PEDAGOGICAL CONDITIONS AND OPPORTUNITIES FOR IMPLEMENTING A PERSON-CENTERED APPROACH IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

N.M. Uralova
Institute for Retraining and Advanced Training of Directors and Specialists of Preschool Educational Organizations, Department of "Methodology of Preschool and Inclusive Education" Senior Lecturer
DOI:https://doi.org/10.5281/zenodo.23854796

ABSTRACT: This article discusses the relevance of organizing the educational process in preschool educational organizations on the basis of person-centered educational technologies. It presents the provisions that form the theoretical foundation of person-centered education, its organizational-pedagogical and didactic-methodological conditions, and the requirements for the developing subject-spatial environment.

KEYWORDS: innovative educational environment, integral system, person-centered education, child-centered education, person-centered educational technologies, person-centered approach, pedagogical tasks, pedagogical conditions, teacher creativity, didactic-methodological conditions.

By Resolution No. PQ-4312 of the President of the Republic of Uzbekistan dated May 8, 2019, the "Concept for the Development of the Preschool Education System of the Republic of Uzbekistan until 2030" was approved with the aim of further developing the preschool education system, guaranteeing children equal access to high-quality preschool education, and expanding the non-governmental sector in this field. The tasks set out in the Concept can be conditionally divided into four areas. The first relates to the content and quality of education and envisages creating the conditions necessary for the comprehensive intellectual, moral, aesthetic, and physical development of preschool children, as well as introducing innovations and advanced pedagogical and information and communication technologies into the field. The second concerns access to education and includes increasing the coverage of children with high-quality preschool education, ensuring equal access to it, and developing public-private partnership. The third covers governance and financing and is aimed at improving the management of the sector and ensuring transparency and efficiency in the financing of preschool educational organizations. The fourth relates to human resources and envisages introducing fundamentally new approaches to the training, retraining, professional development, selection, and career growth of staff in the field.

Effective implementation of these tasks requires eliminating the existing problems and shortcomings in the field by creating an innovative educational environment and by developing and introducing modern technologies into the educational process. Moreover, the demands of the time point to the need to modernize the educational process as an integral system and to establish innovative activity in education.

Raising a well-rounded individual who thinks independently and freely, has a broad outlook, is creative, is devoted to the national idea, and possesses high intellectual potential requires the wide use of the most advanced achievements of science, engineering, and technology in the educational process. In addressing this issue, it is important to take into account that creating, processing, and effectively using information for intended purposes is becoming a driving force of social progress today. Therefore, organizing the educational process on the basis of person-centered educational technologies is among the most pressing tasks.

© 2026 London International Monthly Conference on Multidisciplinary Research and Innovation. All Rights Reserved.

Today, an educator should not be limited to imparting knowledge and developing practical skills, but should teach learners to acquire knowledge independently, to conduct inquiry, and to make the most appropriate decisions when solving pedagogical tasks.

Pedagogical conditions are understood as a set of circumstances that are consciously created in the educational process and continuously monitored by the teacher. If such conditions are not provided, it becomes impossible to achieve the intended educational outcome consistently and sustainably. An important feature of conditions is their manageability: they are consciously designed and modified by the teacher and the educational organization.

Distinguishing this concept from related categories ensures analytical precision. A regularity expresses a stable connection in the pedagogical process that does not depend on our will; a principle is a normative requirement derived from a regularity; a factor is a cause that influences the outcome but cannot always be controlled; a condition, by contrast, is precisely a state of affairs that can be managed and created in practice. Accordingly, the principles set out below are regarded as the normative basis for defining the conditions.

The theoretical foundation for organizing the educational process on the basis of person-centered education consists of the following provisions:

– determining the learner's position in the educational process and ensuring their development as a personality;

– applying to the learner's professional formation the normative requirements set out in the State Educational Standards and their qualification requirements;

– recognizing the decisive importance of the teacher's creativity and professional skill in organizing the educational process;

– the need to use person-centered educational technologies in the educational process.

In person-centered education, the main goal of pedagogical influence is to ensure the development of the learner's personality. M.M. Bakhtin interpreted the personality as an open system. The scholar attributed the fact that a human being never reaches a completely finished state to the continuous development of consciousness, the capacity for reflection and self-awareness, and the ability to reconsider one's views of oneself and thereby continue one's self-improvement. Drawing on the ideas of the humanistic approach, he regarded the personality as an active system: it is not limited to merely responding to external influences but is itself capable of exerting a conscious and purposeful influence on the environment. To live as a full-fledged personality, a person must relate creatively to the world, continually form their own independent views of it, set new goals, and be able to achieve them in non-traditional ways. According to A. Maslow's theory, forms of vital activity such as the emergence of new interests, the striving for knowledge, and a sense of responsibility indicate the presence of "need motivation" in a person.

Individuality is regarded as one of the most important characteristics of the personality, since every person is unique and inimitable. In the scholarly literature, individuality is valued as the most precious aspect of a person and of their creative activity. It is manifested in a person's ability to perform work that anyone can do better than others and thereby to create a new model for those around them. Individuality emerges in the process of social relations between people. In particular, the uniqueness of a teacher's personality manifests itself only within the teaching staff and acquires value precisely in that environment. In the context of innovative activity, a teacher's individuality is evident in their teaching style, independent thinking, skill in selecting and presenting learning material, need for creative self-

© 2026 London International Monthly Conference on Multidisciplinary Research and Innovation. All Rights Reserved.

expression, and inner drive to improve the educational process in view of their own capabilities. In other words, a teacher's individuality finds expression in their innovative thinking.

One of the important criteria for distinguishing pedagogical technologies is the degree to which they are oriented toward the child's personality. Person-centered technologies focus on the developing human being, their striving to fully realize their potential, their openness to mastering new experience, and their ability to make conscious and responsible choices in various life situations.

The main goal of child-centered education is to establish in the child the mechanisms of self-awareness, self-development, adaptation, self-regulation, self-protection, and self-education that are necessary for the child to develop as a unique personality.

The group of organizational-pedagogical conditions includes a flexible daily routine, a balance of types of activity, a standard group size, and the use of small-group and individual forms of work alongside the frontal form. Psychological-pedagogical conditions include an environment in which the child feels emotionally secure, dialogue-based communication between the educator and the child, the creation of special situations that allow the child to experience success, and encouragement of the child's initiative.

The group of didactic-methodological conditions includes organizing educational content in a variable manner, offering tasks at several levels of difficulty, giving priority to play-based and problem-based methods, and using the child's progress relative to their own previous results as the criterion of assessment. Socio-pedagogical conditions, in turn, require establishing consistent cooperation with the family, raising parents' pedagogical culture, and building strong ties between the preschool educational organization and society. All these groups form an integral, interconnected system: none of them should be neglected, yet none can ensure the expected effect on its own.

Person-centered pedagogical technologies are a requirement of treating the child humanely as a personality in the educational process, and their foundation is a friendly attitude, which comprises the following:

- a new attitude toward the personality as the goal of education, and the person-centered orientation of the educational process;
- the humanization and democratization of pedagogical relations;
- abandoning the directly authoritarian style, an approach that is ineffective in present-day conditions;
- applying the principle of taking into account the child's age-specific characteristics in its modern interpretation;
- forming in the child a system of positive ideas about themselves, i.e., a positive "self-concept". In preschool education, the developing subject-spatial environment serves as the leading condition. This is because a preschool child acquires knowledge more through active interaction with the environment than through direct explanations from adults. The theory of person-centered education also particularly emphasizes that the individualization of education requires a specially organized educational environment.

The requirements for the developing subject-spatial environment are as follows: rich content (materials covering all areas of the child's development); transformability (the ability to change the environment depending on the educational situation); multifunctionality (the use of materials for various purposes); variability (diversity of activity centers and their periodic renewal); openness and accessibility (materials being ready for the child to use independently); and safety. In practice, these requirements are

© 2026 London International Monthly Conference on Multidisciplinary Research and Innovation. All Rights Reserved.

implemented by dividing the group room into activity centers (book, nature, construction, visual arts, role-play, and experimentation centers).

The educational process organized on the basis of a child-centered approach should develop competencies (knowledge and skills) directly related to the development of preschool children, serve to achieve the established goals and objectives of education, and ensure the integrity of the goals of education and upbringing. At the same time, educational activities with children must fully comply with the psychological and pedagogical foundations of preschool pedagogy.

List of References:

1. Decree of the President of the Republic of Uzbekistan No. PF-5198 of September 30, 2017 "On Measures to Radically Improve the Management of the Preschool Education System". https://lex.uz/docs/3362886
2. Olimov Q.T. Shaxsga yo'naltirilgan o'qitish texnologiyalari [Person-Centered Teaching Technologies] // Kasb-hunar ta'limi [Vocational Education]. No. 3. 2007.
3. Gaiduchenok I.A. Slovo o lichnosti: Filosofskoe esse [A Word about Personality: A Philosophical Essay]. – Minsk: Nauka i tekhnika, 1990. – 157 p.
4. Ilyenkov E.V. Filosofiya i kul'tura [Philosophy and Culture]. – Moscow: Publishing House of Political Literature, 1991. – 463 p.
5. Maslow A. Novye rubezhi chelovecheskoy prirody [The Farther Reaches of Human Nature] / ed. by G.A. Ball, A.N. Leontiev. – Moscow: Smysl, 1999. – 425 p.
6. Yakimanskaya I.S. Lichnostno-orientirovannoe obuchenie v sovremennoy shkole [Person-Centered Learning in the Modern School]. – Moscow, 1996. – 96 p.

© 2026 London International Monthly Conference on Multidisciplinary Research and Innovation. All Rights Reserved.