

# THE ROLE OF THE ACMEALOGICAL APPROACH IN THE PROFESSIONAL DEVELOPMENT OF AN EDUCATOR

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## Abstract:

This article addresses the issues of professional characteristics, ways of their development, which are necessary for each educator. In addition, the role of creativity in the Caspian development and formation of an educator, pedagogical skills, the ability to self-manifest in life-activity were considered and illuminated in a separate systematized form based on an acmeological approach.

**Keywords:** Acmealogy, pedagogical skill, pedagogical ability, creativity, cognitive system, expressiveness, motivatsia, professional development, cognitive dissonance.

## Introduction

It is emphasized that in the professional development of the educator, the growth, formation of his personality qualities, abilities, professional knowledge and skills, the practical implementation of his theoretical knowledge in the pedagogical process is carried out. But the main factor is considered-his own inner world, which leads to the manifestation of his capabilities in pedagogical activity, and his ability to actively change it.

Professional development is also associated with the creativity of the educator and the reflection of his abilities. Acmeological abilities-such as self-awareness, self-development, self-expression-are the most important factors in the process of pedagogical life activity. On the basis of an acmeological approach, it requires the development of a model for the formation of pedagogical creativity in future educators, and we will cite the following components of this model.

The sections are interlinked.

- 1) motivational-valued,
- 2) cognitive,
- 3) active,
- 4) creative-like parts.

The motivational model is characterized by the mutual harmonization of the educator's cognitive and professional motivation. It is also necessary that educators strive for productive activities, that is, strive to provide more information with less energy in the process of training, actively participate in processes related to professional activities, and of course each educator has a passion for self-esteem.



Cognitive is a component of the acmealogic burnout model. What is the role of this model in the professional activities of educators? We know that a cognitive system — (Latin: *cognitio* "perception, imagination, analysis of work") is a system of knowledge of an individual, developed in the mind as a result of character, upbringing, observation and reflection of the world around him. So in this system, the educator, sets goals and makes decisions on how to act in a given situation, trying to avoid cognitive dissonance. Let's also briefly talk about cognitive dissonance. Cognitive dissonance (Latin: *cognitio* "knowledge" and *dissonantia* "imbalance", "disorder", "lack of harmony") is a state of mental discomfort in the mind of an individual caused by a collision of opposing concepts: ideas, beliefs, values or emotional reactions. This is very important for professional development. The basis of the cognitive system is the interaction of thinking consciousness, memory and speech.

You know that only this model has its own characteristics. These characteristics play a role in the process of the activities of the educator. Expressiveness, efficiency, algorithmicity, flexibility and digestibility i.e. the system is assimilated (assimilated) as a result of learning.

The educator is constantly familiar with information related to the field of the profession that serves to increase the level, quality of knowledge. Concepts such as attitude towards one's work, originality of thoughts, professional culture, on the other hand, serve to enrich the model of cognitivism that we have highlighted above.

The rational organization of the educational process is a link to the professional skills of the educator. Part of the model created in the formation of professional development and creativity of an educator on the basis of an acmeological approach is the "functional" model. In vain we did not associate this activity with skill. Because every educator needs to have professional skills and qualifications, make the most of the available opportunities, determine the prospects for creative development, choose convenient methods in the educational process and plan this process wisely. The issue of stabilizing personal and professional relationships is also a key factor in solving similar creative tasks.

Creativism is the ability of an educator to create new ideas from anew that serve to ensure the effectiveness of the educational process in contrast to traditional thinking, as well as characterize the readiness for a positive solution to pedagogical problems. Creative thinking, aptitude for research activities, aspiration to innovate such characteristics reflect the creative component of the model for the formation of pedagogical creativity on the basis of an acmeological approach. These are the main and central qualities in the acmeological approach.

No profession should be as responsible and honorable as a pedagogical profession. Because the future of a whole society depends on the children they are educating. Given these issues, the educator should never stop looking, working on himself, developing. Such qualities are the main factors in the professional formation of an educator. We have already considered above that a system has been created in this formation. These systems, on the other hand, are made up of parts such as motivational-valued, cognitive, functional and creative. In these parts you can see the aspects that are important in the professional activities of educators. These aspects, which are considered models of the acmeological approach, make the creativity of the educator ambiguous. When an educator can embody these systems, he will certainly improve as an *akmeshaxs* and be able to bring mature individuals such as himself to society.



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