TECHNOLOGY OF A HUMANISTIC APPROACH TO THE INDIVIDUAL

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Annotation: this article discusses the technology of a humanistic approach to the individual, creating a project, gradually clarifying the process, clearly defining the goal, identifying tasks appropriate to the goal, formulating the content of educational material, developing a system of questions and tasks.

Keywords: pedagogical tact, demandingness, mastering advanced pedagogical technologies, systematically increasing the effectiveness of one's work.

Based on scientific research conducted in the field of pedagogy and psychology, in our opinion, the pedagogical abilities of a teacher can be classified as follows.

Technology is distinguished from other technologies primarily by its humanistic approach to the individual, psychotherapeutic orientation. They condemn coercion in their place, and, on the contrary, put forward the ideas of comprehensive respect for the child, love for him, and optimal trust in the child's creative potential. In this technology, the attitude to the individual is primary, an individual approach, a non-discriminatory democratic management and a bright humanistic outlook prevail over other directions.

The technology of cooperation implements equality between the teacher and the student, democracy and interaction between subjects. The teacher and the student, working as partners and creators, jointly determine the content and purpose of the lesson and jointly evaluate it. However, there is also a technology of "Cooperative Pedagogy" in science. It has its own content and development. Cooperative pedagogy began to develop in the 80s of the 20th century and brought to life many innovative processes in education. The technology of "Cooperative Pedagogy" is based on the experience of famous Russian and foreign teachers. They are:

- K.D.Ushinsky, N.I.Piragov, L.N.Tolstoy, V.A.Sukhomlinsky
- J.J.Russo, Ya.Korchak, K.Rodgers, E.Bern, S.T.Shatsky

Cooperative pedagogy is implemented in 4 main directions.

A project is a product of an action aimed at developing the content of pedagogical activity based on a clear plan, goal, guaranteeing its results. The project is manifested in the form of a program, model, technological map, etc. The basis of the project is an idea of a scientific or creative nature.

Design is a practical action aimed at developing the content of an activity or process by estimating, predicting, planning the expected result based on initial data.

Design is based on the system "idea - goal - expected result - estimate - forecast - planning".

Design is carried out using various tools, i.e. material objects, tools, e.g. computer technology, Whatman or ordinary working paper, ruler, pencil, marker, copier (printer), etc.

To create a project, the teacher:

- create a project;
- step-by-step description of the process;
- clearly define the goal;
- identify tasks appropriate to the goal;
- formulate the content of the educational material;
- develop a system of questions and tasks;

Designing the educational process - developing a project (scheme) for the effective organization of a particular educational process, taking into account all factors.

Principles of designing the educational process:

1) the effectiveness of designing the educational process is ensured by the appropriate coverage of all components (technological process, technological process management, tools, information, socio-economic support) in the project;

2) technological means of education are selected depending on the individual characteristics of students;

3) design strategies are selected in accordance with the individual style of the teacher;

4) the quality of design depends on the scope of feedback (between the teacher and the student), the content of the design, and the effectiveness of all factors.

- the student must have such skills and qualifications as diagnosing the level of knowledge and assessing his level of education.

When designing educational processes, it is advisable to correctly determine the content of education, educational goals, expected results, correctly select educational methods, forms and means, develop clear criteria for assessing students' knowledge, skills and qualifications in advance, pay attention to their correct implementation and coordination within the time allotted for the lesson.

The main stage of preparation for training is the design of the educational process. This process is organized in the following stages:

1. Determining the purpose and result of the lesson.
2. Develop control tasks and assessment criteria.
3. Select educational resources.
4. Determine teaching and learning strategies.
5. Select the type of lesson.
6. Develop a technological map of the lesson.

Pedagogical deviation is a form of social deviation, a phenomenon that has a specific and somewhat narrow meaning in relation to it. The behavior of a student who deviates from the pedagogical norm is manifested in such manifestations as skipping classes without a good reason, a firm refusal to participate in classes and extracurricular activities, failure to comply with school internal regulations, emotional instability and excitability of the nervous and mental system. Pedagogical deviation occurs mainly under the influence of microsocial factors.

Regardless of the stage of development, in any society, whether it is the most developed, prosperous, economically developed country, or a developing society, there are people who require special attention. Such people are people with defects in one aspect: physical, mental or

social development. Such people have always been a separate group in society and the state. They have always been treated in a special way. However, people in this category have been treated differently in different periods, depending on the historical and cultural conditions of society. For example, in ancient Sparta, physically and mentally unhealthy children were thrown off cliffs by Spartans. In another society, people in this category were approached from a humanitarian point of view, they showed kindness and care. In the USA and European countries, unhealthy, physically disabled children are currently treated along with all equal people. They are treated as equal members of society, and special attention is paid to these people as problematic or disabled people. While the concept of "problematic person" is widely used in the USA, the expression "disabled person" is often used in European countries.

Today, in relation to people with disabilities, the issue of health is, first of all, a pressing issue. Because the number of such people is growing worldwide. According to UNESCO's perspective, the world community will not be able to change this indicator in the near future. A healthy environment always has its own boundaries in the minds of people, and those outside the boundaries are designated as "non-normative", "pathological". In practice, a person, consciously or unconsciously, evaluates others as competent or incompetent according to their characteristics.

The concept of norm is widely used in medicine, psychology, pedagogy, sociology and other sciences. The desire to give this concept a clear and holistic, unified definition has ended in failure. For example, scientists in medicine alone have given about 200 definitions. The complexity of expressing the concept of "norm" is that it does not have a single expression not only in terminological terms, but also in terms of content and essence. For example, moral norms cannot always be defined as the same for everyone. That is why, first of all, they, in addition to national identity, repeatedly change over time. In the USA, smoking was considered a common "norm" for 2-3 decades after World War II, and those who were indifferent to it in society now, at a time when society is opposed to this harmful habit for health, treat smoking as a sign of stupid behavior. In fact, the more a society is based on a democratic system, the more it tolerates non-standard forms of personality traits, if it is based on a totalitarian regime, human behavior is strictly limited, and if cases of behavioral deviations are allowed, they are mercilessly punished. It should not be forgotten that the norm is such an ideological construct that objective existence (reality) is conditionally described in terms of an average statistical indicator, real truth, but it does not reflect the existing situations. In medicine, psychology, and sociology, the norm has its own indicators, parameters (dimensions), and descriptions.

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