



Analysis of the Theory of Isolation in Modern Linguistics

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Abstract: *The article is devoted to the analysis of existing linguistic literature. The problem of separating the main and secondary members of the proposal is considered and a number of questions are highlighted, from which the study creates the general picture of this syntactico-stylistic phenomenon, namely: the essence of syntactico-stylistic isolation.*

Key words: *Modern linguistics, stylistics, phenomenon, linguistic terminology, rhythm*

Introduction.

In the process of person-oriented education, the learner is the main participant of the entire educational process, an independent learning subject with equal rights to the educator, and the educator is not only a "source of information" and "instructor", but also a person who helps, supports, and encourages the development of the learner's personality. Person-oriented lesson is used in the course of the lesson, relying on the personal experience of the learner as the experience of their life activity, instead of creating an optimal creative environment by the teacher.

The main essence of person-oriented education is to reveal the personal experience of the learner as the central subject of the educational process on the study subject, to adapt it to the given knowledge and to transfer it to the appropriate scientific content.

In the pedagogical process, there are technologies that focus on the relationship between the student and the teacher (see Table 1.6):

Technologies focused on the relationship between the student and the teacher in the pedagogical process

Table 1.6

Authoritarian technologies	Didactically oriented technology	Person oriented technologies
The teacher enters the field as the main subject - a manager, a demander, a leader. The student is subordinate and must comply with all requirements. In this case, the	At the center of this technology is the educational process. Its aim is to form personality and develop professional skills by means of didactic. In this case, the	The student is at the center of the educational system. It is aimed at creating a healthy psychological environment for the development of students, protecting them from conflicts

interests and needs of the student are not taken into account in the process of organizing training. He will appear as a performer.	teacher acts as a leader (practician). Both sides (teacher and student) take the same position. The main goal is to learn and the parties work together	and crises, developing their natural abilities, and improving their abilities.
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Person oriented education is education aimed at developing the student's personality, characteristics, and abilities, taking into account the student's thinking and action strategies. It creates conditions for the recognition of the student as a respect, based on the interaction, cooperation and freedom of choice between the teacher and the student.

Person oriented education is the content of education that takes into account the learner's personality, increases self-worth, and coordinates his subjective experience. If in the traditional philosophy of education socio-pedagogical models of personality development are limited to the standards of knowledge (cognitive activity), then in person-oriented education based on the recognition of the individual, the uniqueness of the unique subjective experience of the student as an important source is manifested in personal life activities, in particular, knowledge.

When designing the educational process, it should be taken into account that learning and teaching processes should be carried out. Teaching is a derivative of learning, but it is independent, personally relevant and therefore a very effective source of personal development. With the creation and management of person-oriented education, its impact is not related to the organization, but to a large extent, the student's abilities appear as the main topic of the educational process. This, in turn, creates a flexible, variable, multi-factorial design of person oriented education. Person oriented education is designed as follows:

recognizing the student as the main subject of the educational process;

development of individual abilities of the person in determining the purpose of the project;

to guide the student's development in the educational process by determining the means of providing for the implementation of the goal and the subjective experience of the student. (Topic 5. Developmental technologies. Electron resource: Lecture 5.2. Student centered educational technologies.pdf. Date of access: 18.02.2022)

In contrast to traditional education, individual-oriented education is a type of educational organization, which consists of creating the necessary conditions for the development of personal abilities of learners, taking full account of the opportunities and abilities of learners in the educational process. In this case, it is necessary to understand the person oriented approach, the traditional approach and the individual approach (see table 1.7)

Distinctive features of person oriented, traditional and individual approaches

Traditional approach	A person oriented approach	Individual approach
Education as a normal process (strictly regulated)	Individual activity of the learner, its correction and pedagogical support	Traditional pedagogical paradigm ideas
The development vector is given	Education not only determines the vector of development, but also creates the necessary conditions for it	Contributing to the formation of knowledge, skills, competencies and social values based on the individual characteristics of students

A general unified and obligatory direction of psychic development for everyone	Improvement of individual skills, development as a person for each learner at the expense of the knowledge (learning) experience he has	Cognitive, scientific practical, axiological components of the educational contents
The task of forming a person with given characteristics is priority	The vector of development is built from the learner towards the identification of certain pedagogical influences that contribute to his development	Techniques and methods of pedagogy formation, superiority of subject-object relations
The task of forming a person with given characteristics is a priority	Ensuring personal development, development of the ability to act strategic creativity, system of needs and motives, self-awareness, positive "The concept of I" is priority	The main criteria are the acquisition of socially approved norms and values of the formation and education of students' knowledge, skills and abilities

The theoretical foundations of person oriented education include:

the development of the person receiving education is considered the main goal and determining the place of the person in the process of education;

developing of the learner's personality and setting normative requirements for his professional formation. These norms are reflected in the State educational standards and their requirements;

creative ability and skills of the pedagogue are of great importance in organizing the educational process;

application of personal training technologies and active methods to the educational process;

development of differentiated education, because it plays a large role in the development of the student himself and is implemented on a large scale;

creation of conditions for training, organization of practical workshops, experimental rooms, training rooms;

defining the main characteristics of a person, as well as the professional qualities of a future specialist;

developing the learner's independent and creative work skills;

developing the learner's abilities to acquire and apply knowledge and skills independently (About the essence and content of modern teaching pedagogical technologies) Electronic resource: Slide of pedagogical technologies-informatics, lessons (kopilkaurokov.ru). Date of access: 18.04.2022

The technology of person oriented education includes the special construction of the educational text in the process of learning, that is, didactic materials, methodological recommendations for their use, types of educational dialogue, forms of monitoring the personal development of the student. If there is only didactic support, this principle of subjectivity of education is implemented. Didactic provision of person oriented education takes into account the following requirements;

it must ensure the determination of the content of educational materials;

the presentation of knowledge in the textbook should be appropriate, expand their scope, integrate, summarize the content of the subject, but should rely on the existing subjective experience of each student for constant change;

during the lesson the topic should be constantly coordinated with the experience of students; the student should educate and develop himself, acquire knowledge with the opportunity to express himself, the activity, content and forms of active stimulation of education should provide the student with self-esteem;

in the design and organization of educational material, it is necessary to take into account the content, type and performance of tasks for the student;

the student should be able to use the methods of determining and evaluating educational process independently, consistently and effectively;

in the introduction of meta-knowledge, that is, knowledge about the methods of carrying out upbringing process, it is necessary to distinguish the general logical and specific scientific methods of educational work, taking into account their functions in personal development.

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