

CONCEPTUAL APPROACHES TO STUDENT-CENTERED EDUCATION IN HIGHER EDUCATION

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Annotation:

This article analyzes modern paradigms and conceptual approaches to training specialists in higher education institutions. It examines the student-centered learning model, interaction between teachers and students, as well as cognitive and activity-based paradigms. The author emphasizes the need for the humanization of the educational process and outlines the fundamental principles of the pedagogical approach. Additionally, the importance of integrating modern technologies and innovative methods in higher education is discussed.

Keywords: Conceptual approach, Paradigma, Conceptuality, Constructive, Cognitive, Person-centered education, Social responsibility, Creativity

Introduction

The modern higher education system requires new approaches in the training of specialists. In this process, conceptual approaches and a student-centered educational model play an important role. Cooperation between students and teachers, a humane environment, and attention to individual development are among the main criteria of the modern educational paradigm. This article highlights the conceptual approaches used in higher education and their practical significance.

The development of the content and technology of training specialists in higher educational institutions (HEIs) necessitates a detailed examination of conceptual approaches that implement the modern paradigm of education.

Student-centeredness in education is related to the following: first, each level of education is recognized as an integral part of the continuous education system; second, the relationships between the subjects of the educational process have a positive and interactive nature; third, cooperation between teachers and students as equal partners forms the basis for creating a humane environment in HEIs; fourth, the orientation of higher education toward self-realization enables the implementation of the principle of allowing each student to freely choose their educational path.

When discussing higher education paradigms, cognitive and activity-based paradigms in particular can be mentioned. According to the cognitive paradigm, selecting content and its

components is considered a research activity, and personal aspects are aimed at developing cognitive activity.

The activity-based paradigm, on the other hand, has a clear functional orientation, as the goal of education is to form a stable system of knowledge, skills, and competencies that ensure success in work activities.

The choice of paradigms is determined by the specific characteristics of the field of study and specialization, the content of the academic subject, and the teacher's experience in working with students [1].

Taking into account the positions of all researchers, the current socio-cultural and pedagogical situation requires a more active reorientation of higher education toward a student-centered paradigm. This is related to how the educational process is organized in educational institutions.

Educators understand the necessity of a student-centered paradigm, but due to existing pedagogical stereotypes, they do not implement it in practice.

Therefore, during the preparation process for teaching practice, it is necessary to provide future educators with the opportunity to experience a student-centered interaction model, acquire methodological tools, and understand, accept, and implement a humanistic position. This can be achieved through a specially developed technology and content for training pedagogical personnel, including primary school teachers.

It is possible to agree with a number of researchers who argue that a specific conceptual approach plays a regulatory role in designing and implementing the educational process. A set of approaches forms the foundation of higher education and reflects the characteristics of constructing content and technology as pedagogical categories.

Conceptual approaches help to solve various types of pedagogical problems.

The principles underlying conceptuality include the principle of completeness for students of pedagogical specialties; the principle of directing students toward the development of pedagogical thinking; the principle of compliance with modern higher education requirements reflected in academic publications and regulatory documents; and the principle of an active-constructive method of knowledge acquisition based on shaping students' methodological culture.

The set of conceptual approaches includes the student-centered, competency-based, integrative, and system-activity approaches. Taking into account the issue of our research, we will briefly describe each of them.

Taking into account that the "approach" as a complex pedagogical tool includes three components, we discuss:

- the main concepts used in the process of studying and reforming educational practice;

- the principles as the starting point, and the main rules for carrying out various activities by the teacher and students;
- the methods, tools, and forms of organizing the educational process.

We begin the analysis with the student-centered approach. Numerous studies have been conducted both in our country and abroad regarding its essence. In scientific and methodological literature, terms such as "humanistic approach," "personal-activity approach," and "student-centered approach" have been defined.

In our research, we use the latter term. The modern concept of "student-centered education" was presented in the last century as the main informational viewpoint for the humanistic direction of activity. Humanism is considered the leading pedagogical principle of student-centered education. It is humanism that enables the teacher to define the methods of work related to the goals, tools, and conditions of self-development that correspond to the individual's cultural characteristics. To implement the defined principle, the educator must have a broad worldview. Freedom is considered the leading anthropological state of a humanistic worldview, and it is divided into three levels:

1. The macro-level, which refers to the specific policies of the state towards its citizens;
2. The meso-level, which is manifested in human-centered programs created by social institutions and educational establishments;
3. The micro-level, which is characterized by direct interpersonal relationships that allow the preservation of human dignity and the realization of individual potential.

The idea of student-centered education is expressed in the following principles:

- The individual is expressed as the designed, measurable, and precisely defined specific goal of education, considering their unique characteristics;
- Only when there is a certain systemic content is it possible to pedagogically influence the individual appropriately;
- The content as the functions of the individual, such as reflection, self-regulation, social responsibility, and creativity, is expressed and understood;
- The acquisition of personal experience occurs through the application of specially created student-centered technologies, which aim to create a situation for the individual's development. This situation is described by a set of pedagogical conditions that activate the student's self-organizing mechanisms. Humanizing education is seen as the holistic interaction between the individual and society, based on the values of culture, society, and the individual: altruistic relations manifest as non-violence, justice, voluntariness, freedom, a positive attitude towards oneself and others, mutual respect, social activity, constructive solidarity, collaboration, and empathy.

Humanization is a condition for the comprehensive development of the individual, as well as the process of shaping the individual as a subject of knowledge, communication, creativity,

and the lifestyle of both the teacher and the students. It is a key element of their life, and the new pedagogical thinking emphasizes the dialogical nature of the educational process. The humanistic goal of pedagogical education manifests as the continuous general and professional development of the pedagogical personality, where the future educator's personal position, professional knowledge, skills, and competencies are embodied. To restore the function of shaping pedagogical culture and implement the reality principle of cultural approach in forming the content of professional preparation is required.

In the conclusion of the article, it is emphasized that the development of the higher education system should be based on a student-centered approach. The author notes the importance of humanism, providing students with the freedom to choose, and developing creative thinking in the educational process. The application of modern approaches by educators and the introduction of methods that ensure personal and professional development is necessary. It is also concluded that increasing student engagement through innovative technologies and methodologies in the educational process is important.

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