
**“PERSONAL EDUCATIONAL ENVIRONMENT” BASED ON THE
ACMEOLOGICAL APPROACH TO CONTINUOUS PROFESSIONAL DEVELOPMENT
OF PRIMARY SCHOOL TEACHERS TECHNOLOGIES**

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ABSTRACT: The article examines the “personal learning environment” as a technology based on acmeological approaches to the continuous professional development of primary school teachers. Various models of designing a personal learning environment have also been studied and analyzed. The effectiveness of the use of "personal learning environment" technology in the process of continuous professional development of primary school teachers is scientifically and pedagogically based.

KEYWORDS: Continuous professional development, continuous self-development, "personal learning environment", acmeological approach, akmemuhit, lifelong learning system.

INTRODUCTION

The teaching staff plays an important role in making changes in education. Accordingly, teachers are required to improve the quality of education, the use of innovative approaches in their professional activities, the development of creative potential, continuous personal and professional development.

Professional development is interpreted as a quantitative, qualitative change in the psychological characteristics of an individual associated with the organization of the learning process in his professional activity. The problem of professional development is to determine the conditions for mobilizing a person's attitude to his highest achievements, full self-awareness, within the framework of an acmeological approach based on the integration of personal and professional development.

THE MAIN RESULTS AND FINDINGS

To develop a mechanism for continuous self-development of teachers responsible for improving the professional and methodological training of highly educated, mature professionals in the implementation of these tasks, the training of teachers who will serve the development and prosperity of our country. is becoming one of our priorities. One of these mechanisms is the search for innovative ways of continuous self-development of teachers, as well as the application of the principles of individual, differential, acmeological approach based on needs in this process.

Therefore, in the era of information globalization, not only andragogical but also acmeological approach is important in the development of developmental, person-centered, problem-based learning technologies for the organization of adult education.

It is advisable to use modern information and acmeological technologies for teaching acmeological practice. The real use of modern media requires a holistic and systematic approach, taking into account the specifics of science. All this defines the practical tasks of mastering modern teaching technologies by specialists. Acmeological technologies are designed to intensify the process of educating adults. Such a learning process is based on creating a developmental environment to activate the full potential of the individual. Obstacles can be overcome through an acmeological approach to intensifying the learning process. When information about education is provided in small groups, in the form of collaborative projects, creative work, training, using acmeological methods, it is possible to intensify the process of teaching adults. Elements of psycho-training, rational work with texts, situational trainings, self-development techniques, creative competitions, autogenic (Greek autogenes - self-performed) lessons, educational information at all stages of non-academic training akmemuhit is created by organizing the effective results of mastering, the elements of forming ideas.

With this in mind, as part of our study, we developed a transformation called "Personal learning environment" (from the organization of personal learning environment for students of higher education institutions to the process of self-development of adults). developed lim technology. The technology has enabled primary school teachers to develop themselves through the creation of a personal learning environment. First of all, the foreign experience of students in creating a personal learning environment and the possibility of its application in Uzbekistan were studied [1,2,3,4,8].

In the UK, the University of Bolton team has developed the PLEX application to provide students with a platform aimed at providing easy, consistent access to a network of people and resources. Students and faculty at Mary Washington University in Virginia use UMW Blogs, a university-customized WordPress platform for offering flexible web spaces where students can present their work, share ideas, and collaborate on projects. use a user publishing platform. The system is flexible enough to allow students to use the Internet to provide internally designed content, along with work they have created and supported. Similar approaches have been used at Baylor University, Penn State and British Columbia University. Teachers who want to encourage students to take a PLE-created approach to learning can offer students a site where they can post, use, share, and modify their personal thoughts and digital content in other ways. Teachers can invite students to explore freely available standalone services such as StumbleUpon, Flickr, YouTube, and other systems that allow users to store and share data and connect to their peers and their resource packages.

Personal learning environment is a solution to the rapid change of knowledge. In some literatures it is interpreted as a concept, while in others it is interpreted as technology. Based on the problem of our research and the tasks identified, we considered the personal learning environment (PLE) as a technology (component or component) of continuous professional development of teachers.

Personal learning environment - a set of tools, services and resources created by a person looking for a way to connect with those who have lifelong learning, creating and similar interests a self-governing and evolving environment [8].

Information can be created, updated and shared on a regular basis, provided that the individual learning environment is co-organized. Designing a personal learning environment in the workplace (pedagogical activity in a general secondary education institution) can be combined with independent study.

The educator ensures effectiveness by consciously designing and building the most effective personal learning environment that meets all needs. Or it is important to have a Personal Learning Environment model to create a personal learning environment for better self-management, collaboration and management in the workplace. As part of the study, we studied and analyzed various models of designing a personal learning environment.

Learning-Controlling-Management-Integration Model.

The features of the Personal Learning Environment model can be used as a model described by Milligan et al. According to the authors, the Personal Learning Environment model uses tools that allow the student to: [2]

Learning with others: managing and building relationships, building relationships between contacts that are not part of a formal education network.

Monitor their learning resources: allow them to create, share, and interpret resources found.

Manage the activities they participate in: Create activities that bring people and resources together and give them the opportunity to join.

Learning Integration: Enabling them to integrate learning from a variety of institutions and sources, reuse evidence of competence, and establish a link between formal and non-formal learning.

Search-comprehension-sharing model.

Developed by Harold Jarche, this framework is based on the concept of Personal Learning Environment, which is a way of directing one's professional development in the context of a network of connections [3].

Searching involves researching and staying relevant in your field. Here it is important to create a network of reliable partners and resources.

Understanding is how you understand things. Personalize and learn by reflecting and applying information.

Sharing involves sharing resources and ideas with the teacher's personal network. It can include collaboration and shared experience.

Collection-communication-creation-collaboration model.

In this model, created by Chris Sessums, a blog is a personal learning platform that serves as a center of activity and is communicated by individual (node) as well as collective activity (network) [4]. The model consists of the following actions:

Collection: Collection of articles, tools, information, images, and resources.

Communication: sharing ideas, informing, asking questions, reflecting, answering, commenting and clarifying.

Creation: creating ideas, researching, writing, creating content.

Collaboration: synthesizing, working with peers, engaging each other.

Assemble-display-link-publish model.

Created by Jeremy Hiebert, this Personal Learning Environment model takes into account past, present, and future learning. It consists of [1]:

Collection: Collecting, storing, organizing, and filtering contacts, artifacts, and data.

Reflection: reviewing, linking, synthesizing, blogging, working in individual / community groups.

Connection: people and information, group formation, common goals and interests (and information).

Publish: select, edit, merge and publish, e-portfolios, blogs, etc.

The research focused on the creation of author's technology, which is effective in the continuous professional development of teachers, and has a method of professional development combined with pedagogical activity, which allows teachers to organize professional development directly on the basis of schools. The model of "Personal learning environment" (past, present and future) developed by Jeremy Hiebert in the professional development of primary school teachers based on the study of the practical and methodological capabilities of existing (mentioned above) modules in the field of continuous professional development of students. It was decided that the development of "Personal learning environment" technology based on the model "Collection-processing-application", which includes a modified and cognitive stages of processing and movement of the personal learning environment, was considered effective.

"Personal learning environment" (personal learning environment) technology. It is recommended that this technology be used in the form of informal, independent learning for continuous professional development.

This includes the following steps:

Understanding is understanding and defining one's professional needs.

Search includes research based on one's professional needs. Here it is important to create a network of reliable partners and resources.

Collection: Collecting, storing, organizing, and sorting contacts, artifacts, and data. Collect information from blogs, search engines, magazines, contacts.

Collection: Collection of articles, tools, information, images, and resources.

Application: Creating ideas, researching, writing, creating content. Personalize and learn by reflecting and applying information. Experiment, experiment.

Reflection: reviewing, linking, synthesizing concepts.

Publish: select, edit, merge and publish, e-portfolios, blogs, etc.

Communication: sharing ideas, informing, asking questions, reflecting, answering, commenting and clarifying. Data synthesis. Blogging, working in private / community groups.

Collaboration: synthesizing, working with colleagues, engaging each other. Manage and build relationships, build relationships between contacts that are not part of the formal education network. Colleagues, common goals and interests, data generation.

Processing: blogging, taking notes, sketching, changing goals based on new needs.

This environment has the necessary conditions for reading, understanding, thinking, creating, stimulating new ideas, creativity and initiative.

CONCLUSION

The conclusion is that from the point of view of the acmeological approach, the laws and characteristics of the teacher's personality development, self-awareness, self-improvement, ability to release internal resources and consciously overcome difficulties (external and internal) are distinguished. Thus, the leading decisive factor in professional development is creative initiative and independence of the individual, which is reflected in self-improvement, self-awareness, self-expression of personality.

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