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THE ROLE OF EDUCATIONAL TOOLS IN ANTHROPOCENTRIC RELATIONSHIP EDUCATION

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Abstract

The article highlights issues such as the inextricable link between the effectiveness of the educational process and the approaches used, various aspects of several approaches, an anthropocentric approach that studies education in connection with the human factor, based on individuality, humanity, usefulness, self-expression, highlights issues such as the role of digital educational means in an anthropocentric approach.

Keywords: *educational process, approaches, humanity, the advantage of anthropocentric approach, the place of educational tools in anthropocentric approach.*

Introduction

It is known that the effectiveness of the educational process is inextricably linked with the approaches with which it is used. No attention was paid to the issues of improving education, the wide use of the possibilities of a literary text in the formation of speech, language, pragmatic competence of students on the basis of an anthropocentric approach. In recent years, only professional competencies have been formed in teaching the native language. In other words, during the educational process, efforts were made to provide detailed knowledge related to science. Students generally had knowledge of the language, but not enough attention was paid to effective communication in this language, the effective application of acquired knowledge in society, learning based on a humanitarian approach, and digital educational tools.

Literature Analysis

Every day there is increasing attention to the education system, major reforms are being carried out. These reforms are aimed at providing information and communication and advanced educational technology, digital educational tools, engaging young people in spiritual and moral perfection and ensuring the effectiveness of education through modular and modern teaching methods.

In the past century, language learning focused on memorizing the rules of language, acquiring theoretical knowledge of the analysis of language phenomena. Increasing the vocabulary of a language learner, the development of oral and written speech, methodology and anthropocentric approach (Sobirova M., 2022) remained in the shadow of scientific grammar and it became customary to consider them as a secondary issue.

In recent years, due to the independence of Uzbekistan, a number of scientific studies on different approaches to learning have been conducted. A number of researchers have conducted scientific research such as H. Yulbarsova (2018) on the integrative approach, G. Ibragimova (2017) on the creative approach; D. Qosimova (2018) on the value approach about the formation of students' need for mastering spiritual values, O. Quysinov (Qo'ysinov O.A., 2019) on the technologies of developing professional and pedagogical creativity of future teachers based on the competence approach, M. Sobirova (2022) about the principles and technologies of anthropocentric approach to teaching native language, (Umarova Y. T., 2019) about the pragmatic approach in developing students' pragmatic competence through text analysis in language education, (Mingboyev U. X., 2019) about the communicative approach, Sh. Khasanov about the analytical approach, J. Qurbonov about the innovative approach, (Yuldashev J. A., 2022) about the axiological approach, (Sulaymonova S. U., 2022) about the animation approach.

Research methodology

The article highlights issues such as the inextricable link between the effectiveness of the educational process and the used approaches, various aspects of several approaches, an anthropocentric approach that studies education in connection with the human factor, based on individuality, humanity, usefulness, self-expression, highlights issues such as the role of digital educational means in an anthropocentric approach.

Analyzes and results

In the pedagogy of our country, much attention is paid to various analyzes of the aspects of the formation of research skills in schoolchildren and students, but the problem of personality formation, developed on the basis of an anthropocentric approach, is practically not encountered. The question of the mature personality – intelligence as a cultural phenomenon and signifies the organic unity of man with the mind. The formed intellectual culture allows a person to effectively use his knowledge and experience, quickly adapt to ever-increasing changes in the environment and society, and effectively develop in self-development of the individual. The upbringing of such a person is in many ways the highest goal of education. In our opinion, a mature personality is understood as a person who is characterized by the level of mastery of both a humanitarian personality and spiritual wealth, is characterized by education, independent thinking, understanding of the priority of universal human values and following them.

Taking into account global changes in our republic and the fact that all issues are largely related to personnel, based on our own experience and the experience of developed countries, we believe that teachers, bearing in mind their knowledge and skills, play a key role in improving the quality of the education system, attention was paid to providing information on the principles, essence and advantages of the relevant approaches, developing their criteria.

During our research, we observed, analyzed and compared the differentiating aspects of several approaches. (see the table 1)

Table 1. *Differentiating aspects of approaches*

Integrative approach	An approach that assumes interdisciplinarity.
Axiological approach	An approach based on the theory of basic philosophical values, which considers human life as a value
Competent approach	An approach that develops professional pedagogical creativity
Animated approach	An animation-based approach aimed at increasing the quality of education
Action-oriented approach	An educational program, an approach that includes a clearly functioning educational system
Synergistic approach	An approach that requires the teacher to understand the process of education as a non-linear movement, to recognize the openness of education systems and important coincidences

Hermeneutic approach	An approach that is organized as a work based on the learner's experiences, memories, dreams, and fantasies.
Psychotherapeutic approach	Art therapy and its types, an approach based on a specially organized form of solving life problems
Acmeological approach	Personality formation is an approach based on scientific mastery with a scientific method
Anthropocentric Approach	An approach based on individuality, humanity, usefulness, self-expression

The results of our study of various approaches to teaching, in particular the organization of the native language based on the anthropocentric approach, show that the new requirements of the era have already emerged as an independent scientific paradigm in the education of a number of languages in the modern world, in the course of familiarization with the areas of anthropocentric linguistics, the latest achievements of linguistics, principles and technologies of the anthropocentric approach, which studies linguistic phenomena in conjunction with the human factor, has created the need to inform students, professors and teachers who teach their native language in universities about its principles, essence and advantages. The modern education system requires that the knowledge, skills and qualifications of trained specialists be guaranteed not only quantitatively, but also qualitatively, and for this the educational process must be organized on the basis of advanced world experience.

Although such subjects as “Methods of teaching the native language”, taught for bachelors of the Faculty of Philology, and “Methods of teaching special subjects”, intended for linguistics, are considered subjects of the pedagogical cycle, the scientific basis of these subjects is the science of linguistics. Therefore, these disciplines are based on the achievements of the science of linguistics.

It is known that the formation of the direction of anthropocentric linguistics (or anthropocentric paradigm; neolinguistics) in linguistics is associated with the study of the factor of the native speaker – the speaker. The emergence of an anthropocentric turn in linguistics is explained by the fact that the attention of researchers has shifted from the question “how language establishes” to the question “how language works”.

In order to study how a language works, it is necessary to consider the language from the point of view of the person who speaks it (Sobirova M., 2022). In modern linguistics, the study of the language system from an anthropocentric point of view is mainly carried out in studies related to linguistic semantics, cognitive linguistics, psycholinguistics, pragmatic linguistics and linguoculturology. According to some linguists, the anthropocentric paradigm has completely relegated to the background the principle of “in itself and for itself”, which arose as a result of the successes of structuralism in the last century (Vorkachev S. G., 2001). At the same time, the main attention was paid to the performer of speech activity, precisely, the speaker, who composes the speech and perceives it. Introduction to the scientific paradigm of the category of “language owner” requires greater activation of such concepts as personality, linguistic consciousness, thinking, activity, mentality, culture in linguistics.

In the course of the anthropocentric approach, assuming that this approach is based on individuality, humanity, usefulness, self-expression, linking education with the human factor, we tried to correctly and fully use interactive methods, pedagogical technology and the possibilities of ICT in the organization, formation and development of students' independent activities.

It is known from history that in the heart of every person the feeling of loyalty and selflessness to one's country is the highest symbol of humane existence and patriotism. After all, the protection of the Motherland, dearest and most sacred to a person, the love and veneration of people requires great spiritual courage from every person. Ignorance, directed against the spirituality of a person, leads to non-acquaintance, and indifference

leads to disinterest. As a result, this situation creates the ground for extinguishing the spirituality of a person, the loss of a sense of belonging to the fate of the Motherland. Today, in our society, where new threats and dangers on a global scale are emerging, it is becoming more and more obvious that strengthening a healthy environment, paying attention to spirituality and enlightenment is becoming more important. In today's delicate and at the same time extremely difficult conditions, it is important to deal enlightenedly with vices that manifest evil and destructive ideas. Since humanity is the initial basis that unites people, nations, countries and cultures, one of the main tasks of our time is the humanization of the meaning of education and upbringing. For centuries, humanism has also been celebrated in intercultural relations.

Digital educational tools have great potential for personalized learning and its implementation. It is necessary to process and introduce technologies for the development of the personality of a teacher and general pedagogical knowledge, not only as a specialist, but at the same time as a person. Digital technologies are also paving the way for the advancement of human-centered technologies.

Today the world has the achievements of the digital age. Tablets, mobile phones, smart watches, virtual glasses have entered the life of modern youth. Our digital life is growing. The changes taking place in modern society largely determine the need to change the characteristic features in the activities of the teacher (Sayidahmedov N., 2000).

Teaching requires the teacher to have strong knowledge, skills, and organizational skills. The teacher's ability to achieve the didactic goal that he has set for himself also depends on his ability to effectively use teaching aids, in particular digital technologies.

Digital technology is a discrete system based on coding and data transmission techniques that allow many different tasks to be performed in a short period of time. It is the speed and versatility of this scheme that has made information technology so popular. Digital technologies today are:

- means of effective transfer of information and knowledge to pupils and students;
- a tool for creating educational materials;
- an effective learning tool;

— means of creating a new learning environment.

Modern digital technologies:

- technology of joint experimental research of the teacher and the student;
- technology "Virtual Reality";
- technology "Panoramic shots";
- 3D modeling technology;
- Technology "Educational Robotics".

The basis of any modern presentation is to facilitate the process of perception and memorization of information with the help of vivid images. Dynamics, audio and video can also be combined into presentations. This can hold the attention of the audience, i.e. the students and learners, for the longest time. The digital educational environment also serves to demonstrate the quality of the products of teachers' activities: the development of methodological information, methodological recommendations, articles, lesson notes, extracurricular activities, multimedia developments, etc.

Digital technologies make it possible to activate all types of educational activities: learning new material, preparing and checking homework, independent work, tests and control work, extracurricular work, creative work. Many methodological goals can be more efficiently implemented with the help of digital technologies.

In secondary schools, the possibility of individual work with students with a low level of academic achievement during the educational process is very weak today. If the student independently, at any time, refers to topics that he did not understand in the lesson, and uses this platform effectively, he can find a solution to the problem of mastering the subjects.

For the effective organization of lessons, in the classroom in the native language, the possibility of using an interactive whiteboard is very high. At the same time, additional visualizations can be shown. You can show slides if you want, and you can go back to use the tasks written on the topic.

The blackboard is the most frequently used tool in teaching native language. After all, the written and oral speech of students is formed on the basis of the subject of the native language. Therefore, when teaching this subject, the need for a blackboard was greater than in teaching other subjects.

Interactive whiteboards are also very helpful for the modern teacher in the process of checking the student's written literacy. This device has a lot of features that are revealed during the lesson. Let's say we need to display some words separately. Usually we underline this word with the same color. Because in the subject of the native language, the underlined word performs a special function. And this can create some particular problems. The way to solve this problem on an interactive whiteboard is very simple: it can be displayed in red, yellow, white or blue.

Usually we pay special attention to the title in the dictation, and the structure of plans in the texts of the exposition and composition. The text and plan should be clear, consistent and orderly. If each student has to write down his plan and text, with the help of this device we can once again show that the work of the eighth student is similar to the work of the second student. We can also write the continuation of the text that does not fit on the first page on the second page of the device. It should also be noted that the use of this multifunctional device deserves attention in its role in increasing the effectiveness of lessons, in its convenience in the process of explaining, in its ability to perform several functions at the same time and to show a new aspects and pictures that are incomprehensible to students.

If we save the tables and rules of our native language lessons in the memory of the electronic board, we can take it out and use it again when we need it. This avoids rewriting and time wasting.

The use of the **Video Puzzle** method with the help of an interactive whiteboard increased the effectiveness of our training. When using the method, the following actions are performed:

- several video clips are shown without explanation, which help students visualize the essence of the topic being studied;
- students explain what process is shown in each picture;
- write down the content of the processes in their notebooks;
- they answer questions asked by the teacher.

The third-year students of the Faculty of Philology are prepared for pedagogical practice in secondary schools at practical classes and seminars on the subject "Methods of teaching the native language". Together with them, we set the goal of instilling humanism based on an anthropocentric approach in teaching the native language using the Video Puzzle method when conducting experimental work in the process of pedagogical practice.

The following picture was offered to the attention of the 6th grade students on the electronic board:



The students were asked the following questions:

- What do you see on the whiteboard?
- What do you think this picture means?

- Does anyone know the history of this picture from social media?

This is a picture of a monument on a street in Belgium. This monument has a sad story.

On one of the harsh winter days, a little boy and a dog were found frozen to death, who went outside at night and got lost.

The dog could have gone and saved its own life, but it didn't. It was a "blanket" for the boy, trying to keep him warm...

The saddest thing is that the inhabitants of this street at night heard this boy crying loudly, asking for help, and how the dog howled. But no one saw fit to get out of their warm bed, or at least look out the window into the street...!

1. What impression did the picture and the text about it have on you?

2. Who do you think showed humanity, the people lying in the warm house or the dog?

3. Could the child of those who live in a warm house be in the place of this boy?

4. Have you seen or heard of similar cases of negligence?

5. Write the consequences of nonchalance based on your observations and compose a creative text.

Findings. A special place in the development of education is occupied by an anthropocentric approach to language teaching, which studies the relationship of education with the human factor, based on individuality, humanity, usefulness, self-manifestation. Attracting the attention of language learners to video puzzles, video dictation, video text, video images, which are considered digital learning tools, and engaging learners to think about them is useful in the moral education of young people. At the same time, such humanistic processes develop their competence to apply the acquired theoretical knowledge in practice.

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