



THE CONTENT OF DEVELOPING COGNITIVE COMPETENCE IN FUTURE EDUCATORS BASED ON THE ACMEOLOGICAL APPROACH

Mahmudova Dilnoza Khaitmirzaevna
Namangan State University, Uzbekistan

ABSTRACT

This article presents the foundations of using the acmeological approach in the education system as a crucial framework for preparing future specialists. Additionally, the development of an individual's creative abilities within the educational process is investigated.

KEYWORDS: Acmeological approach, acme concept, self-awareness based on acmeological observation and approach, pedagogical experience.

INTRODUCTION

Acmeology is a relatively new science that studies the laws, mechanisms, and methods of achieving peaks in various fields of human activity. Defining the "acme" category as the highest point of human development in life, considering it as part of a system of psychological and acmeological knowledge, we address the multifaceted issue of progressive and humanistic self-awareness. This is manifested in the following aspects:

- Professionalism of the individual;
- Issues of creativity;
- Problems of self-knowledge and self-development.

These issues are studied extensively not only in the field of psychology but also in acmeology. Acmeology, as an integrative science, is closely related to psychology. The general acmeological aspect important for studying the development of a mature individual differs directly from psychological aspects. Current research in acmeology and pedagogy is focused on creative abilities, with tasks such as differentiation in teaching, integration, and the development of students' creative potential being of primary importance.

"Acme" is the peak. Acmeology is the science concerning the laws that resolve the main contradictions in education on the path to conquering peaks in professional activity. Ancient Greeks referred to a person's "acme," meaning their peak, as the mature years (around forty). However, many scholars emphasize that peaks in professional skills are often acquired early, especially in primary school, during the active process of mastering general intellectual abilities.

Acmeology also studies factors leading to high, medium, and low results for individuals. The comparative principles of research results are considered fundamental in acmeology. Acmeological research can be conducted based on a measuring apparatus that assesses the achievements of subjects in the educational process.

To effectively measure individual achievements, acmeology develops scientific and practical tools, the main feature of which is creating effective models of teachers' and students' activities. These models manifest guidelines aimed at encouraging the individual to reach professional peaks. Measuring professional accomplishments according to certain criteria and indicators motivates participants in education to find the most effective methods for organizing cognitive activities.

The acmeological approach to educational issues represents a new paradigm for improving the preparation of future specialists. Such a systematic study of the process of forming professional skills is highly relevant both in research and practice.

The acmeological approach comprises a system of principles, techniques, and methods that address acmeological issues and problems, based on methodological principles, positions relative to the studied object, and the application of acmeological research methods to solve practical problems.

In scientific research concerning the development of personality, a comparative analysis is conducted that combines acmeological and psychological approaches.

Analysis of scientific literature indicates that there are at least two primary approaches that dominate the issue related to personality. One involves the "biological" influence of natural conditions, while the other focuses on the "social" priority, linked with upbringing, education, social environment, and others.

Another difference between acmeological and psychological approaches relates to the issue of personality development. While acmeological approaches are close to the ideas of humanistic psychology, they are not identical.

Most contemporary researchers working within the acmeological approach (A.A. Derkach, N.V. Kuzmina, V.N. Maksimova, N.M. Poletaeva, and others) strive to identify factors related to a person's achievement of their "acme," categorizing them into objective and subjective social and psychological characteristics, as well as macro and micro factors. It is emphasized that considering the personal characteristics of the individual as a subject of activity, striving for self-improvement and self-development can lead to high results and contribute to relevant achievements.

Research on developing an individual's creative abilities during the educational process is significantly influenced by the works of B.G. Ananiev, N.V. Kuzmina, A.A. Derkach, Y.A. Klimov, Y.N. Kulyutkin, N.V. Kukharev, A.K. Markova, L.M. Mitina, N.F. Vishnyakova, V.D. Shadrikov, I.A. Zyazyun, and others.

Although the "acme" can be viewed as the highest peak of human development in a certain aspect, the model of the dynamics of its "highest point" also presents opportunities for decline and regression after achievements. In psychological and pedagogical research, "acme" is described as the somatic, physiological, psychological, and social state of an individual, characterized by achieving the highest indicators in activity and creativity.

In A.A. Derkach's research, contemporary acmeological theories of professional development are based on a model of "multiple peaks": "Acme does not signify the final point of life activity and development, but rather a peak from which new horizons for ascent are opened," it is stated.

Thus, studying the factors for reaching peaks can aid in optimizing the process of achieving subsequent peaks. Acmeologists (A.A. Bodalev, M.V. Voitenko, I.D. Demakova, N.B. Lavrentiev,

A.N. Sukhov, and others) believe that the development of adults, particularly their peaks of achievement, depends on how they have developed at each stage of childhood and adolescence. Hence, the concept of "small acme," which refers to reaching one's peak at each age, serves as a foundation for conquering future success peaks. A.A. Bodalev emphasizes that "small acme is the beginning of a person's macroacme." Failure to reach small peaks can lead adults to decline, crisis, and undervaluation of their capabilities. The levels of acmeological positions indicate the existence of multiple acmes that allow for reaching new acmes.

The acmeological approach is a system of principles, methods, and techniques that enable the resolution of acmeological problems and tasks. Its implementation in professional education enhances the quality of teacher preparation and creates a foundation for renewing students' creative potential and improving their professional skills, emphasizing motivation for success, self-improvement in activity, and the desire to realize success in their profession, continuously updating knowledge and skills, and directing creative self-development toward mastering professional skill peaks.

By applying this approach in educational practice, it is possible to shape the acmeological orientation of the student's personality and enhance their creative abilities.

The acmeological approach represents a qualitative characteristic of the overall orientation of a person that directs them toward self-development in activity.

It consists of the following structural components:

- Value orientations (socially conditional and personal values of pedagogical activity),
- Goal setting (understanding social and pedagogical goals, and others),
- Motivation (interest in the process and content of pedagogical activity),
- Aspiration for success (motivation for achievement, desire for self-development, creative aspirations).
- Aspiration for success (motivation for achievement, desire for self-development, readiness for creative professional activity, etc.),
- Cognitive development level,
- Affective evaluation,
- Motivational-behavioral criteria.

The acmeological approach is a system of principles, methods, and techniques that allows for the resolution of acmeological problems and tasks, which is considered significant as a factor leading to progressive changes at the theoretical and methodological levels in students.

The acmeological approach is defined as a key unifying category in the development of a creative individual, providing a collection of scientific principles, methods, and techniques that allow for the study and resolution of scientific and practical problems aimed at achieving peaks in personal skills. It also fosters favorable conditions for enhancing motivation to achieve success in professional activity.

Thus, the acmeological approach serves as a generalized method for resolving issues related to the development of an individual and their professional skills. It studies the system of requirements, conditions, and factors that assist in the coherent development of a specialist's professional skills and personality and is widely applied in developing profession and psychograms.

From the acmeological perspective, it is not merely about achieving socially acceptable work quality but discussing the conditions, factors, and forecasts that help reach a high level of

professionalism. Special attention is paid to the paths and methods of personal development. The acmeological approach in education emphasizes the individual's professional stance in their educational environment, self-improvement, self-development, and movement from one peak to another, aiming to achieve "acme" in various forms of personal maturity, creativity, health, and vitality in everyone's development.

At the core of the system for developing cognitive competence in future educators based on the acmeological approach is the creative component reflecting the ability to engage in effective creative activities. Specifically, the development of creativity is one of the primary goals of fostering creativity in students under the acmeological approach. In today's rapidly changing environment, the ability to think innovatively is one of the key qualities of students.

The acmeological approach significantly differs from others, allowing for a reassessment of the essence of the individual's active self-development, the effective realization of their creative potential, and the achievement of "acme." Unlike other approaches, the task of the acmeological approach is to shape "creators of personal life," focusing on developing unique personal virtues and realizing personal potential, which is viewed as an ever-renewing and replenishing system of resources. The acmeological approach is a system of principles, techniques, and methods for solving acmeological problems. Its integration into the educational process ensures an improvement in the quality of future teacher preparation and aids in realizing their creative potential.

Currently, the acmeological approach is considered one of the advanced and promising directions in modern higher pedagogical education. The essence of the acmeological approach involves comprehensive study and the restoration of the integrity of subjects at a mature level. It facilitates achieving the highest level of individual, personal, and subjective activity characteristics, studied in their interconnectedness and mediation.

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