change of intonation, novelty of speech forms, pace of a lesson, use of one's individual characteristics.
- What is the student response to the teacher's explanation? How does the teacher use this reaction during the lesson? Have students been encouraged to reason and act independently?
- What visual material was used in the lesson, how well, how was the background of perception taken into account? What can be said about the design of the board?

- How does the teacher stimulate different ways of solving the educational problem, how does he encourage students to use comparisons, analogies, does the student engage in the analysis of the answers of his friends? Is the measure of teacher assistance optimal in solving the educational problem?
- Has the form of reinforcement of educational material attracted the attention of students? In what forms systematization, semantic processing of the material passed was carried out, was its independent processing encouraged?
- Was the lesson evaluated not only the correct answers of the students, but also how the student reasoned, which method he used, where the difficulties arose, and why? Was the originality of the responses evaluated?
- Are the tasks diverse in type, type and form of material (verbal, graphic, conditionally symbolic).
- Are homework assignments of different levels, which of them were problematic, creative, what explanations did the teacher give to these assignments? Did students explain how to rationally organize their academic work at home?

### Lesson Performance Diagnostics

General diagnostics assessment and self-assessment of the effectiveness of the lesson according to the results of the analysis is carried out in the following five areas (according to V.P. Simonov):

**Table 1** General diagnostics assessment and self-assessment

1. Assessment of the basic personal qualities of a teacher.	1.1. Knowledge of the subject and the general erudition of the teacher. 1.2. The level of pedagogical and methodological skill 1.3. The culture of speech, diction, intensity, imagery, emotionality, general and specific literacy. 1.4. The degree of tact and democratic relations with students 1.5. The appearance of the teacher, facial expressions, gestures, a culture of behavior.
2. Assessment of the main characteristics of students in the classroom.	2.1. The degree of cognitive activity, creativity and independence. 2.2. The level of general education and special skills. 2.3. The presence and effectiveness of collective (group) forms of work. 2.4. The degree of discipline, organization and interest.
3. Assessment of the content of the activities of the	3.1. Scientificness, accessibility and feasibility of the studied educational material, formed skills. 3.2. Relevance and connection with life (theory with

<p>teacher and students.</p>	<p>practice).</p> <p>3.3. The degree of novelty, problematic and attractiveness of the educational material (information received by students).</p> <p>3.4. The optimality of the volume proposed for the assimilation of the material.</p>
<p>4. Evaluation of the effectiveness of the methods of activity of the teacher and students during classes.</p>	<p>4.1. The rationality and efficiency of using the time of the lesson, the optimality of its pace, as well as the alternation and change of activities.</p> <p>4.2. The degree of expediency and effectiveness of the use of visibility.</p> <p>4.3. The degree of rationality and effectiveness of the methods used and organizational forms of work.</p> <p>4.4. Feedback level with all students during the lesson.</p> <p>4.5. The effectiveness of control over the work of students and the level of requirements at which their knowledge, skills and abilities were evaluated.</p> <p>4.6. The degree of aesthetic impact of the classes on students.</p> <p>4.7. The degree of compliance with labor protection and safety regulations by the teacher and students during the lesson.</p>
<p>5. Assessment of the purpose and results of the lesson.</p>	<p>5.1. The degree of specificity, clarity and conciseness of the wording of the purpose of the lesson.</p> <p>5.2. Reality, expediency, complexity and attainability of the goal at the same time.</p> <p>5.3. The degree of the educational impact of the lesson on students (what and to what extent have learned).</p> <p>5.4. The degree of educational impact (which contributed to their education).</p> <p>5.5. The degree of impact of the lesson on the development of students (which contributed to their development). [3]</p>

## IV. CONCLUSION

Thus, the effectiveness of the lesson is determined by the generalization of the acquired knowledge and skills, the assessment of their assimilation; analysis of the results of group and individual work; special attention to the process of completing assignments, and not just to the final result; discussions at the end of the lesson of what “we learned”, how much of what we liked (didn't like) and why.

It should be emphasized that in an adaptive school, a teacher takes a new professional position, not yet familiar to him, both at the same time as a teacher and a psychologist who is able to carry out comprehensive monitoring of each student in the process of his individual (age) development, personal formation.

The main goal of further education is to personify educational activity standardized by the state and society and to give it a personal meaning.

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