



ACMEOLOGICAL APPROACH TO TEACHERS

Gulnozaxon Sultan Qizi Muminova

Independent Researcher, Tashkent State Pedagogical University Named After Nizami, Uzbekistan

ABSTRACT

They associate the effective work of teachers with their deep and diverse professional knowledge, mastery of teaching methods, considering the psychological basis of their work. The first condition in the organization of pedagogical activity, a real pedagogical orientation, acquires a positive character and contributes to the acquisition of an acmeological level in pedagogical activity. Only the first pedagogical training in the organization of pedagogical activity helps to achieve top results. The primary motive of a real pedagogical orientation is the interest in the pedagogical activity. This article discusses the development of creative skills of future teachers based on the acmeological approach.

KEYWORDS: - Signs of talent; learning; ability; talent; family upbringing; school; self-behavior.

INTRODUCTION

They aim all the reforms implemented since the independence of our country in the interests of the people. The principal goal of the reforms is to bring up a harmonious and healthy generation. The future of any state is determined by the development of education and the intellectual potential of its citizens. Today, reforming and improving the system of continuing education in our country, which is on the path of independent development, raising it to a new level of quality, the introduction of pedagogical and information technologies, and increasing the efficiency of education has risen to the level of state policy.

With the adoption of the Law "On Education" and the "National Training Program" in the Republic of Uzbekistan, the basis for modern training through the system of continuing education has been created.

It is well known that the acmeological approach reveals the individual features of education. Its essence is that education moves from the imaginary world of the individual to the meaningful real life of the educator and the student. Education-based on this approach not only changes the mindset and attitudes of the educator and the child but also leads to the formation and development of the subject of interaction. The acmeological approach



promotes self-education, self-learning in education, that is, the transformation into an environment of cooperation and co-creation. In this process, the real-life position of the educator and the child in the context of education is important to bring education to an ideal form. This approach focuses on achieving the result of education - the universalization of the educator and the child and the fulfillment of the practical function. The creative aspect of acmeology is to determine the validity of the effort expended by explaining the professionalism, its reflexive-innovative potential, which rises to the level of mastery, and the social significance gained in the creative process. After all, one of the most pressing issues is to raise the general state program in the field of education to a new level and enrich it with new content, to acquire modern knowledge, to have the necessary skills in life and employment. And in the timely recognition, upbringing, and realization of the unique abilities and talents of each age group, it is especially important to regularly engage in the deep acquisition of professional culture, etiquette, creativity, and experience of maturity.

It has provided all educational institutions in the country with new scientific literature. All educators are applying innovations in their work under all the requirements of today. Especially in educating the younger generation, along with the use of science, technology, and best practices, pedagogical technologies are used effectively and widely. This process serves to further increase the responsibility of teachers.

The organization of education and vocational training on a new methodological basis brings the educational process closer to science and research. It is important for the teacher to understand the essence of advanced pedagogical practices, to study and generalize them, and to apply them in practice. Making changes based on a regular analysis of pedagogical experience and

identifying strengths and weaknesses is not possible without teacher research. To do this, he must regularly study the educational process and the identity of students. This gives V.A. Slasten an acmeological approach to the creation of innovative teacher activities.

Acmeology (acme) is the Greek word for high point, sharp, flourishing, mature, the best period. B.G. Anan'ev, N.V. Kuzmina, A.A. Derkach, and others think about the most creative periods of human life, the stages of maturity, which are accompanied by increasing the efficiency of professional activity. They dealt with the professionalism of mature people, the mental laws of the heyday of personal development, the ability to rise above the heights of professionalism. V.A. Slasten substantiated the subjective and objective factors of acmeology that lead to high professionalism, longevity of the specialist. Objective factors include the quality of education, and subjective factors include a person's talents and abilities, responsibility for effectively solving production tasks, and an approach to professionals. Factors in achieving high professionalism include: signs of talent; readability;

ability;

talent;

family upbringing conditions;

educational institution;

own behavior.

Acmeology is viewed from a scientific point of view in relation to professionalism and creativity. The following categories are distinguished: - creative individuality; - the process of self-growth and improvement; - creative experience as the realization of their potential. The creative individuality of the teacher includes intellectual - creative initiative; breadth and depth of knowledge intellectual



ability to; alertness to contradictions, critical approach to creativity, ability to fight from body to creativity; thirst for information, unusualness, and novelty in problems, professionalism, thirst for knowledge (NV Vishnekova). V.A. Slastenin defines the main tasks of the realization of creative individualism as follows: enrichment of the culture of social significance; updating the pedagogical process and personal knowledge; finding new technologies that set effective and significant standards; to ensure the development of the individual on the basis of self-determination and self-expression; Thus, the formation of the creative individuality of the teacher is understood as a dynamic innovative process of personal development and renewal. Effective self-awareness, which characterizes creative individuality, includes the ability to understand the uniqueness of one's own personality by comparing oneself with others; a collection of creative views and perceptions of oneself; integrity and harmony of individual creative peculiarities, internal unity; the process of dynamism and permanence in the development of the individual and his formation as a creator; the person's ability to express himself and his readiness to perform certain tasks; be able to dedicate oneself as a creator and understand one's place in personal and social situations (V.A. Slastenin).

The acmeological approach in the structure's analysis of innovative activity allows revealing the laws of personal development of the teacher in the achievement of the peaks of professionalism. The following principal functions explain innovative activity: conscious analysis of professional activity; a critical approach to norms; readiness for professional news; having a creative approach to the world; to realize their potential, to integrate their lifestyle and aspirations into their professional activities. This means that the teacher emerges as the

author, producer, researcher, user, and promoter of new pedagogical technologies, theories, and concepts. In today's society, culture, and educational development, the need for teacher innovation is measured by: socio-economic modernization requires a radical renewal of the education system, method, and technology of the educational process. In this context, the teacher's innovative activity comprises the creation, mastery, and use of pedagogical innovations; the humanization of the content of education requires the constant search for new organizational forms and technologies of teaching; a change in the nature of the teacher's attitude to the acquisition and implementation of pedagogical innovation. The analysis of a teacher's innovative activity requires the use of certain criteria that determine the effectiveness of innovation. Such criteria include novelty, optimality, high efficiency, and the ability to creatively apply innovation in public practice.

The formation of professional competence is a continuous process. The formation of a teacher's professional competence begins with a period in which he or she has a program to develop his or her professional skills, is able to analyze his or her work, and is constantly looking for ways to address shortcomings.

REFERENCES

1. 2019-yil 3-maydagi "Uzluksiz ma'naviy tarbiya konsepsiyasi" PQ-4307-son qarori.
2. Mirziyoyev Sh.M. "Xalq ta'limi tizimini rivojlantirish, pedagogning malakasi va jamiyatdagi nufuzini oshirish, yosh avlod ma'naviyatini yuksaltirish masalalariga bag'ishlangan nutqi", 2019-yil 23-avgust.
3. Bepalko V.P. Pedagogika i progressivno'e texnologik obucheniya-M., 1995 4. Karimov



I.A O'zbekiston buyuk kelajak sari -
T:O'zbekiston 1998.

4. Bepal'ko V.P. Slagaemo'e v pedagogicheskoy texnologii v sovremennoy burjuaznoy shkolo' //sov. Pedagogika 1991 № 9 - st 123 124
5. Sayidahmedov N.S. O'qituvchining pedagogik tizimidagi faoliyati //Xalq ta'limi , 1993 .№ 67