AKME TECHNOLOGIES OF CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS BASED ON ACMEOLOGICAL APPROACH

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Abstract

Improving the efficiency and quality of education is one of the main directions of state policy and is the general basis for structural changes aimed at addressing issues of socio-economic development of the country. One of the important directions of state social policy today is the development of the potential of the teaching staff. Thus, in the era of informed globalization, not only the andragogical, but also the acmeological approach is important for the development of developmental, personality-oriented, problem learning technologies in the organization of adult education. This article analyzes scientific works and directions on the chosen topic and, within the framework of the acmeological approach, highlights the patterns and features of the development of the teacher's personality, self-awareness, self-improvement, enrichment of internal resources, the ability to consciously overcome difficulties (external and internal).

Keywords: acmetechnology, acmeological approach, teachers, continuous professional development.

Introduction

The rapid growth of the globalization of society, the reform of the education system around the world require the improvement of the methodological training of teachers, who are active participants in this process and put it into practice. To do this, it is necessary to study the scientific and theoretical views of teachers and
methodologists on the formation of teacher competence in world science, advanced training of teachers based on the acmeological approach.

**Materials and Methods**

Scientific conclusions on acmeology and acmeological approach were carried out by Uzbek scientists Sh.T. Khalilova, Sh.S.Sharipov, G.Kh. Tillaeva, Kh.A.Shaikhova, A.Sh. Saliev, M. Bekmurodov, U. Mavlonov.

From the theoretical and methodological foundations of professional pedagogy, one can note the works of R. Kh.Dzhuraev, Kh.F. Rashidov, Yu.I. Noyatov, studies by Sh.E. Kurbanov, E. Seytkhalilov, R. Sh. Akhldinova.

Scientific researches of CIS scientists such as V.A. Skakun, S.Yu. are devoted to the problem of the acmeological approach in teaching. Batishchev, M.A. Belyakova, O.B. Akimova, A.V. Druikin, Yu.E. Opes, M. N. Skatkin, B. G. Ananev, T. V. Zobnina, V. I. Zinchenko, E.B. Morgunov, A.T. Nekrasova, V.O. Ramonova, M.M. Shekhter. In the acmeological approach, the issues of personal development, professional formation, to one degree or another, are investigated in the works of A.A. Bodaleva, N.V. Kuzmina, N.A. Rybnikov and others.


**Research Results and Analyses**

According to G.Kh. Tillaeva, acmeology is the study of phenomenology not only of achieving professional skills based on natural, social and human rules, but
also the laws and mechanisms of spiritual and social development, the level of social and spiritual development [3].

In her research, G. Ernazarova believes that “the introduction of a vocational education system based on the acmeological approach will lead to significant changes in the level of theoretical, methodological and practical training” [4].

In modern science, there are several interpretations of the concept of human growth in relation to the category of "highest point". In particular, "acme" is a multifaceted situation in which a person always has a place in society, his significant activity as a specialist in any field and as a person, social interaction with others also depends on the level of attitude.

Acme - Greek. ("raising", "peak") means perfection, ascent, maturity. This term refers to a passion for a profession, a field of activity and the pursuit of a goal based on knowledge and experience. One of the key terms in acmeology is the term "acmeological tendency", which refers to the aspirations of a person. Accordingly, the term "acmeological predisposition" for teachers refers to self-professional development.

Acmeologists believe that a rational solution to the problems of high professionalism and human creativity lies in the use of important human resources. Also, according to acmeologists, it is difficult to solve the problem by limiting ourselves to the idea of professionalism [8].

The essence of acmeology lies in the deep mastery of each profession through knowledge, a deep understanding that a person serves to enhance the positive impact of economic, political, spiritual and legal aspects of social development, national development, welfare and social development.

Experts say that the introduction of a vocational education system based on the acmeological approach will lead to significant changes in the level of theoretical, methodological and practical training [4].

The acmeological approach is based on the fact that teachers, as a scientific basis for innovative, motivational, intellectual, professional development, imagine
themselves as mature and active subjects of professional activity and create conditions for their constant self-improvement based on: acmeological tendencies. " Teachers achieve personal, professional development and self-improvement through an acmeological sequence. This consistency is reflected in a person's creativity and professionalism.

Therefore, the organization of adult education, the application of an acmeological approach to their professional development, effective vocational and methodological training, achievement of high results, the development of "acmeological inclination" in them, stimulation of creative potential, identification of personal opportunities for achieving success in professional activity and ensuring their effective use [9, 10].

G.O. Ernazarova in her research work developed the scientific and pedagogical foundations for the development of the personality of students based on the acmeological approach through a comparative analysis of the traditional approach to teaching and acmeological-oriented approaches. In particular, the acmeological approach [4]:

- so that each specialist achieves high results in life, the development of personal qualities, success, cultural maturity and qualities in the process of self-improvement, self-development, self-improvement. Striving to achieve spiritual and moral qualities on the basis of self-awareness;
- in the organization of creative activity, it interestingly and productively reveals the abilities of each specialist and ensures his success, public recognition, a sense of maturity, the ability to communicate in creative teams.

When teaching acmeological practice, it is advisable to use modern information and acmeological technologies. The actual use of modern media requires a holistic systematic approach, taking into account the specifics of science. All this determines the practical tasks of mastering modern teaching technologies by specialists. Acmeological technologies are designed to intensify the adult learning process. This learning process is based on the creation of a developmental environment that
engages the full potential of a person. Obstacles can be overcome with an acmeological approach to intensifying the learning process. If information about learning is presented in small groups, in the form of joint projects, creative work, training, using acmeological methods, it is possible to intensify the adult learning process. At all stages of intensive training, elements of psycho-training, rational work with texts, situational training, self-development techniques, creative competitions, autogenic (Greek Autogenes - self-fulfillment) exercises, teaching materials. Akmemuhit is created by organizing effective learning outcomes, elements of the formation of ideas.

In the course of the study, we will consider intensive non-training, acmeological technologies, intensive methods as an integral part of the continuous professional development of primary school teachers.

Acmeological learning technologies imply the intensification of the learning process, which is based on the creation of psychophysiological conditions for activating the reserve ability, which is hidden in a person's daily life and is unsuitable for use due to existing psychological barriers.

The main task of acmeological technologies is to form and strengthen in the personal consciousness of professionals the need for self-knowledge, self-development and self-awareness, which is a special methodology and personal and professional "I". Allows you to self-actualize with the help of technology.

By playing a consciously active role with the use of acmeological technologies, a specialist can independently influence the external conditions of the socio-cultural environment, life and professional goals, the system of expectations and forecasts for the future, evaluate his achievements, and therefore his development. influences strategies of self-awareness.

Mastering acmeological technologies realizes the true value of human life, helping to fully reveal the physical, social and spiritual essence of each person [11, 12]. The technological basis of his “I-concept” is formed by acmeological
technologies of self-knowledge, self-development and self-awareness, which professionals develop as a subject of professional activity.

The system of intensive higher education, based on acmeological technologies, represents a gradual rise to these levels of assimilation. All intensive teaching methods are conducted using audiovisual and computer technology. The created automated system of intensive training allows for multidisciplinary intensive training.

Key elements of acmeological technology can be distinguished, including the following methods of increasing the professional capabilities of a person:

- to identify and study the hidden psychophysiological capabilities of a professional, the conditions for their manifestation and activation;
- activation of the cognitive abilities of the individual (the use of methods of self-government and improvement, the use of feedback on the effectiveness of self-government);
- Complex activation of creative activity (using forms of activating creative learning).

In the process of intensive training, the level of assimilation of educational information gradually increases (through “search”, “selection”, “reproduction”, “application” and “creativity.” The level of readiness). This educational technology is based on various types of educational activities (self-government, information stimulation, dynamic reading, teaching and collaboration of creative teams). Such training is effective in organizing adult education in a higher school environment.

Intensive training is carried out through the strengthening of independent educational activities based on modern acmeological and information technologies. Unlike traditional training, intensive training involves new types of educational activities aimed at self-improvement and harmonious development of the individual. Intensive training includes such educational activities as overcoming information barriers using the methods of psycho-self-control of the individual, dynamic reading, methods of rational work with information, trainings, situational exercises,
organizing creative cooperation requires the ability to assimilate species. The project of intensive lessons was developed taking into account the individual characteristics of each teacher-student and includes both independent lessons and communication sessions, as well as trainings on communication with the teacher-teacher and the entire teaching group. Intensive learning requires very intensive learning, which must be combined with active learning, educational technology, creative and collaborative work, intensification of the learning process and self-management techniques.

Here are some tips on how to look for elementary school teachers or make an appointment.

1-training. The reproductive level of the lesson is provided by creative assignments. Students are encouraged to divide the page into four vertical rows - columns. On the first page, the listener writes keywords and an outline on each page. When writing entries in the body of the page, you are given a few seconds to fill in each column. The second column contains keywords and instructions. In the process of filling the second column, it is also proposed to connect the concepts of the second column with lines and other graphic symbols. Then it is proposed to fill in the third column with theses and explanations. The fourth column contains inaccuracies, questions, comments and the listener's reaction to the text. To associate four columns with graphics, the four columns must be semantically related. When you fill out the fourth column, ideas are presented in full form, with a graphical representation of all related rows and the essence of the displayed page [6]. Thus, at four different levels of generalization, educational material is assimilated through analysis in order to formulate the basic concept.

2nd workout. The second stage of training involves mastering the material at the "program" level. The assimilation of educational material (lat.Assimililio - fusion, assimilation, modeling. Adding some information to previous knowledge or addition to the integrity of certain components) is carried out in the form of situational exercises, participation in which in the context of practical training.
According to the effective organization of the educational process, the audience is divided into small groups ... The first listener repeats the text page from the school textbook. A second listener offers an intense exercise or method based on the text presented on the topic. Working wisely with the texts, they can use their basic notes when choosing methods. For each intense exercise or method, the first listener evaluates the second listener. The audiences are constantly evolving and will be able to choose all roles during the session and interact with each participant in the training. Such preparation should be closer to the real situation in the educational process in general secondary education.

3-workout. To achieve the level of "creativity" the audience is divided into two groups. Students will be asked to formulate interesting tasks, logical tasks and questions for use in the educational process in secondary schools. Each of these activities will be appreciated. Also assessed are Geyety, originality, creativity, ingenuity and speed of reaction. At this stage, creative activity takes the form of a competition of educational teams. Questions are grouped by text and typed on the keyboard by each chat participant. All members of the competing teams listen to each other. Brainstorming techniques are also used at this stage. The facilitator evaluates each response and assigns marks to each team. At the end of the game and at each stage, the results of the competition will be summed up. As a rule, each training session includes a series of fragments of creative competitions to stimulate information, training with constant testing and expert assessment, and the creation of ideas. All fragments should include instructions on how to organize the corresponding actions [5].

Each of the above stages of theoretical training has its own meaning and represents a unique way of intensive learning. Thus, at the stage of "preparation" for training, a methodology for activating the reserve capabilities of the individual is created. The method of teaching the technique of independent reading from the stage of accelerated reading, the method of independent and rational work with data from the stage of presenting the finished data, the method of teaching the art of
collaboration from the stage of role-playing, the creative method will be developed for the transition to the method of creating a nest.

The use of new teaching technologies based on the achievements of the science of acmeology makes it possible to achieve results in the field of adult education. Professionals who have basic knowledge in their profession and have a constant flow of information will be given more opportunities to create new information that reflects their professional activities and maintains the status of "high point". Acmeology can now use new opportunities thanks to new teaching technologies and modern information technologies, as well as educational systems based on them. Their combination allows us to take a step in the development of human civilization.

**Conclusion**

From the above, it is clear that the andragogical approach plays an important role not only in the socio-psychological and professional development of a person, his adaptation to the requirements of society, but also in his regular work and development as a specialist. This includes the theory and practice of organizing adult education based on the acmeological approach, intensifying research work in promising areas, improving the methodological support of organizing adult education, e-learning-line) resources, more attention to the issues of creative activity and competence of adult education in the field of information and communication technology through blended learning technologies. The adaptation of the population, especially adults, to development and changes has its positive results in sustainable development, their worldview and active life position.

**Reference:**


