

## INTERRELATED PEDAGOGICAL AND PSYCHOLOGICAL CONDITIONS OF ACMEOLOGICAL COMPETENCE AND SELF-DEVELOPMENT OF FUTURE TEACHERS

Z.Kh.Djoraeva

Independent researcher

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**Abstract.** *This article is based on interrelated pedagogical and psychological conditions of acmeological competence and self-development of future teachers. At the same time, the differences of the science of acmeology from other sciences, the acmeological approach and tasks of teaching, as well as the essence and motives of self-development are explained in detail.*

**Keywords:** *acmeology, acmeological approach, competence, acmeological competence, development, self-development, motive, self-development motivation.*

**INTRODUCTION.** Acmeology develops methods for determining the level of efficiency of professional skill improvement systems in various areas of human activity and studies the laws of this process. Currently, acmeology has become a system of sciences that distinguish the subject and methods of knowledge: acmeology of education (A.M.Zimichev, N.V.Kuzmina, etc.), acmeology of professional formation (A.A.Derkach, A.A.Rean, etc.), sports acmeology (I.P.Volkov), school acmeology (V.N.Maksimova, N.E.Kuznetsova and others) and others. Acmeology differs from other disciplines in that:

- the science of acmeology refers to the field of professional activity of the graduate, which is not considered in such detail by other sciences;

- with the help of specific methods, the acmeological aspect realizes the professional activity of a person, which differs in empirical and experimental direction, uses the results during the practice period as the formation of the personality and the formation of professional skills among students;

- acmeological sciences are aimed at achieving professional results with the help of modern technologies;

- acmeology is an independent and interdisciplinary science, according to the method of organization - systematic, the form of implementation - complex, according to general scientific elements - fundamental, according to its practical direction - practical.

The acmeological approach to teaching, when implemented, dominates the development and formation of creative abilities of future teachers, taking into account professional aspects for training highly qualified specialists. It should be noted that acmeology is a theoretical and practical science, it is metascience and metapractice [2].

The science of acmeology is understood as a science formed from the unity of sciences of different periods. The structure of acmeology includes the laws and mechanisms of personality formation, phenomenology and formation, the process of self-development, self-education to achieve the set professional goals. The task of acmeology is self-improvement and self-formation of a person, formation of professional skills and qualifications, practical application of professional knowledge, study of factors affecting improvement of professional competences.

**BIBLIOGRAPHY ANALYZE.** The scientists of our country, B.B.Mamurov, developing the skills of designing the educational process in future teachers based on the acmeological approach [2], D.Mahmudova, researching the technology of developing cognitive competence in future teachers based on the acmeological approach [1], G.H.Tillaeva basics of acmeology [3], A.A.Khaitov acmeological approach to increase ecological literacy of future teachers [4], G.O.Ernazarova put forward the idea of improving the preparation of vocational college students for professional activity based on the acmeological approach [5].

From the scientists of the CIS, O.B.Akimovoy, the foundations of pedagogical acmeology [14], Y.A.Gagin, the acmeological paradigm of the transition from personality to individuality [9], A.A.Derkach, the acmeological approach in vocational education [10], A.V.Jarinov, the development of individual subjectivity in the acmeological monitoring system [11], V.G.Zazikin conducted research on the psychological and acmeological foundations of success [12], T.A.Polozova on the modern view and concept of acmeology [13], O.R.Romanova on the formation of the professional outlook of future pedagogues-psychologists based on the acmeological approach [15].

Issues of the teacher's organization of the teaching process based on the acmeological approach by foreign scientists Susan Zaparzan [7], factors of professional and pedagogical self-development in learning foreign languages of students of a higher educational institution based on the acmeological approach N. Stafeeva [8] researched by .

From the results of the analysis, it can be seen that in the research work carried out in the field of acmeology until today, it is necessary to develop the theoretical knowledge, practical skills and personal qualities of students based on acmeological knowledge in various ways, to use the educational technologies that are oriented to the individual in acmeological conditions. Many methods, such as application, formation of research skills in teachers, were studied, as well as the psychological map of a person, determination of his character traits, and his interest in one or another field were separately studied, but the acmeological competence of future teachers was studied. the issue of development is not covered.

**RESULTS.** Acmeology is developing as a science about the value and improvement of a person, his ability to think and act at the highest level of formation and development. The goal of acmeological knowledge, its center and object is a person, who is considered as a subject, consists of life activities capable of self-organization of self-development and creativity, professional activity. Acmeology creates methods of self-development, reveals the potential of various individuals in the profession.

The acmeological approach is the highest peak achieved by the teacher in his activity, noting the laws of human development, his personal and professional formation, achievement of high goals.

Acmeological approach - educational content, educational technologies and training of learners, transition from functionality to development in the management of an educational institution, systematized knowledge motives in all subjects of education, education becoming an internal need, creative contributes to a significant increase in the quality of education in exchange for the main leadership in thinking.

Studying the interaction and relations of a developing person with an objective being as a holistic phenomenon within the scope of acmeological approaches; as a result of each learner's striving for personal and professional excellence, achieving improvement of his personal and

professional qualities, achieving success, raising his maturity and cultural level, and self-development based on spiritual and moral values, the quality of his future activity 'to provide; recognition of the abilities of each learner, recognition of their successes by team members, a sense of fulfillment and satisfaction of their own needs, communication skills that allow cooperation with creative groups, and such as mastering social experiences.

Acmeological consistency, that is, striving for the peak of perfection, is an inseparable feature of human life, and this phrase means a tendency to personal, professional development and self-improvement.

In modern science, there are several interpretations related to the "acme" category of personality development. In particular, "acme" is a multi-faceted situation, and it depends on the extent to which a person always has his place in society, his effective work as a specialist in the field of education, and as a person, his social relations with others. also depends on the level of installation.

Acme - Greek ("rise", "peak") means maturity, rise, maturity. According to the point of view of B.B.Mamurov, this term means living with love for a profession, a certain field, relying on knowledge and experience, striving towards a goal. One of the main expressions in acmeology is the phrase "acmeological tendency", which means the tendency of a person. Accordingly, the phrase "acmeological inclination" in relation to teachers-pedagogues means self-professional development. Acmeological status is an indicator of integrated qualities of pedagogues and is a product of self-improvement [2; p. 21].

Development is the process and result of internal qualitative and quantitative changes in the physical and spiritual forces of a person (physical, social, mental, spiritual development). According to many experts, one of the main areas of human resource development is the professional development of a person, which is usually determined by the progressive development of a person, such as maturity, formation, self-improvement, and self-development. The inner "need" for development is the pursuit of a life goal. Only an understanding of internal, life-motivating stimuli can provide a personal basis for professional self-realization. Personal motivation is one of the main components of the concept of lifelong learning. The motivation of self-development leads a person to realize his need for self-development, to collect the initial intellectual knowledge of self-development, and to form a purposeful activity.

Therefore, if the source of professional self-improvement is in the social environment, then it is necessary to look for the driving forces of this process in the form of personal growth motives. The source of personality development is external and internal motivation. External motivation is implemented by encouraging the results of professional activity (such as certification, awarding). This often encourages them to complete their functions, organize their activities based on an innovative approach, and effectively perform their educational tasks. Internal motivation is related to the teacher's need for creativity and self-realization. Extrinsic and intrinsic motivations complement each other, and at the same time, they stimulate the desire and interest in professional growth.

Self-development motivation arises as a result of positive reflection and informational awareness of the individual. The student's awareness of potential opportunities, personal and professional growth prospects encourages him to constantly search and create. Practice confirms that for self-development of students, psychological mechanisms of self-awareness, content, lack of knowledge of the main methods and methods of self-development, fear of news and lack of

psychological readiness for this process, development difficulties, lack of experience in solving specific problems of personal resource growth can be an obstacle.

The concept of development is related to the physical, moral or intellectual order and means the developing process. Therefore, it can refer to a task, a person, a society, a country or other things. The definition of "development" is based on the understanding of evaluation criteria such as goals, positivity, reaching a new level. The inner "need" for development is the pursuit of a life goal. Only an understanding of internal, vital motivational stimuli can provide a personal basis for self-realization.

Professionally important qualities of students are personal resources, where motivation, competence, responsibility, and self-management play the main role. Motivation for professional self-development, based on satisfaction with one's own development activities and adequate self-evaluation, acts as a building block of this process. Professionally important personal qualities of students are determined at the level of necessary conditions for professional self-development.

**DISCUSSION.** Empirical analysis shows that students' motivation for self-development is reflected in:

1. General social interest consists in understanding the content of social norms and instructions. For example, participation in community life, belief in the need for continuous education, striving for effective participation in scientific and technical development, etc.

2. Motives of scientific knowledge are expressed in relation to the content of knowledge. For example, interest in theoretical problems of science, striving for a new process of knowledge, obtaining scientific titles and degrees, etc.

3. Professional motives are the basis of professional competence development. For example, the content of the profession, assessment of creative potential, etc.

4. The motives of self-affirmation are manifested in the realization of one's own skills, abilities and aspirations.

5. Personal motives and personal success motives. According to the researchers, motivations for self-affirmation and motivations for scientific knowledge are the main learning motives in adult education.

It is also periodic and has its own composition. Psychologists consider the dynamics of the process of self-development of a person as a sequence of stages of transition from one psychological state of a person to another, which means an increase in his readiness, experience of self-improvement [6].

In philosophical understanding, the term "self-development" is close to the concept of "movement". Development means progressive movement and evolution, transition from one state to another. Self-development is built on the philosophical basis of self-movement and is a unique and highest level of development, in which directed and conscious changes occur. At the same time, self-activity is considered as one of the active factors in development, and self-activity in self-development represents its essence.

Self-development - continuous physical, spiritual, mental, intellectual and creative development of oneself, striving for perfection, independent learning throughout life, independent cognitive skills and life experience. refers to the acquisition of skills to improve regularly, evaluate one's own behavior and make independent decisions [6]

Satisfying the need for self-development is related to the practical activities necessary for its implementation, therefore, the need is the source of the internal activity of the person - intensive

self-reflection, conscious goal setting, choice, consists of means, special efforts, practical actions, analysis of achievements and selection of means and actions to achieve a satisfactory result. It seems that the main factors of the effectiveness of this process are the full scientific basis, relevance and systematicity of the technologies, their compatibility with the age, psychological, physiological and individual characteristics of the learners, the readiness of the learners as participants in innovative activities, the pedagogy for the introduction of innovative activities, technical and methodical conditions are considered to be sufficient.

**CONCLUSION.** It can be seen from the above that self-development of students is helped by the implementation of the following interrelated psychological and pedagogical conditions: stimulation of activity, independence, inner freedom, use of reflection in the process of personal and professional formation and development, design and organization of educational process based on personal and professional values.

In the implementation of such tasks, quality training of the student body, determination of their educational needs, practical assistance to each student in creating an individual educational trajectory for independent self-development, professional growth, information and methodological support providing, organizing effective interactions will give the intended result.

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