

DEVELOPMENT OF PROFESSIONAL SKILLS OF FUTURE PRIMARY CLASS TEACHERS ON THE BASIS OF ACMEOLOGICAL APPROACH

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ABSTRACT: In the development of modern thinking it is necessary to take a moral approach to the image of the country, the development of the nation, the stability can not be imagined without the individual. It is important to instill in the minds of young people that the development of an individual into an intellectually rich, highly spiritual acme person depends on the spiritual heritage that has passed through the "core of time".

KEYWORDS: Acmeology, "acme", maximum maturity, phenomenology, high peak, acmeological predisposition.

INTRODUCTION

The emergence of acmeology indicates a paradigm shift in the development of a number of sciences, scientific outlook and social practice - from considering a person as a product of social phenomena to understanding him as a subject, a capable person. Solving problems of personal and social importance. For the first time, the concept of "acmeology" was introduced by N.A. In 1928, Rybnikov defined a separate branch of developmental psychology - the psychology of maturity or adulthood.

In the late 50s and 60s of the 20th century, B.G. Ananiev and his students began to set and solve problems at the theoretical and experimental level that stimulated the development of acmeology.

Acmeology is the science of the pinnacle, the study of the highest level of human development. "Acme" in a broad sense is the whole stage of a person's coming-of-age, generally speaking, his physical, personal and subjective maturity. In short, the concept of "acme" is used when it means the highest level reached in the state of health of a person during his life, when his behavior as a person is manifested as the most obvious action. has a positive social value and how its activity is expressed by the subject and takes a material or spiritual embodiment of the concrete result of his creativity. In this sense, acme appears as the culmination point, that is, "the highest productivity of creativity and the greatest significance of human-created values."

The teacher's professionalism is considered from acmeological positions as a set of stable features of his personality, which ensures the high productivity of pedagogical activity in the humanistic direction. Pedagogical professionalism is manifested not only in the high efficiency of professional activity, but also in the process of teaching certain academic subjects, in the teacher's choice of methods and methods of pedagogical activity, in the humanistic direction of

developing the personality of students. is continuous education and self-education in preparing students for this, taking into account student motivations and value orientations. One of the regularities in the development of the personality of a professional teacher is these stages.

The concept of stages refers to major qualitative situations in the professional development of an individual. In the process of professional development of a person, the following stages are distinguished: 1) formation of professional intentions, choice of profession; 2) professional training; 3) professional adaptation; 4) professionalism; 5) skills. Each stage has its own tasks and content. Effective methods of solving problems are defined in the form of psychological mechanisms and professionally important qualities. From these positions, the professional development of a teacher is characterized by a qualitative change in the structure and content (methods) of solving professional and pedagogical problems. The professional development of a teacher's personality can be complete or harmonious when all the above stages are implemented, or it can be limited when a teacher passes only a few of them. Pedagogical acmeology revealed the professional levels and stages of teacher's personality and activity maturity: occupation, pedagogical skill, teacher's self-expression in professional activity, pedagogical creativity. At a high level of professionalism, the teacher presents himself as a knowledgeable, professional specialist, master, diagnostician, humanist, self-diagnoser, innovator, participant of pedagogical cooperation and researcher. Pedagogical acmeology determines the individual trajectory of the teacher's professional growth, ways to eliminate professional deformations of the teacher's personality. Self-improvement of the teacher's personality includes: studying the level of formation of his professional competence; development of a system of goals; determining the content and adequate methods of achieving the set goals; shows the determination of the results obtained during a certain period of time and their interrelationship with the established goals. Self-improvement is the basis for progressive professional development of the teacher.

The field of pedagogical acmeology includes the following: patterns and mechanisms of reaching the peaks of not only individual, but also collective pedagogical activity; to study the processes of step-by-step formation of a teacher-acmeologist; reasons for professional achievements in teaching; are ways to achieve professional skills in the field of pedagogy. The conditions and forms of the teacher's activity and personality reaching the highest levels of professional skills are studied. Pedagogical acmeology, its theme is the development of a mature personality of a specialist and the search for models of self-improvement, his self-awareness, self-realization. Self-education, self-organization, self-correction. The main areas of teacher self-improvement:

- continuous replenishment of pedagogical knowledge;
- improvement of pedagogical skills;
- expanding the general imagination;
- moral and physical improvement;
- the ability to effectively organize the working day.

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