

SCIENTIFIC BASIS OF THE ACMEOLOGICAL APPROACH TO THE PROCESS OF TRAINING AND EDUCATION

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Abstract. The article refreshes the acmeological approach to the process of training and education as one of the important aspects of educational technology. The socially pedagogical significance of the acmeologic approach to the improvement of the pedagogical skills is revealed.

Keywords: acmeology, education and training, approach, components, technology, scientific basis, purpose, content, essence, result.

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Introduction

For the younger generation who is the backbone and supporter of the future, in the country, who is confidently embarking on the path of establishing a legal, democratic state and civil society with a new independent and creative thinking, initiative, modern knowledge, profession, the primary goal is to upbringing the youth capable of taking responsibility for the fate and development of our country. The Decree of the President of the Republic of Uzbekistan Sh. M. Mirziyoyev on “The Strategy of further development of the Republic of Uzbekistan for 2017-2018” stated in the “Priorities of social sphere development”...physically upbringing of young people with a sense of well-being, loyalty to the motherland, deepening democratic reforms and building a civil society in the country (*The Decree of the President of the Republic of Uzbekistan "On the Strategy for the Further Development of the Republic of Uzbekistan", 2017; Derkach, Zazigin, 2003*).

Continuous education institutions and their educational process play a crucial role in educating and upholding such young people. The continuing education of the school and its educational process are the place where the younger generation develops moral, physical and mental well-being and develops their spiritual and scientific outlook.

It is well-known that in the process of learning students are equipped with scientific knowledge and have the skills and abilities to apply knowledge acquired. In this process scientific knowledge is formed in the students independent learning and knowledge based activity. A series of teaching methods developed in a didactic manner to succeed in this process are widely used in practice. They include problematic games, role games, practical games and exercises. But they cannot be advanced at all times. It is determined by the indicators of socio-political development and spiritual cultural life.

Socially pedagogical significance of acmeologic

Scientific development has contributed the necessity of methods and approaches to education, which would facilitate to improve the progress of each period, to put it more precisely, we had to promote the new heights of this development, and the 21st century has

been an intellectual and technical development century. According to it there was a need for a new approach to the teaching process.

This approach is termed “acmeological approach”, which is interpreted as a pedagogical phenomenon that helps to the pedagogical technique in the educational process. The content of the education, the learning and teaching process on the basis of an acmeological approach increases the quality and effectiveness of the training, organizes independent activities of learners and focuses on obtaining information.

In fact the acmeology (Greek-ordinary degree) is the higher level of something, the peak, the blooming science, which studies the phenomenal, unique, incomparable mechanisms of human development during maturity. It is, especially, the idea of achieving the highest goals in this development. This term and its interpretation were introduced in 1928 by Russian scientist N.A.Ribnikov. Acmeology is a pedagogical psychological phenomenon, reflecting the multidimensional human maturity, the many aspects of life and activity, and the level of professional competence in a certain area that provides for its appearance as a citizen, individual. Therefore, the preparation of the teacher to the pedagogical activity, the increase of his professional competence will serve as an important factor in organizing the effectiveness of the education on the basis of socio-economic, moral and educational needs.

Acmeology is interpreted as an acmeological approach to the pedagogical technologies in the context of our viewpoint. In turn, it serves as a platform for learning the essence and significance of pedagogical technologies to a high point of development, productivity and ultimately directing learners to the heights of knowledge.

Based on the above considerations it can be said the acmeological approach to pedagogical technologies can be used in order to optimize the teaching model, by organizing training aimed at maintaining the prestige of trainees, their learning and learning process, it is a system designed to upgrade it. The educational process based on the acmeological approach and the pedagogical technology used in this process guarantee the success of the learning process and promote the students personality, help to fulfill the social order (*Ma'murov, (2018:12)*).

In the pedagogical process based on the acmeological approach, professors and teachers will be able to gain professional development on the basis of a pre-determined model. The requirement for students is to focus on the formation and development of competences in designing project-oriented teaching and learning processes. The main objective of psychological support of future teachers is to equip professors and teachers with appropriate methods of diagnostics.

Students need to acquire independent knowledge in order to study thoroughly a particular pedagogical phenomenon within their professional interests and learn regularly the literature on pedagogy and psychology. At the same time, one of the main objectives of the psychological and pedagogical support of the students during the professional development process is to provide them with independent knowledge, skills and qualifications, and professors and teachers will be able to do so in the future, shaping the competence to assist the project in designing its work on an acmeological approach.

It should be noted that the experience of the students in the education system of developed countries is widely used. At present, special attention is given to the scientific and methodological and technological support of the higher pedagogical education system and creation of favorable pedagogical conditions for students to study independently. One of the most important objectives of pedagogical and psychological assistance in person-oriented

learning is to develop professional competence of these students on the basis of an acmeological approach to generate professional and professional competence in them.

The teaching process in acmeological approach helps students to develop themselves professionally. It provides an effective approach to the internal and external factors of professional development within the framework of the acmeological approach. The center of higher pedagogical education, based on the acmeological approach, is assigned to the student. In this process, future teachers have a deeper understanding of the essence and meaning of professional development.

Professor-teachers communicate with the students in a dialog-based way, in which they can convince themselves and express their opinion with confidence. This allows the students to understand the essence of professional knowledge and to master the learning materials quickly. As a result, the students are motivated by the desire for professional development, courage and curiosity. The didactic system focused on the professional development of future teachers based on the acmeological approach is based on the concept of approach.

Today, the state and society are facing a challenge for future teachers. Such a development process was accompanied by well-known Russian pedagogues N.V. Kuzmina and L. A. Reans, it is primarily based on the concept of operational approach. This, in turn, requires artists, independent thinkers, specialists who have profound competence in solving vital situations in a strict approach (*Kuzmina, Rean, 1993:187*). Curricula that will form the basis of such a pedagogical process should be based on the principle of an acmeological approach.

It is important to utilize methods and techniques that help to better organize the learning process in pedagogical situations oriented to professional development of future teachers. Such techniques include troubleshooting, hysterial research, dialogue, debate, illustrative explanation. Depending on the nature of these methods the content of the training and the materials used therein will be selected. Includes play lessons, theatrical lessons, classroom workshops, lecture and debate sessions, holographic learning activities, conference-tutorials, integrated lessons. It is also desirable to use the methods of work in pairs, individual work, work in small groups, and collective discussion methods.

There are also different ways to create pedagogical situations based on an acmeological approach. Each professor-teacher makes these situations different depending on his / her professional skills, level of knowledge and occupation. Including: involving the students in business communication, encouraging research, creating problem-oriented, dialog-based situations. In these situations the requirements should be the main subjects of the professional development process. They need to set clear goals for their professional development and seek ways to achieve these goals. It is also important for the professors and teachers to strive to resolve their professional development goals independently. It is also important for students to analyze, diagnose, control and evaluate the results of their professional development activities. Professors and teachers need to be encouraged to gain professional knowledge by students. In the context of an acmeological approach, it is necessary to introduce future teachers to methods of vocational training, independent research, design, modeling and design. These methods extend the professional outlook, professional thinking and perceptions of future teachers. This, in turn, will help future teachers to effectively design the learning process.

The pedagogical process, based on the acmeological approach, is based on a number of principles. Including:

- ensuring that faculty members and students are able to work in the learning environment on the basis of equality and business communication;
- to achieve students' professional skills in the pedagogical process;
- to provide students with the opportunity to independently analyze and evaluate their professional development in the pedagogical process;
- creating a favorable pedagogical environment for professors and students, as well as students, students, students, students, students;
- expanding students' capacity to evaluate themselves and each other;
- achievement of the conditions of solving problems in educational process;
- in the process of pedagogical practice students have a broader perspective for independent professional activity.

Based on these principles of organizing the pedagogical process within the framework of the acmeological approach, it creates favorable conditions for future teachers to succeed in their overall and professional competence.

In the educational process, which is based on an acmeological approach, professors and teachers acquire mental and ethical development based on a pre-projected model. Because the student is assigned to the center of higher pedagogical education, based on the acmeological approach. In this process, professors and teachers have a deeper understanding of the meaning of the students' development. Professors and instructors communicate with the students in a dialogue-friendly way, making them convinced of themselves and expressing their opinions with confidence. This allows the students to understand the essence of the knowledge acquired and to master the learning materials quickly. As a result, students are motivated by the aspiration for creative self-knowledge, courage, curiosity.

Conclusions

We have stated that the Didactic System, which focuses on the development of intellectual activity, is based on the conceptual approach of students. This concept is a creative, research, technological, acoustic, problem-oriented approach to the acmeological approach. The usage of these types of education, in turn, requires a high level of competence, creativity and skills from the teacher. After all, the reader needs creativity, independent reading, independent analysis, independent judgment, and a full demonstration of his potential. As a result, progressive pedagogical technology is a groundbreaking approach to the development of science and technology and to the growth of independent thinking of learners during the rapid growth of information.

To understand, analyze and compare the merits, content and didactic characteristics of this approach to education, it is desirable to get acquainted with their content.

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