



ACMEOLOGICAL APPROACH TO PREPARATION OF FUTURE TEACHERS

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Annotation

This article discusses the issues of acmeological approach in the training of teachers as mature professionals. Clear data are provided that demonstrate the effectiveness of the educator's acmeological approach.

Keywords: acmeological approach, innovation, competence, cognitive process, interactive learning, professional activity, self-assessment

Introduction

We know that after the adoption of the Law on Education and the National Training Program, the education system began to be radically reformed. The main goal of the national program is to radically reform the education system, to train highly qualified personnel who meet the highest requirements at the level of developed democracies in the world. Today's innovations and economic changes in our society require a different approach to the education system. One of the main functions of the national program is to create state educational standards that define the necessary requirements for the quality of training of students. After the adoption of the national program, the problems of innovative pedagogical technologies in the education system became one of the current research objects.

The Decree of the President of the Republic of Uzbekistan No. PF-5847 of October 8, 2019 "On the Concept of Development of the Higher Education System of the Republic of Uzbekistan until 2030" emphasizes the introduction of digital technologies and modern information and communication technologies in the educational process. We know that in each period, special attention has been paid to the problems of research and innovation in order to improve the educational process. In particular, the issue of innovative technological approaches to education has become very active.





In order to improve the system of higher education in Uzbekistan, revise the content of training, ensure the creation of the necessary conditions for the training of highly educated specialists in accordance with international standards, the President of the Republic of Uzbekistan adopted a resolution . According to him, the most important tasks for the further improvement and comprehensive development of the higher education system have been identified [1]. Each higher education institution has established partnerships with the world's leading scientific and educational institutions, introduced into the educational process advanced pedagogical innovative technologies, curricula and teaching materials based on world educational standards. Involvement of highly qualified teachers and scientists from foreign partner educational institutions in conducting master classes in educational and pedagogical activities, organization of internships for teachers, masters and doctoral students of the republic on a systematic basis on the basis of leading international higher education institutions consists of.

In the section on priorities for the development of the social sphere of the Strategy for the further development of the Republic of Uzbekistan, special attention is paid to the development of education and science [2]:

- Further improvement of the system of continuing education and increase of opportunities for quality educational services;
- Continuation of the policy of training highly qualified personnel in accordance with the modern needs of the labor market;
- Construction, reconstruction and overhaul of educational institutions;
 - Take targeted measures to strengthen the material and technical base of educational institutions by providing them with modern teaching and laboratory equipment, computer technology and teaching aids;
- Radical improvement of the quality of general secondary education, in-depth study of foreign languages, computer science and other important and demanding subjects such as mathematics, physics, chemistry, biology;
- Improve the quality and efficiency of higher education institutions through the introduction of international standards for assessing the quality of education and training,
- Gradual increase of quotas for admission to higher education institutions;
- Stimulation of research and innovation activities;
- Creation of effective mechanisms for the implementation of scientific and innovative achievements;
- Establishment of specialized research and experimental laboratories, high-tech centers and technologies at universities and research institutes.



Prospective teachers of higher education should be trained as educators who can demonstrate in-depth current knowledge in their field of specialization. They need to be taught modern theoretical knowledge and the ability to conduct independent research on the basis of this knowledge and interpret their results, to demonstrate originality and creativity in the implementation of activities.

The implementation of an acmeological approach in the higher education system will help to realize the creative potential of the future teacher, the effective, full use of personal resources to achieve success in his professional career.

All of the above demonstrates the high relevance of the acmeology approach to the training of future teachers, and the topic of our study is also called the acmeological approach to the training of future teachers in the higher education system.

The ideas of the acmeological approach to personality development have been expressed by many philosophers. The concept of “acmeology” was first introduced by N.A. Rybnikov introduced it in 1928 to define the main department of youth psychology.

Acme is a multifaceted aspect of personality that shows that an individual is shaped as a professional citizen. In doing so, the individual demonstrates the effectiveness of all his or her in-depth scientific and professional education. As a result, it is determined what knowledge future teachers will have in order to enter active development, what directions and abilities will organize their personal development, and what knowledge and skills they will have. The high professionalism and creativity of future teachers will make it easier to solve current problems. Acmeology studies the laws and technologies of professional and creative activity development as acme forms of realization of all possible types.

It is worthwhile for every educator to critically evaluate their effectiveness. To do this, I think that the educator should be able to analyze the effectiveness of their lessons by making a high level of preparation. Educators need to make the most of the skills and attitudes they need to succeed in class.

Then, every educator can reach the level of professional development. In other words, the level of professional development needs to be maintained. The professional development of an educator becomes a useful habit, and in each passing subject students acquire new knowledge and skills that are necessary for it.

The acmeological approach is implemented through the direct improvement of the performance of future teachers.

The study of the problems of the acmeological approach to the training of future teachers is relevant and requires the identification, confirmation of its theoretical aspects, professional development of future teachers, taking into account other





features of pedagogy. The development of the acmeological approach is determined by the need to study the process of shaping the principles of personal development. The acmeological approach is important in improving the quality of education, as this approach offers prospects for creating a new model of teacher training.

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