

Content of the Development of Professional Competence of Future Teachers of Mathematics on the Basis of an Acmeological Approach

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Abstract: The content of the development of professional competence of future teachers of mathematics on the basis of an acmeological approach in this article they also analyzed the scientific opinions of Republican and foreign educators, Methodist scientists on the acquisition of knowledge, skills and qualifications in professional training, the growth content of acmeological approaches, and treated them personally.

Keywords: professional competence, professional training, methodological background; minor acmeological approaches, mutual integration of educational disciplines, development of skills for working with information.

Today, many tasks are set before the teacher of mathematics. In particular, in addition to using modern advanced technologies and new techniques in teaching this subject to young people, it should be an example for the student in the educational process, help the student to realize himself as a person, reveal and develop the child's abilities creatively; the teacher should be able to create an atmosphere of mutual respect, attention and axiological in the classroom.

N. A. Muslimov agrees with the idea of the structure of the preparation of the future teacher for professional activities and distinguishes motivational, cognitive-directional, operational-behavioral, emotional-volitional and assessment components².

M. B. Orazova carried out a study on the topic "Improving the technology of preparation of the future professional education educator for design activities" and developed a technology for the pedagogical design of the model of training of the future professional education teacher based on the knowledge of pedagogical designs in the study of pedagogical disciplines, the gradual development of the readiness of the future professional education³.

Professional training is a dynamic phenomenon, determined by many internal and external factors. That is why we face many difficulties in determining its essence and indicators. Systematic-structural analysis and an active approach make it possible to characterize professional training through the following stages: 1) adaptation to the profession; 2) self-actualization of the student in cognitive-professional activities; 3) the formation of professional-pedagogical activity in students occurs in a cognitive-functional approach (this stage is equated to qualification practice); 4) the formation of

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² Muslimov N.A. Kasb ta'limi o'qituvchisini kasbiy shakllantirishning nazariy metodik asoslari. Diss. ... ped. fan. dokt. – T.: 2007. – 315 b

³ Urazova M. Bo'lajak kasbiy ta'lim pedagogini loyihalash faoliyatiga tayyorlash texnologiyasini takomillashtirish. 13.00.05 – Kasbiy ta'lim nazariyasi va metodikasi (pedagogika fanlari) ixtisosligi bo'yicha yozilgan doktorlik dissertatsiyasi avtoreferati. Toshkent-2015. 80 b.



personal qualities in the performance of pedagogical research, creative inspiration, which implies the feeling of the need to follow all the steps of creative pedagogical activity⁴.

On the basis of the approach, the acmeological approach leads to a high dynamics of the development of professional activities of future teachers of mathematics – their pedagogical-professional, educational methodological training. Here:

The acmeological approach contributes to a significant increase in the quality of education at the expense of educational content, educational technologies and training of learners, the transition from functionality to development in the management of an educational institution, systematized cognitive motives in all subjects of education, the transformation of education into an internal need, the main initiation in creative thinking.

The study of the interaction and relationship of a person developing into the framework of acmeological approaches with objective being as a holistic phenomenon; ensuring the quality of the prospective activity as a result of each educational person's striving for personal-professional heights, achieving improvement in his personal-professional qualities, achieving success, raising the level of maturity and culture and self-development based on spiritual; it includes recognition of the abilities of each learner, recognition of their success by team members, a sense of fullness and ability to meet their needs, communicative skills that allow you to cooperate with creative groups, as well as mastering social experiences⁵. The variety of educational materials and the need to improve the basic competencies that the teacher should occupy set the task of constant, continuous professional development before pedagogical professionalism. In order to accomplish this task, the focus is on “learning by doing”, i.e., improving one's skills in a professional setting, in a realistic teaching environment. It seems to us that in the development of professional competence of future teachers of mathematics, the consistency in teaching science, that is, striving for the peak of perfection, is an integral feature of human life, at the heart of these functions, personal, professional, human development and self — improvement are realized.

In modern science, there are several interpretations of personality development related to the category of “akme”. In particular, “akme” is a multifaceted state, which also depends on how much a person always has a place in society, on his effective activities as an expert in the field of education, and on the level of social interaction with those around him as a person.

Acme is a Greek (“ascension”, “peak”) meaning maturation, ascension, maturation. B.B.Ma according to murov's point of view, this term means living in a desire for purpose, relying on knowledge and experience, loving a profession, a field. One of the main phrases in acmeology is the phrase “acmeological predisposition”, a concept that refers to the nature of an individual's aspiration. Accordingly, the term “acmeological predisposition” to teacher-educators refers to self-professional development. The acmeological position is an indicator of the integrated qualities of educators and is a product of self-improvement⁶.

The content and essence of the development of professional training of future mathematics teachers is a deep understanding of a person's deep mastery of each profession through knowledge, his deep understanding of the development of society, the development of the nation, the well-being of life and the positive impact of social development on economic, political, spiritual and legal aspects, learning to achieve G.H. According to tillaeva, acmeology is a science based on natural, universal and Human

⁴ Ходжабоев А.Р. Учебно-методический комплекс подготовки учителей трудового обучения. Метод. реком. – Т.: УзНИИПИ, 2009. - 93 с.

⁵ Ма'urov В.В. Bo'lajak o'qituvchilarda akmeologik yondashuv asosida ta'lim jarayonini loyihalash ko'nikmalarini rivojlantirish: ped. fanl. dokt. diss. – T.: 2018, – 264 b.

⁶ Ма'urov В.В. Bo'lajak o'qituvchilarda akmeologik yondashuv asosida ta'lim jarayonini loyihalash ko'nikmalarini rivojlantirish: ped. fanl. dokt. diss. – T.: 2018, – 264 b.



rules about not only the high success of professional skills, but also the study of the phenomenology of the laws and mechanisms of both spiritual and Social Development at the stage of human maturity, levels of achieving social, spiritual heights. For future teachers of mathematics, acmeological growth is important. The teachers of this future science will promote the development of society and the nation in order to promote the development of humanity, youth in the field of active professional activity in the field of education , to study the subject of methodological training and training, to the growth of their spiritual world.

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