



# Model of Development of Future Teachers' Readiness for Professional Activity Based on Acmeological Approach

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## ABSTRACT

In this article, based on the acmeological approach, the model of development of students' readiness for professional activity is justified. It was discussed about forming the ability and needs of students to constantly update their professional knowledge and skills for creative self-development in order to reach the heights of professional skills.

## Keywords:

Acmeological approach, professional success, system, acmeological research, educational acmeology, acmeological direction, psychological-pedagogical conditions, pedagogical education, conceptual conditions.

Professional success of social and objective importance is a high level of professional achievements of a certain person, which significantly exceeds the normative level recognized by the professional community as a socially acceptable result, such work results are usually professional skills means the level and the transition from it.

The result of pedagogical training of students based on the acmeological approach, the formation of their acmeological direction is a new indicator of the quality of higher education, which should be understood as an integral preparation, and the ability of a mature specialist to constantly complicate tasks and fill the psychological resources available to a person. The ability to organize progressive professional development with an increase in the level of achievement achieved by the individual provides meaningful results.

In order to form students' professional value directions, it is necessary to organize their value-oriented activities in a purposeful understanding of the social and professional

significance of certain phenomena, processes and objects of the surrounding reality and to evaluate their personal content in this regard. This is related to the activities of students, such as presenting the content of professional values to students, justifying their importance; organizing the process of understanding and evaluating professional values by students, determining their subjective attitude towards them (establishing information about professional values in educational (educational) conditions); supporting students' activities in defining these values and implementing them in academic and practical activities and behaviors reflects high efficiency.

The effectiveness of the formation of professional value orientations of students is determined by the special organization of the educational content, the selection of certain tools and methods of teaching and (mainly) education, and the special organization of pedagogical interaction.

The emotional-evaluative component of value orientation determines the demand for

educational content, because its conformity (adequacy) to the emotional orientation of students, the educational approach and emphasis on the educational component of pedagogical activity allow the individualization of the educational effect, the student defines the reliance on the directed position [1].

Within the framework of studying one subject, it is impossible to form directions of professional value due to the influence of a professor-teacher. Therefore, it is important to organize the educational process in such a way that the moral knowledge and ideas of the students in their interaction with the professor are deepened in other classes, which means that all the professors of the educational institution -requires the integration of educational activities.

Thus, under certain conditions, it is possible to form students' professional value orientations by covering the meaningful value of the educational content; providing students with professional values; justify their importance; procedural personal direction of the educational process; in determining these values, to support the activities of students and to implement them in educational and practical activities and behavior, and to take into account the personal orientation of students' emotional orientation, taking into account the teacher's ability to translate values emotionally and convincingly to justify their importance receiving, influencing the emotional-evaluative sphere of students, organizing and supporting reflexive and self-reflexive evaluation and self-evaluation of their educational side; characteristics of pedagogical interaction; dialogic nature of the educational process; including creating joint trust [2].

The stages and mechanisms of goal formation specified in clause 1.2 are methodological guidelines for the selection of pedagogical tools for the development of students' goal-setting abilities and related skills, in particular: fill in the objective goals of the activity organizing the processes of presentation, understanding and acceptance, determining goals by students by updating the needs and motives of student activity,

organizing students in designing an individual hierarchy of goals based on the stages of goal setting.

– Teachers emphasize the ability to set goals for self-determination of students (N.A.Kasitsyna, N.N.Usolseva), the development of subjectivity (Z.P.Gorbenko, I.A.Fedyakova), the desire for self-realization (G.M.Kuleshova), personal qualities and analyzed the impact on others. Accordingly, the authors identified contextual conditions for the development of goal setting in the educational process [3]:

– subjective (personal characteristics of students);

– interest in activities and the content of activities, knowing the strengths and weaknesses of one's personality, one's needs, analytical, projective and reflective abilities [4];

– the need for novelty, the need to expand the sphere of influence, as well as the current emotional state of a person at the time of research [5];

– positive "I-concept", reflexive and foresight abilities and skills, internal locus of control [6];

– objective (characteristics of the educational environment): the educational system is aimed at pedagogical support for the formation of students' self-awareness and subjectivity;

– taking into account the priority needs of students by teachers, relying on them when designing the educational process; activation of students' activities, use of means and methods of updating their individual abilities [7].

– problem-based construction of the educational process, including learning to solve problem situations, creating choice situations (multivariation), student-oriented education, taking into account the life experience of students and respecting their individuality should be taken [8].

The essence of the further improvement of the acmeological approach to the higher education system is the direction of research and formative influence on activating the creative potential of students, increasing their professional motivation and motivation to achieve success in their work, creating

conditions for students includes. Mastering advanced modern methods and technologies of self-education and self-development teaching and training, implementation of acmeological approach in the higher education system of students, implementation of acmeological and pedagogical effects on students , then they form the acmeological orientation of a person as the main characteristic and the most important indicator of a person's professionalism.

Forming the ability and needs of students to constantly update their professional knowledge and skills for creative self-development in order to reach the heights of professional skills can be said to be one of the urgent problems of our time. Acmeological approach is one of the most effective modern approaches that allows for purposeful implementation and comprehensive solution of these problems.

Acmeological direction is a student acmeological direction based on the qualitative nature of the general direction of students, which directs the student to advanced development, including professional development, to maximum creative self-realization both in the professional field and in life in general. The structure of the study consists of the following components: professional value orientations, professional motivation determining the professional goal, and striving for professional success in the formation of the acmeological direction of the student's personality is confirmed by such indicators.

Knowing the content of pedagogical values and accepting them as personally significant in the context of motivation for professional activity and professional self-development, awareness of social and personal goals of professional activity and professional self-development, their compatibility with each other, self z requires the ability to foresee the professional path, the formation of professional interests and educational needs, the presence of reflexive abilities, the desire for self-development and creative self-realization in the profession. Differentiation of these indicators allows us to determine cognitive-

emotional assessment and motivational-behavioral criteria for evaluating the formation of acmeological orientation of students.

Generalized indicators of the effectiveness of the introduction of the acmeological approach in pedagogical education imply the creative and independent nature of the educational and practical activities of students and the acmeological direction of their pedagogical activity.

In the process of implementing the acmeological approach in pedagogical education, the set of psychological and pedagogical conditions for the formation of the acmeological direction of students, first of all, the acmeological approach itself, its main rules, basic principles; and similar, secondly, the content of the acmeological direction of the person as the goal of implementing the acmeological approach, thirdly, the specific characteristics of the organizational environment and the subjects of the activities of the institutions where the acmeological approach is implemented. University is implemented.

In the context of our research, the conceptual psychological-pedagogical conditions are the implementation of acmeological and andragogical principles and the purposeful pedagogical influence on the spheres of motivational, valuable and regulatory activity of the student personality in order to form the acmeological orientation of students, the implementation of these conditions in the team of pedagogical relations includes the selection and use of appropriate means of organizing the appropriate psychological microclimate and the content, methods and organizational forms of educational activities, changing the position of professors and teachers in relation to students.

Development of a model of professional training of students based on the acmeological approach - the task of modern higher education is related to the development of moral self-awareness of future elementary school teachers by strengthening their spiritual and socio-psychological abilities. .

Acmeological approach is an approach

based on the study of objects as a system; it directs the researcher to reveal the integrity of the object and the mechanisms that provide it, taking into account individual conditions, to identify various types of connections of a complex object in activity and to reduce them to a single theoretical picture.

Applying an acmeological approach to research requires the selection of specific methods: the method of paired comparison, content analysis, scaling, modeling, design, etc.

An important epistemological feature of acmeological research is that the task of synthesis is prioritized, but this does not end the analysis, but serves as the initial principle of the research.

Based on the information presented above, we will clarify the content of the conceptual conditions for the implementation of the acmeological approach in pedagogical education (Table 1).

**Table 1**  
**Psychological-pedagogical conditions of implementation of the acmeological approach in pedagogical education**

Shartlar guruhi	Guruh shartlari tarkibi
<p><b>Conditions for the implementation of acmeological principles</b></p>	<p><b>Student direction:</b></p> <ul style="list-style-type: none"> <li>- means of methods and educational content for analyzing the overall pedagogical process, distinguishing it and choosing the most effective means of forming the acmeological direction of the students' personality;</li> <li>- identifying factors that determine personality development, forming processes of self-awareness and implementing pedagogical tools and methods that further activate the identified factors;</li> <li>- about the attitude of students as active subjects of the comprehensive educational process;</li> <li>- supporting the initiative of students' independence of self-expression;</li> <li>- relying on the rules of humanistic pedagogy of active activity in educational activities, person-oriented, developing, individual differentiated approach;</li> <li>- ensuring problematic innovation and variability of the educational process;</li> <li>- creates an environment of cooperation and joint creation of</li> </ul>

<p><b>Conditions for the implementation of acmeological principles</b></p>	<p><b>Assistance to students by professors and teachers:</b></p> <ul style="list-style-type: none"> <li>– in understanding the requirements of the profession and society for the level and content of the development of one's knowledge, skills, qualifications, and personal qualities;</li> <li>– diagnosing and analyzing the characteristics of one's personality and comparing them with standard characteristics;</li> <li>– in developing an individual strategy of self-development;</li> <li>– to develop independence, to have a conscious attitude to the educational process;</li> <li>– ensuring the selectivity, contextuality and problematic nature of education by teachers;</li> <li>– creating an atmosphere of cooperation;</li> <li>– organization of joint creation of subjects of educational activity;</li> <li>– implementation of an individual approach to the development of students' personalities;</li> <li>– application of vitagenic educational tools and methods, implementation of active learning methods of business and role-playing games, discussion of professional battles, etc..</li> </ul>
<p><b>Conditions for formation of acmeological direction of students: directions of professional value</b></p>	<ul style="list-style-type: none"> <li>– meaningful: the valuable content of education is the presentation of professional values to students, justification of their importance, personal orientation of the educational process, organization of processes of understanding and acceptance of professional values by students, professional values in educational conditions to support their activities in setting and to implement them in educational and practical activities and behaviors.</li> <li>– procedural: personal direction of the educational process; organization of processes of understanding and acceptance of professional values by students; integrating information about professional values in educational settings; supporting student activities in determining these values. and their implementation in educational and practical activities and behavior,</li> <li>– personal: taking into account the emotional direction of students, taking into account the ability of the teacher to translate values in an emotional and reliable way, influencing the emotional-evaluative sphere of the personality of students to justify their importance, their reflective and learning organization and support of z-reflexive self-</li> </ul>

It is clear that most of the conditions included in different groups repeat or define each other, we systematize them and describe them according to the specific pedagogical conditions of the implementation of the acmeological approach.

The content of the identified psychological and pedagogical conditions for

the organization of professional activities for university students to reconsider their professional positions in the direction of understanding new meaningful behavioral methodological and technological students, understanding the importance of the educational component of education and accepting The output determines the values of

professional education and the need to implement them in the pedagogical process.

The activity of tutors of academic groups should also be filled with new content: it is they who, first of all, should study the personal characteristics of their students; summarizing and collecting the results of the positive educational impact of students; strengthening moral cognitive and other neoplasms in the personality of students; organizing and conducting special trainings, which do not always have time and space for lectures and seminars. To achieve these goals, it is necessary to organize the preparation of professors and teachers of higher education institutions for a targeted preventive process for the organizational conditions of the implementation of the acmeological approach in professional education (Table 4).

In our opinion, the most effective way to implement the listed organizational conditions would be to organize a special course for professors and teachers of higher education institutions at professional development centers. For this, it is necessary to develop not only the content, but also the relevant educational programs, which also include special practical exercises and trainings with teachers.

The conclusion is that in accordance with the theoretical and practical rules of pedagogy, the effectiveness of the educational system is defined as the achievement of the goals and tasks set by the subjects of educational activity, which is evident in positive results, in particular, using Adequate pedagogical and psychological diagnostic methods. lum creates the basis for the formation of the acmeological direction of the students' personality, which is determined on the basis of the determined criteria and levels of personal quality.

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