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## HISTORICAL BACKGROUND OF PERSONALITY-ORIENTED EDUCATION

### *Abstract*

Modern pedagogy owes much to the philosophers and thinkers of the past. A person's cognitive search has long-standing roots. The search path ran through many spheres of philosophical, pedagogical, psychological, social, humanitarian, and natural research. Thanks to the era of globalization, expansion in the cognition of the human world, and the change in the basic spheres of mankind, education has given a full impetus to the world of education.

The theoretical and methodological understanding and practical implementation of personality-oriented education in the modern education system is one of the strategic priorities. It is recommended to analyze the main ideas in modern research on this problem, based on which the relevance of personality-oriented education in terms of changing the goals and paradigms of education. This research paper aims to make an analysis of the problems and historical background of personality-oriented education, which can guide in a thorough and purposeful implementation of personality-oriented education teacher training.

This study used the literature review method. Pedagogy and psychology of different historical periods and personality-oriented learning were considered from different perspectives.

World conditions created prerequisites for updating the theory and practice of pedagogical education, and new technologies were used in the preparation of future teachers. The article considers the historical prerequisites of personality-oriented education. Therefore, special attention is paid to the historical significance of personality-oriented education.

*Keywords:* personality; education; upbringing; teacher; student.

**Introduction.** The theory and practice of training are directed to the formation and development of personality by social needs. The liberalization of political and social life in recent years has led to freedom of creative activity and has had a certain impact on education. Personality-oriented education is a student's personality in the educational process, his/her uniqueness, and a kind of learning that is of high value. During the learning process, which values this type of education, the student has a pleasant environment for teaching, develops his/her abilities, and creates prerequisites for the overall learning outcomes.

Personality-oriented education, also known as student-centred education, is an approach that places the learner at the center of the educational process. This method contrasts with more traditional teacher-centred approaches, where the educator holds the primary role in imparting knowledge (Zhang et al., 2023; Kinuthia 2023).

*Conceptual background.* The main part deals with questions on this issue regarding the views on the Ancient World and the Middle Ages, the views of the Renaissance, the views on Russian and Kazakh pedagogy, and the origins of a personality-oriented approach.

Views on education varied significantly between the Ancient World and the Middle Ages, and these perspectives influenced approaches to personality-oriented education. In Ancient Greece, Plato and Aristotle had differing views on education. Plato's "Republic" proposed an education system that segregated individuals based on their perceived abilities, with a focus on producing a harmonious society as Dumont & Ready (2023) shared the same view of education in their research. Aristotle emphasized individual development through the pursuit of virtue and knowledge, promoting a more balanced and holistic education. Ancient Roman education was primarily focused on preparing citizens for their roles in society. Education was tailored to

their social status and future responsibilities. In the Middle Ages, education was often provided by religious institutions. Monastic education emphasized religious devotion, to prepare individuals for a life of piety and service. The scholastic movement emphasized the integration of faith and reason. Education was centred around religious studies and theological debates. Education in the Middle Ages was highly hierarchical. Education was primarily available to the nobility and clergy, with limited access for commoners. Education focused on practical skills needed for specific roles within the feudal society. Both eras had limitations in terms of offering comprehensive personality-oriented education due to societal constraints and unequal access to learning. However, the seeds of personalized education could be found in certain philosophical viewpoints. The modern development of personality-oriented education draws from these historical ideas while adapting to contemporary values, methods, and social realities.

The Renaissance brought about a significant shift in educational philosophy, emphasizing humanism, individualism, and a renewed focus on the potential of the individual. These new perspectives had a profound impact on education and contributed to the emergence of personality-oriented education. In essence, the Renaissance views on education shifted the focus from a solely religious or societal agenda to the potential and well-being of the individual. This marked a pivotal point in the evolution of education toward more personality-oriented, learner-centred approaches that continue to influence educational philosophies and practices to this day.

Both Russian and Kazakh pedagogy have evolved with their own cultural, historical, and philosophical influences. While there are similarities in their views on personality-oriented education, there are also distinct nuances that reflect their unique educational traditions. During the Soviet era, education in Russia emphasized collectivism and ideological conformity. However, there were still efforts to nurture individual talents within the framework of state-driven education. Historically, Kazakh education was influenced by the nomadic lifestyle, with an emphasis on practical skills,

survival, and communal values. Contemporary Kazakh education places importance on preserving Kazakh culture, language, and values while integrating modern knowledge and skills. Given Kazakhstan's multicultural environment, bilingual education (Kazakh and Russian) is common, emphasizing linguistic and cultural diversity. Both Russian and Kazakh pedagogy have evolved from traditional models to embrace more learner-centred, personalized approaches. Both emphasize the importance of cultural identity, values, and heritage within education. In both cases, the shift towards personality-oriented education reflects an understanding of the importance of nurturing well-rounded, culturally aware individuals who are equipped to succeed in an interconnected global society.

The personality-oriented approach indeed has its roots in humanistic psychology, which emerged as a distinct branch of psychology in the mid-20th century. Humanistic psychology represented a departure from the predominant behaviourist and psychoanalytic perspectives at the time. Humanistic psychology focuses on understanding the unique qualities and potential of individuals, emphasizing their subjective experiences, personal growth, and self-actualization. This approach laid the foundation for a more person-centred and holistic view of human development and education. Maslow's hierarchy of needs and concept of self-actualization highlighted the innate human drive for personal growth, fulfilment, and realizing one's potential. His ideas encouraged educators to create environments that support students' individual needs and aspirations. Rogers introduced the concept of client-centred therapy, which later influenced education. His emphasis on empathy, genuineness, and unconditional positive regard became central to the personality-oriented approach in education. He believed that students should be treated as partners in the learning process, fostering their autonomy and self-worth. The person-centred approach, pioneered by Rogers, emphasized the importance of creating a supportive and empathetic environment where learners' feelings, thoughts, and experiences are valued. This approach focuses on helping students develop self-awareness, self-esteem, and a sense of

agency in their learning journey. The humanistic psychology movement contributed to reshaping educational practices by advocating for student-centred classrooms, focusing on the individual's self-worth and growth, and recognizing the importance of a positive and supportive learning environment. The personality-oriented approach in education draws inspiration from these humanistic principles, aiming to create learning experiences that nurture students' holistic development, self-actualization, and a sense of purpose.

**Main part.** The historical background of personality-oriented education is rooted in various educational philosophies and movements that have emerged over time. Here are some key milestones and influences:

*Progressive education movement (late 19th - early 20th century):* This movement, led by educators such as John Dewey, emphasized learning through experience and student engagement.

*Montessori method (early 20th century):* This method, developed by Maria Montessori, focuses on the child's natural curiosity and desire to learn. It promotes self-directed learning and a personalized pace by emphasizing a prepared environment in which students are free to pick activities that match their interests. This movement has proven very efficient to date as researched by Chen & Guo (2023) discovered Montessori students had some statistically significant better-score executive function indexes than non-Montessori students.

*Reggio Emilia approach (1940s - Italy):* Emerging in Italy after World War II, this approach emphasizes creativity, collaboration, and the role of the environment in education. It views children as capable and active participants in their learning process, encouraging self-expression and exploration.

*Humanistic psychology (1950s - 1960s):* figures like Abraham Maslow and Carl Rogers contributed to the humanistic psychology movement, which emphasized the individual's self-actualization, growth, and autonomy. These ideas influenced education by promoting a focus on students' emotional and psychological well-being.

*Constructivism (late 20th century):* Constructivist theories, including those of

Jean Piaget and Lev Vygotsky, emphasize that learners actively construct knowledge through interactions with their environment. This view has driven educational reforms towards more interactive and inquiry-based teaching methods.

*Cognitive psychology and multiple intelligences (late 20th century):* The work of Howard Gardner on multiple intelligences challenged traditional views of intelligence. This perspective recognizes diverse ways in which individuals learn, leading to more personalized and differentiated instruction.

*21st-century pedagogies:* Modern education has increasingly embraced individualized and technology-enhanced learning as a result of the advent of digital technologies and worldwide connectedness. Adaptive learning platforms and online resources enable personalized learning experiences (Otto et al., 2023; Li & Wong 2023).

*A global shift towards inclusive education:* The emphasis on inclusive education has led to a greater focus on individual needs and learning styles, ensuring that education is accessible and meaningful to all students.

Overall, the history of personality-oriented education demonstrates a shift away from teacher-led learning and toward student-centred systems that value individual growth, creativity, critical thinking, and the formation of well-rounded, self-sufficient persons. This method is consistent with the notion that each learner has distinct needs, interests, and the ability for self-directed learning.

Yakimanskaya (1995) relies on a variety of methods in her research on the development of personality-oriented education technologies. The author proceeds from the subjective experience of the student as an independent source of psychological development in developing the model. Models of personality-oriented pedagogy are conventionally divided into three main groups: socio-pedagogical; subject-didactic; and psychological.

The following authors say that theoretical and methodological understanding and practical implementation of personality-oriented education in the modern education system is one of the strategic priorities. They confirm the existence of conceptual approaches to solving this problem in the psychological and

pedagogical sciences in this research work (Jumagalieva et al., 2014).

It is recommended to analyze the main ideas in modern research on this problem, based on which the relevance of personality-oriented education in terms of changing the goals and paradigms of education. The problem is opened in research work based on the psychological theory of manifestation of the personality. The concept outlined in the research paper will help to make a thorough and purposeful selection of teaching for the implementation of personality-oriented education teacher training (Smoleusova, 2016).

The research that analyses the implementation of the concept of activity-oriented education in higher education institutions suggests that the modern educational process should be based on the following principles: sequence of responsibility formation as a property of a student's personality; development of creative potential, education of independent thinking; formation of abilities for self-learning and self-development (Bikbulatova et al., 2018).

The problems of personality-oriented education considered an educational component of doctoral training at the Technical University, are analyzed in research work. The authors attach particular importance to the pedagogical model of the problem in this study (Korchagin & Safin, 2019).

The lack of professional competence of graduates of higher education institutions largely leaves the desire of employers. Therefore, it is important to improve the educational process and change the methodological system of education. The effectiveness of personality-oriented education is reflected in the research experiment and indicates that an individual approach to each student contributes to the development of their professional competence (Saveleva, 2019; Man et al., 2021; Thiel 2020).

In addition, special attention can be paid to works that consider the concept of meaning in the context of student-centred education (Volkova, 2014), personality-oriented technologies for university teachers' qualification raising system (Sysoeva, 2014), improving the military vocational training of Cadets at Military Institute (Bychenko & Balandina, 2019).

*Purpose of study.* It should be noted that the work on the analysis of the problems and

historical background of personality-oriented education is not covered. Therefore, we want to reveal the essence and content of the historical background of personality-oriented education and fill these gaps in this work.

**Materials and methods.** *Data collection.* The methodological and theoretical foundations of the research are the works of scientists written on the topic. In particular, the dialectical method of cognition allows examining the form of study at different levels. Personality-oriented terms of historical background and some of the issues regularly can be identified while using the structural and logical model. Historical terms are considered from the context of the educational, social, psychological, and philosophical principles in this method. This model is a synthesis of all types of analysis. The logic of these key results is reflected in the following methods: structuring and systematization. The issues of the humanistic paradigm of the person in the educational process through the pedagogical and psychological methodology, as well as, issues of education and upbringing as the basis of personal development, and preparation of citizens to the developing person are cited in this article. Philosophical methodology, personality-centred education through historical study of the initial conditions of the basic principles of dialectical concepts defined in all areas of value, general communications, research, and development, the formation of which is determined by the relationship between types of empirical and theoretical scientific knowledge of the discipline.

*Data analysis.* Personality-oriented teaching of historical, educational, social, and psychological conditions and summarized, aggregated, and as a philosophical understanding of the basic concepts. At the same time, the principles of objectivity, historicity, and regularity were taken into account in the methods of complex research (Sbeglia et al., 2021). The use of these methods allowed the authors to consider the historical background of personal-oriented teaching in a retrospective and historical sequence.

**Results and discussion.** *Views of the Ancient World and the Middle Ages.* In Ancient epistemology, there was a place for pedagogical research. Ancient thinkers of different schools participated in the discussions; many of them

were teachers themselves. For example, Socrates discovered Maieutics (Socratic Method), the method of extracting the hidden knowledge in man by setting skilful guiding questions.

His disciple Plato, who opened his academy in Athens, represented knowledge as an anamnesis (remembrance) of the soul about the ideas that he contemplated before joining with the body. Love of ideas is the motive behind the search for a person's spiritual ascent. Apprentice of Plato Aristotle, becoming the father of syllogistics, discovered the main instrument of knowledge in logic (Edalina, 1998).

Heraclitus, Democritus, and Epicurus adhered to the point of view according to which the process of human education is decisively influenced by external conditions. Education rearranges the person and is second nature. Socrates, on the contrary, believed that the human mind is directed towards good and truth, education should destroy only the contradictions between the social and personal (emphasis on "personal" will deprive the person of harmony).

Plato, as a disciple of Socrates, believed that the nature of man, his nature is woven from good and evil, and natural predisposition is paramount in the education of the individual. Education on Plato is a way of influencing a person, consisting of overcoming the contradictions inherent in nature.

The personality-oriented concept of the state, created by Aristotle, a disciple of Plato and influencing the system of ancient education, was also based on the theory of natural predisposition, on which imparted skills and received education are imposed: the natural striving of citizens to fulfil their civil functions is formed by the whole process of upbringing.

Thus, according to two ancient paradigms, either the external influence forms the personality, or the personality itself "sets the benchmarks" for the upbringing process: it is only necessary to overcome the contradictions between the personal and the social or between the good and evil beginnings.

These paradigms also set the "fan of interpretations" of the pedagogical theory, conditioned the possibility of the existence in the pedagogy of contradictory theoretical ideas on

the issues of education and training at all stages of historical development, up to the present day.

The formation of a personality-oriented approach is inseparably linked with the names of ancient thinkers who initiated the development of the idea of a comprehensive and harmonious development of the individual in pedagogy. However, the dualism of upbringing, which existed in ancient society and was conditioned by socioeconomic factors (in particular, by the stratification of ancient society) limited this idea, narrowing it down to striving for physical perfection: the ideal of a "harmonious personality" required neither spiritual wealth nor moral purity (Tsyrenov, 2016). Different views have developed ideas about personal development. Because every idea lies in the formation of a citizen who values public values.

In the Middle Ages, the source of spirituality was God, who gave man strength on the path to knowledge. In opposition to public opinion, Professor of Oxford University Roger Bacon called for an experimental study of nature, for which he was imprisoned in a monastery prison. R. Bacon attached great importance to the knowledge of both the scientific experiment and the internal "illumination". Later, his great compatriot Francis Bacon, the founder of English materialism, distinguished three ways of knowing: "the way of the spider" (speculation), the "way of the ant" (practical collection and classification of facts), and the "bee's way" (combination of theory and practice) (Edalina, 1998).

Religious aesthetics of the Middle Ages did not require an aesthetically and physically developed personality. Positively assessing the ancient Greco-Roman education, the pedagogy of that era gave priority to the moral, spiritual, and evangelical principles. The orientation towards the personality of the pupil was manifested in associating with the class morality, in the transfer of experience of the medieval corporation, which was formed by the system of education. Thus, the specific character of upbringing and education was determined by the existence of the practice of apprenticeship (discipleship): the teacher is a link in the chain that facilitates the integration of the pupil into a particular estate clan. Medieval university teacher (professor)

was considered responsible for the student but at the same time learning about “liberated” the freedom to hold weekly discussions. These strokes indicate a certain shift in the paradigm of the relations considered “teacher-learning process-student” to the cognitive (knowledge) competence of the teacher. Thus, the vector of personal orientation shifted toward the teacher, although some relative freedom was granted to the student (Tsyrenov, 2016). Of course, in the Middle Ages, religious thought did not allow us to think differently. That is why we can explain the limitations of the person-oriented teachings in this situation.

*Views from the Renaissance.* Since the 15th century, many social changes have taken place in the socio-economic life of Western Europe, and this historic period has been named Renaissance. The main feature of this period is the removal of all ideological systems from the spiritual and religious values and turning them towards the natural needs and interests of people. In the XVI century, the Renaissance culture dominated, based on humanist ideas in all Western European states. Representatives of the humanist sphere of medieval scholastics have studied the relationship of man, not to God, to other citizens, to the state, and society. Therefore, the beginning of the Revolutionary era as a socially significant person has led to the emergence of many scientific discoveries and inventions, and the best works of art. Humanistic ideas have been reflected in life.

The ideas of humanistic education, the purpose of which was the spiritual and bodily development of the individual, became widespread in the Renaissance. If in medieval pedagogy the child is most often seen as a small copy of an adult, now they are trying to discern the natural individuality. Thus, according to the judgments of Michel Montaigne, the student turns into a person not so much due to the knowledge gained, but by developing the ability to make critical judgments. The principle of individuality proclaimed by the Reformation era had important consequences for a personality-oriented pedagogy, which became the central object of the process of upbringing and education (Tsyrenov, 2016).

Under the banner of will and mind, the search for the meaning of life in the epoch of

epistemology was carried out. Hegel saw the starting point of development in the ability of man to know “himself” through mastering the “wealth of images of the world spirit”. The principle of the unity of dialectics, logic, and the theory of knowledge discovered by Hegel was used by the classics of Marxism (Edalina, 1998).

It is said that the process of education and upbringing should be based on the age and individuality of children in the pedagogical system of Great Czech teacher John Amos Comenius. At the same time, he encourages the effective use of the pedagogical control system during such activities (Dent, 2021).

The historical dynamics of the issue in the considered periods were manifested in the expansion of the relations between the teacher and the trainee within the framework of the triad: “Nature (Society) ↔ Personality of the student ↔ Personality of the teacher”. Jean-Jacques Rousseau believed that the primary task of the teacher is the moral education of man. The initial condition for the emergence of personality, he believed is dualism, manifested in the freedom of choice between good and evil (immoral society disfigures the person). This was a logical development of the ideas of previous humanist teachers shifted the accents in the triad: “Society (Nature) ↔ Personality of the student ↔ Personality of the teacher”.

In the XIX century teachers-democrats Slovensko, Herbart, Diesterweg, Fröbel, Pestalozzi, Nedožier & Basilius (n.d.), under the influence of the pedagogical ideas of the French enlighteners, developed the humanistic teaching about education. But since initially philosophical thought “nourished” the pedagogical, then perhaps the clearest problem of personality was formulated by representatives of philosophical irrationalism. The ideas about the education of the “individual” with independent judgments and abilities for criticism (Kierkegaard), the denial of qualitative changes in the natural essence of the human personality, and at the same time the encouragement of the desire to become better (Schopenhauer), the upbringing of the moral personality (Nietzsche) shift the dyad vector aside: “The Personality of the Educator” (Tsyrenov, 2016).

Developing goals and objectives of education and upbringing formed the basis for the Swiss teacher J.H. Pestalozzi, theory of elementary education (Sellars & Imig, 2021). The goal of elementary education is to give the child the basic concepts based on which it is possible to build and develop knowledge about the world around him. According to Pestalozzi, not only do circumstances affect the upbringing process personality, but the personality also refracts the circumstances. The orientation towards the personality of the student is manifested in Pestalozzi in his idea of naturalness, in the development of the forces and inclinations of the human heart, the human mind, and human skills. The desire to become an individual of activity is the beginning of the development of the personality, and the teacher must provide this process.

The will of the person is the center of the whole process of education and another outstanding teacher, psychologist, and philosopher, Herbart states that the priority of education is found in the will of the individual, based on individuality. It is at Herbart that we observe the most complete and deep concentration of the whole process of education on the individual, which is also relevant for the modern study of the issue (Tsyrenov, 2016).

*Views in Russian and Kazakh pedagogy.* In Russian pedagogical sciences, there are also works related to personality education. In such researchers' works as V.G. Belinsky (Shkolnikov, 2021), A.I. Herzen (Blokhin, 2021), K.D. Ushinsky (Kozhevnikova, 2022), N.G. Chernyshevsky (Chan, 2023), L.N. Tolstoy (Castro, 2023), N.A. Dobrolyubov (Viktorovich, 2020), P.F. Kapterev (Smirnov, 2020), etc. we can see that there are theoretical and pedagogical principles of personality attitudes towards children.

Belinsky (as cited in Shkolnikov, 2021) raised the issue of pedagogy in his work "Thinking" ("Discourse: Good education is most needed for young people") published in 1829. In this work, though it does not have the ideas and understanding of the human being, it is inherent, the desire for passion and cognition. In this work Belinsky (as cited in Shkolnikov, 2021) pays special attention to the issue of upbringing, saying: "Under the influence of discipline, a

person can be as deep-hearted and good-natured as Socrates or predator like Neron".

The main problem of A.I. Herzen's (Blokas cite in Blokhin, 2021) pedagogical views and ethical doctrines is the relationship of the person with the society. He argues that human relationships should be based on humanity with members of the environment. Moral relationships were based on love and respect for humanity. That is why friendship between people is explained as a prerequisite for the unity of ideas, positions, and views. He says that the younger generation should be treated with respect for future citizens. That is why children do not only need love and respect but also need sensual and humble care. According to Herzen, in each era, every state, community, and family should be educated.

The great Russian pedagogue Ushinsky (as cited in Kozhevnikova, 2022) emphasized that under the "name of humane education, one must understand the development of the human spirit in general and not just one formal development" and that "the main goal of the education of man can only be the man himself since everything else in this world exists only for man". He revealed the role of personality in social, scientific, and technical progress, proving that only proper education can multiply physical, moral, and intellectual forces. From the standpoint of anthropology, which he understood broadly, as the totality of several sciences, Ushinsky (as cited in Kozhevnikova, 2022) solved the question of the role of heredity, environment, and education in the development of the human personality. The pedagogue needs to know as much as possible about his pupils, to study the properties of their personality, and their characteristics, to "draw in the very nature of man the means of educational influence" (Tsyrenov, 2016).

V.G. Belinsky, A.I. Herzen, and representative of the German classical philosophy L. Feuerbach had a great impact on N.G. Chernyshevsky's worldview (Chan, 2023). In his works, he tried to substantiate the pedagogical theory in a materialist and dialectical manner. In his opinion, every living thing is matter and cannot be without matter. At the same time, the philosopher has the idea of unity between the human body and man's mental activity. Continuing her ideas on the patriotic education of his contemporaries, he

paid special attention to the role of labor in moral education.

In the pedagogical theory of L.N. Tolstoy (as cited in Danilova, Orekhova & Shaidenko, 2021), the idea of free education takes a special place. These ideas are closely linked to his philosophical-ideological and political views. The thinker considers that a person should form his ideas and attitudes freely, not through compulsion or force. And adolescents say that natural perfection and high moral qualities are characteristic. Therefore, pedagogical research of the thinker according to changes in the social and spiritual life of modern society does not lose the relevance of the upbringing of the younger generation, and democratization of the sphere of education.

Although Dobrolyubov (as cited in Viktorovich, 2020) lived less; he left a very rich literary, critical, social, and pedagogical heritage in connection with the democratization of public consciousness. He refuses to abstain from authoritarian upbringing in his writings; he needs adolescents to show respect and to respect the child's identity. Only in such a way, the children are awakened in creative abilities, have their initiative, and have the courage to think and act. In his writings, he calls for the education of a well-educated citizen who is a patriot and a highly educated person, with strong convictions. He encourages the development of persistence in teaching and education, the development of all the spiritual forces of the child in the right direction, and in the personality and the unity of actions, words, and actions.

P.F. Kapterev (as cited in Smirnov, 2020) strives to create psychologically justified didactics during his pedagogical research. He analyzed the didactic issues such as the purpose and objectives of the training, the choice of subjects, and the coordination of the course subjects, and teaching methods. In his fundamental works, he identifies such issues as physical, moral, aesthetic, labor, mental education, behavior, attention, memory, will, and logic. He attaches great importance to family education in his numerous scientific works. He is one of the founders of the family education theory as an integral part of the pedagogical process.

When analyzing the history of Kazakh pedagogical thinking one can find approaches to

personal-oriented learning in Sh. Valikhanov's works (Uderbayeva, 2023), I. Altynsarin (Aleshina, 2019), A. Kunanbayev (Barlybayeva, 2020).

Public progress is of particular importance in the educational views of Shokan Valikhanov. He sought to protect the rights of his people, believed in the historical future of the country, and linked progress. According to the scientist's judgment, knowledge alone can give people the strength and the basic means of improving people's well-being.

The great teacher, educator, father of Kazakh children's literature, the teacher of the Kazakh people I. Altynsarin (as cited in Alimkhanovich, 2022). has a special place in Kazakh pedagogy. He viewed education as a means of active struggle not only for personal care but also for changing the social environment. According to the enlightener, the school needs a genuine education that will enable the student to achieve the goal of intellectual development and human well-being.

Abai Kunanbayev (as cited in Alimkulovna, 2021) said that for the first time among Kazakh educators, it is necessary to take into consideration their age and psychological peculiarities in the process of their upbringing. The poet testified his theoretical and practical approach to training and education of the younger generation, based on the advanced principles of pedagogical thinking, both past and present. He pointed to the traits that characterize the good and the bad when it comes to moral and moral issues in his work. Good qualities are goodness, loyalty, justice, gentleness, friendship, education, labor, deep-rooted feelings, courage, generosity, courage, loyalty, compassion, gentleness, love, indulgence, dignity, calmness, perseverance, persistence, peace, thanksgiving, so on. Characteristics of evil features are hateful, immoral, dishonest, blameless, corrupt, haughty, greedy, dishonest, gluttony, dishonest, immoral, dishonest, cunning, gentleness, fidelity, frivolity, pride, ignorance, pride, elegance, lustfulness, slander, slander, pride, fidelity, cruelty, forgiveness, disobedience, and so on.

*The origins of the personality-oriented approach.* The origins of a personality-oriented approach lie in humanistic psychology, the



branch of psychological science that arose in the 1950s as a “third force” in psychology, opposing two already existing areas. They are behaviorism and psychoanalysis. A movement for the development of human potential, the recognition of its unconditional value, and the use of the organism’s internal experience for studying and changing its personality arose based on humanistic orientation. Let us turn to the ideas of the founders of this trend in psychology (Nikitina et al., 1998).

Maslow (1954) was recognized as an outstanding representative of the humanistic trend in personality. His theory of self-actualization of the personality clearly shows the basic ideas and positions characteristic of humanistic psychology: human life can be understood only after taking into account its highest aspirations: growth, self-actualization, the pursuit of health, self-regulation, effective functioning, the search for identity and autonomy, the thirst for beauty as an aspiration “upwards”, the presence of uniqueness and huge personal potential for development. According to A. Maslow, it is necessary first of all to realize the uniqueness of being a person existing at a particular moment in time and space. And every person faces the task of filling their lives with meaning. But it emphasizes that people themselves are responsible for their choices, which they do (Nikitina et al., 1998).

Maslow says that self-actualizing people have the following characteristics: a more effective perception of reality; accepting themselves, others, and nature; immediate, simple, and natural; focus on the problem; independence, the need for privacy; autonomy: independence from culture and the environment; freshness of perception; mystical or vertex experiences; public interest; deep interpersonal relationships; democratic nature; delineation of funds and goals; creativity; resistance to acculturation.

One more representative of humanistic psychology, American psychologist Rogers, points out that in his human nature, he expresses his constructivism, sincerity, and confidence in achieving the goals he has identified. According to the scientist, a person is an active creature who strives for personal goals and can achieve them.

He established five basic personal characteristics common to a fully functioning

person: Openness to experience; The existential way of life; Organic confidence; Empirical freedom; and Creativity. This is the desire of man to live constructively and adaptively in his culture while at the same time satisfying his own deepest needs. Such people can adapt creatively and flexibly to changing conditions in their environment. Their connection with society can be expressed as follows: they are members of society and its products, but not its captives (Nikitina et al., 1998).

**Conclusion.** As the research shows, the historical background of personality-oriented teaching involves long historical periods. This article covered principles that are the historical prerequisites of personal-centred teaching. By analyzing the research materials, you can make the following conclusions on the subject:

1. From ancient times, the development of personality was related to nature. It is worth mentioning that there are opposing views on this opinion. Therefore, there is absolutely no basis to say that the nature of the human being’s personal development can be influenced by nature and that the struggle for the principles that go beyond the natural world begins with the ancient.

2. The Historical review focuses on the development of a person who values the values of society regardless of the standpoint of each stage. The role of school in personal development is high. The principles of the relationship between the teacher and the student have always been reflected.

3. Learning and upbringing are joint processes. Some thinkers also have the potential to bring up their upbringing in the educational process. There are a lot of educational spheres that the thinkers will consider: humanistic, physical, moral, mental, aesthetic, labor, family, etc.

4. Training is needed not only for education but also for the development of personality and creative potential. The main factors that contribute to a human being’s personality and personality, which are in the process of various actions, are genetic peculiarities, environment, cultural and social impact, and personal experience. The signs of the development of creative qualities include the need for new ideas; the ability to create alternatives through suspicion; hopefully looking into the work;

and showcasing the proposed object in a new aspect.

5. Studying the inner motivation of the student in learning, his interests, and abilities. Learners' education is inextricably linked to their cognitive and social drives. Education interests are based on general, specific, and subject specificities. It is necessary to pay attention to the ability of young adults to acquire skills such as their imagination, the imagination of their imagination, the development of their innermost thoughts, and the representation of their ideas.

6. We would like to supplement the content of the training with cognitive tasks. The problem of cognition has come from ancient times. Throughout the learning process, students develop their thinking skills by providing cognitive assignments.

In our opinion, a deep study of the views of philosophers, thinkers, and scholars of the past has prevented conceptual and ideological errors in pedagogy. Based on science and creativity, there are new developments in research in pedagogical sciences and education.

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