

**PERSONALITY-ORIENTED PROFESSIONAL EDUCATION AS A PEDAGOGICAL  
PROBLEM**

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**Abstract:** The article is devoted to the issues of the development of education of an individual-oriented educational system in professional education, its effectiveness and the organization of personality-oriented professional education. Ijtinoi-psychological conditions are revealed, which are the basis for the decision-making of personality-oriented training. At the same time, as a factor that constitutes the system of a new paradigm of education, the identity of the educator is considered and its main organizers are covered.

**Keywords:** personality, education, personal orientation, skill, skills, competence, work, personality, competitiveness.

In the *Action Strategy for the Further Development of the Republic of Uzbekistan*, special attention is paid to improving the system of continuous education, increasing the availability and quality of educational services, and ensuring the training of highly qualified specialists who meet the modern needs of the labor market. It also emphasizes the importance of constructing, reconstructing, and capital repairing educational institutions, strengthening their material and technical base by equipping them with modern educational and laboratory tools, computer technologies, and teaching aids. These measures are aimed at ensuring the sustainable development and modernization of the organizational structure of education in Uzbekistan.

Person-centered education is viewed as an alternative to traditional knowledge-oriented teaching. It is understood as a new type of educational relationship that establishes cooperation between students and teachers, in which optimal conditions are created for learners to develop self-directed learning, self-identification, independence, and self-expression skills. The core of this educational system is the *personality of the learner*.

The social and psychological conditions that form the basis for the establishment of vocational education include:

- A high level of qualifications and professionalism as an essential factor of social protection for employees;
- The emergence of small and medium-sized enterprises with various forms of ownership, as well as the rise of individual labor activities, which have influenced employment structures and professional skills;
- The growing role of vocational education as a factor in enhancing the competitiveness of the workforce in the labor market;
- The dynamic growth of modern production technologies, the emergence of new models of professional activity, and the need to train workers and specialists who can easily adapt to the changing world of professions;
- Uzbekistan's integration into the global economic community, which requires that the quality and level of vocational education be brought closer to international standards.

A **person-centered approach** in vocational education aims not only to form professional knowledge, skills, and competencies but also to develop the learner's individual potential. While traditional education focuses primarily on training a specialist capable of performing professional tasks, person-centered education pays greater attention to the learner's personal growth, self-awareness, and development of professional abilities and qualities.

**Professional formation** refers to the process of developing a person's professionally significant qualities, knowledge, skills, and patterns of behavior. The essence of personal and professional development lies in creating a simplified reflection of reality — reproducing and modeling it within oneself to act effectively in real life. The goal of the professional formation process is to reconstruct external professional models within the learner's inner cognitive and behavioral framework.

Person-centered vocational education changes the very essence of education. It prioritizes the learner's internal strengths, intellectual and moral potential, and the ability to navigate complex social and professional situations independently while carrying out innovative activities.

Scholars emphasize that the essence of a person-centered approach lies in implementing the educator's subjective viewpoint within the learning process. However, the learner does not simply become a subject during learning — they are already a bearer of subjective experience that needs to be revealed, enriched, and transformed during the educational process. This experience must be analyzed, maximally utilized, filled with scientific meaning, and, if necessary, reshaped as the educational process evolves.

The meaning of a **person-centered approach** lies in creating conditions for the manifestation of learners' personal goals, universal abilities, motivation, creativity, self-reflection, and interaction with others. The author believes that the main way to realize this idea is by creating person-centered learning situations in which students identify personal meanings, search for new understandings, and select creative ways of solving problems. In this process, learners' subjective experiences are actively formed and developed.

Teaching specialists based on an **individual approach** is not the same as person-centered teaching. Individualization refers to the recognition of the uniqueness of each learner — their psychological traits, temperament, interests, abilities, and needs. This approach in education means considering each student's psychophysiological characteristics, cognitive capacities, and learning abilities. It requires identifying these traits and selecting appropriate teaching methods and forms suited to them, while taking into account pedagogical interaction throughout the learning process.

The individuality of a person manifests in their worldview, value system, and self-awareness. Therefore, an individual approach in pedagogy aims to create conditions for the learner to understand and express their "self," recognize their goals and values, and choose educational and professional activities that align with their individuality. In this sense, the individual approach is closely related to the person-centered approach, both aiming to promote the learner's holistic personal and professional development.

The advantage and, at the same time, the difficulty of implementing an individual approach in the process of training specialists lies in the fact that this system of targeted teaching is directed toward both participants of the pedagogical process. The pedagogical process is not only based on considering the individual characteristics of learners but also on creating conditions for the development of their individuality.

We believe that personal and individual approaches ensure the formation of professional knowledge and skills, encourage scientific inquiry, and provide opportunities for improving knowledge, abilities, and skills as a result of educational activities. They also contribute to the development of self-awareness, professional qualities necessary for the growth of the teacher's personality, and the establishment of individuality in professional activity. This approach allows certain professional competencies to develop within the framework of learning activities, promoting the learner's establishment and development as a subject of this activity.

In the psychology of vocational education, terms such as *self-regulation*, *self-management*, *self-development*, and *personal activity* are often used. These terms indicate the establishment of

learner-centered educational technologies. They represent the learner's process of self-directed learning and self-organization. New terms such as *self-directed education* and *self-regulated learning* have now appeared.

The main component of the new educational paradigm is the **personality of the learner**, which is characterized by the following features:

- A completely new goal of education has been declared — the development of the individual at all stages. The unique value of each person is recognized.
- The content of labor has fundamentally changed. The strengthening of integrative factors in production technologies has led to a transformation of the concept of “qualification.” In addition to knowledge, skills, and abilities, important personal qualities are also included, known as “key competencies.”
- Changes in the supply and demand for professions in the labor market, professional migration, and the need for predicting qualifications require greater universality in professional functions. Professionally mobile employees are becoming increasingly competitive.

Based on these factors, the main theoretical principles of learner-centered vocational education are as follows:

- The development of the learner's personality is viewed as the main goal. This changes the role of the learner at all stages of vocational education. The learner becomes an active subject who constructs both knowledge and self, thereby erasing the boundary between education and upbringing. Their difference only appears at the level of educational content and specific technologies.
- Focusing on the learner's **individual trajectory of development** leads to the strengthening of the personal component of education. It also emphasizes the importance of adhering to the requirements of state educational standards, which outline normative expectations of learning outcomes and professional self-realization.
- The guarantee of effective organization of the educational process is the **teacher's creative individuality**, who remains the author of the applied technologies. This creates unique opportunities for cooperative interaction between the teacher and learner and ensures conditions for the full development of all subjects involved in learner-centered education.

Learner-centered education does not focus merely on shaping the learner's personality, but rather on creating conditions in which the personal functions of all subjects in the educational process can be fully manifested and developed.

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