

DIDACTIC BASIS OF THE USE OF EDUCATIONAL TECHNOLOGIES IN PERSONALIZED TEACHING

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Annotation: *This article studies the didactic foundations of the use of educational technologies in person-centered teaching and highlights the specific features of the use of educational technologies in person-centered teaching.*

Keywords: *person-centered education, subject-subject relationship, test, debate, cognitive games, complex pedagogical problem, heuristics, training, psychodrama, brainstorming, battle of ideas, teaching methods leading to independence, awareness, ability to draw inductive conclusions.*

In educational terms, “subject” usually refers to the learner as an active participant, not a passive object. “Interaction” refers to the interaction between students and teachers or between students. “Subject-subject relationships” can emphasize that both parties in the educational process are active agents, so it is not a traditional teacher-student hierarchy. “Person-centered education involves recognizing the realization of students’ aspirations in terms of their development, learning, and upbringing, in the process of mutual relations and subject-subject relations”⁴. Practical strategies may include project-based learning, community engagement, mentoring programs. Challenges may include institutional resistance or resource allocation. Examples such as service-learning projects or student-led initiatives illustrate the concepts.

The answer should be comprehensive but not repetitive from previous answers. It should also address potential implementation challenges, such as maintaining academic standards while personalizing learning. They may need practical examples and theoretical support to defend this approach. The answer should affirm the importance of relationships and provide a roadmap for applying these concepts in real-world learning settings.

Person-centered learning aims to empower students as active agents in their learning journeys and to foster reciprocal, collaborative relationships (“subject-subject relationships”) that connect their aspirations to the wider world. This approach transcends traditional teacher-centered models and positions learning as a dynamic interplay between individual growth and community engagement. Students are not passive recipients but co-creators of knowledge. Their goals, values, and life experiences shape the curriculum (for example, a student advocating for climate action might develop a project that analyzes local environmental policies). Education helps students articulate

⁴ Екимова Н. Научное обоснование непрерывного профессионального развития специалистов сестринского дела в условиях оказания высокотехнологичной медицинской помощи. Дисс... канд.мед.наук. -Самара, 2020. -147.с.

and achieve their professional, creative, or civic goals. Discussions develop critical thinking and empathy, while psychodrama helps express emotions. Brainstorming stimulates creativity. But bringing all of this together requires structural changes in the way we design curricula, train teachers, and assess students. “It is necessary to ensure that active, independent teaching methods and forms such as tests, debates, cognitive games, complex pedagogical problems, heuristics, training, psychodrama, brainstorming, and battles of ideas become the basis of education”⁵.

Transforming education by centralizing active, independent learning methods (such as debates, cognitive games, heuristic problem solving, and brainstorming) requires a systematic shift toward experiential, student-centered learning. These methods prioritize critical thinking, creativity, collaboration, and real-world application, which aligns perfectly with the goals of person-centered education.

Making active, independent methods the foundation of education transforms classrooms into laboratories of democracy and creativity. By valuing process as well as outcomes, we are raising students who will succeed not only on tests but in life, equipped to collaborate, imagine, and change the world. This shift will require the courage to dismantle outdated systems, but the reward is a generation of strong, agile thinkers ready to lead with purpose.

Cognitivism is a psychological framework that focuses on internal mental processes such as thinking, memory, problem solving, and information processing. It emerged as a response to the previously dominant behaviorism that did not take into account the internal state of consciousness. “In the United States and other Western countries, cognitivism began to rapidly penetrate the systems of pedagogy, educational psychology, and didactics in the 1960s”⁶. In addition, cognitivism’s focus on how people learn rather than on what they do would have implications for pedagogy. Before cognitivism, behaviorism was about stimuli and responses, but cognitivism looks at the structure of the mind. Thus, instructional strategies can be transformed by understanding how students process information, which leads to improved instructional design. From an educational psychology perspective, cognitivism emphasizes metacognition, memory strategies, and problem-solving techniques. The concept of mindfulness in education—defined as the learner’s ability to engage intentionally in the learning process, critically reflect on tasks, and make inductive inferences through mental processing—is central to fostering deep, meaningful learning. It goes beyond passive absorption of information to emphasize active cognition, self-awareness, and metacognition (thinking about one’s thinking). “Consciousness is the ability to demonstrate a conscious attitude to the educational process, to draw inductive conclusions by mentally processing the given task

⁵ Schwarz, K. Pfister, R. Scientific psychology in the 18th century: a historical rediscovery. Perspectives on Psychological Science. № 11 (3). 2016. -P. 407.

⁶ Богданова Е. Потенциал сестринского дела и современные стандарты подготовки медиков высшего звена // Современные проблемы науки и образования. – 2016. – № 5 – С. 63

or task”⁷. Inductive reasoning allows students to generalize from specific tasks to broader concepts. Mindful learners take ownership of their own learning, independently seeking resources and strategies.

Learning is an active process in which students construct knowledge through experience and reflection. Measuring mindfulness and inductive reasoning requires qualitative methods. Mindfulness in education—based on self-awareness, inductive reasoning, and metacognition—prepares students to navigate complexity with curiosity and determination. By prioritizing these skills, teachers go beyond simple instruction to cultivate reflective individuals who are capable of shaping their own futures and making meaningful contributions to society.

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