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## PEDAGOGICAL SYSTEM OF PREPARING STUDENTS TO SOLVE PROFESSIONAL PROBLEMS BASED ON ACMEOLOGICAL APPROACH

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**ABSTRACT:** In this article, based on the acmeological approach, the pedagogical system of achieving the activation of the important human forces and stimulating the processes of self-improvement by correcting the target developing direction of students is based. A clear interpretation of the subject of acmeology from a narrow professional to the expansion of the general life of a person the complexity of the main concept of attention is discussed. Rezultatom pedagogicheskoy podgotovki studentov na osnove akmeologicheskogo podkhoda, formirovaniya u nix akmeologicheskoy napravlenosti yavlyaetsya novyy pokazatel kachestva vyshego obrazovaniya, pod kotorym sleduet ponimat tselostnuyu podgotovku, i knobnost zrelogo spetsialata postoyanno uslojnyat zadachi. i vospolnit imeyushchiesya u cheloveka psychologicheskije resursy. Umenie organizovat postupatelnoe professionalnoe razvitie s povysheniem urownya dostijeniya lichnosti daet znachimye rezultaty.

**KEYWORDS:** Acmeology, acmeological approach, professional skills, acme, acmeological research, educational acmeology, rise, maturity, set of stable motives, phenomenon, conceptual apparatus.

### INTRODUCTION

To date, there is no clear definition of the student-oriented phenomenon and understanding of the essence of its structure and content, the vague interpretation of the subject of acmeology from a narrow professional to the expansion of his general life is connected with the complexity of the basic concept of personal attention.

Pedagogical and psychological researchers have different approaches to determining the orientation of students, focusing on some of its aspects, leading to a different understanding of the essence of this phenomenon.

Acmeology (Greek: acme-maturity, peak, maturity, rise, (logos-teaching)) early views of the science of "Acmeology", which studies the issue related to the achievement of a person's profession It was created in the 20s [1 p.45].

Modern developers of this science and its conceptual apparatus are Kuzmina, Bodalev, Derkach, Sitnikov, Tarasova, Tikhomirov, Fokina and others. Among them, there are different points of view about the place of acmeology among other human sciences. For example, Bodalev interprets acmeology in two ways: as the most important stage (maturity) of the psychology of human

development and as a unique science, the subject of which is the factors of improving professional activity skills, various conditions and stages of its formation.

Kuzmina and Tikhomirov define acmeology as a field of scientific knowledge, a complex of scientific disciplines, the object of its study is the dynamics of human self-development, the information base of acmeology of self-management in their "technological part" all areas of science - that is, a system of knowledge that directly answers the question of how to act in order to successfully solve the problems of a particular science or specialty.

Kuzmina and Derkach defend acmeology as a science with an independent field of research and give and justify several reasons why acmeology cannot be included in the system of psychological sciences. Psychological sciences are analytic by their nature, with acmeology they study the wholeness of the result of foresight of objects [2 p. 20].

V. S. Merlin Merlin emphasizes that the characteristics are not only necessary, but also sufficient to determine the direction and content of social and labor activities as a mental state of student orientation.

M.G. Reznichenko clarified the definition of student guidance and called it motivational conditioning of the individual. He states that his actions are related to certain life goals, and their sources are the needs of social requirements, which are his personal qualities [3 p.67].

Therefore, the orientation of students to value can be understood as a set of stable motives related to interpersonal relationships. Modern authors see student orientation as a special feature of a student, that is, as his integral feature. Boritko, relying on the opinion of scientists studying the phenomenon of personality, acmeological orientation of students consists of the following main features:

- typological characteristics that determine and show the attitude of students to the main social roles and social essence of acmeological orientation.
- determines the uniqueness of students as a feature of acmeological orientation and creates its hierarchical structure;
- acmeological orientation of students is a quality of the formative structure of a person, which ensures both the determination of society's goals and the development of one's own goals of life activity;
- acmeological orientation of students is a system of internal conditions mediating the refraction of all external influences, as a result of which social experience is internalized and the relative stability of the individual is maintained;
- acmeological orientation of students determines their activity towards others and themselves, behavioral tendencies of personal activity and communication.

The given characteristics help students to understand the essence of acmeological orientation, but do not allow to clearly and completely determine its structure, so we supplement them with a description of some functions that orientation performs in relation to a person [4 p.544].

1. The integral function of orientation, which manifests itself in such an interaction of its elements, which leads to the emergence of new integrative qualities that are not characteristic of individual components that make up the acmeological orientation system of students, system components o The relationship between them is very close and important. The change of one of them leads to

the change of others and often the whole system is manifested in cases where this characteristic, in particular, leads to a change in the value orientations of a person. to the change of the strength and vector of his activity motivation. It is formed as a result of the integration of various personal qualities as a student-oriented system. It is characterized by the presence of internal connections between components. Therefore, in order to achieve the necessary changes aimed at students, it is necessary to turn external influences into internal influences, to ensure internalization of external goals by the individual [5.B.132].

2. Acmeological orientation of students is a system-forming function that ensures the internal consistency and integrity of the student, therefore, on the one hand, it is very difficult for students to include the goals of the activity and carry out the actions without reluctance, and it does not correspond to his direction, on the other hand, he will be able to make titanic efforts to develop the qualities and abilities necessary for success in work that corresponds to his personality direction. Thus, by correcting the targeted development direction of students, it is possible to achieve the activation of the important forces of a person and to stimulate the processes of his self-improvement.

3. The function of goal setting is that it determines the vector of development in acmeological orientation of students. It is the source of his hopes. Because the goal is essentially that prospective result, a person consciously lives and acts. Based on their interests and inclinations. Determines the purpose of life for himself, he does not need important external incentives for the manifestation of activity [6 B.181].

4. The most important function of acmeological guidance of students is selectivity, which characterizes it in terms of the attitude of students to themselves and society and ensures the development of individuality of students. The level of importance for various phenomena, processes and objects of the surrounding world, their ratio to the defined ideal, how they contribute or hinder the achievement of the ideal, so the content or results of the activity do not match. If a person's life goals do not contribute to the achievement of an ideal result, and then such activity loses its appeal in the eyes of the subject, almost all scientists believe that the system of value relations is the core of the system-forming element of acmeological orientation of students.

5. The function of searching for a complementary part allows students to actualize the motivations of acmeological activity according to their quantitative strength and vector direction, thus determining the content of the aspects of the activity. The function is determined as an internal motivator of the factors that determine the continuous self-improvement of acmeological orientation of students.

Allows you to generally and comprehensively determine the characteristics, functions, and structure of acmeological orientation of students, where the following integral components can be conditionally distinguished:

- motivation for the value that shapes the goal - the distribution of these components stems directly from the essence and functions of directing students;

- Orientation as a structure that shapes students' activity, a sense of behavior and trends in their activities, should also include a component responsible for the overall direction. Unlike the values

and objectives that meaningfully determine the vector of human activity, let's call it meaningful, which reflects an individual's superior aspirations, such as a mature level of self-awareness, professional success for creative recognition, and so on.

Therefore, when it comes to guiding students, it is an integral quality that defines goals, values, motivations for aspirations and other factors that determine an individual's activity and determine this vector of activity.

G.V. Reva defines student acmeological orientation as a complex multi-component formation, a quality characteristic aimed at improving students' creativity and achieving a certain height in professional activities; The structure of acmeological orientation of a student reflects the dialectical unity of general and special objectives and subjective parties and is represented by a combination of components such as pedagogical creativity, professional reflection and targeting. The desire of students to direct acmeologically to S.N.Begidova acmeologically, to prove themselves in the professional hierarchy - this is aimed at achieving the peaks of students' pedagogical skills and fulfilling their creative abilities in the process of life; this creativity focuses on professional skills and social relationships,i.

### CONCLUSION

In conclusion, it can be said that acmeological orientation is a general orientation of a person that directs students to advanced development, including professional development, to maximum creative self-realization both in the pedagogical field and in life in general. it can be assumed that it is a quality feature.

The general and acmeological orientation of students is interpreted in a meaningful way and given with a professional direction that connects aspirations, interests and activities with a specific type of activity.

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