

# Acmeological Approach of the Teacher of Organizing Literature Lessons in Uzbek Schools

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**Abstract:** The article discusses the development of acmeology - a new field of scientific knowledge about a person, the laws of his development, creative activity, and the realization of creative potential. The role of acmeological theory in improving the educational process in order to provide conditions for a person to achieve the highest level of professional skill is emphasized.

**Key words:** self-development, self-control, professional skills, competence, creativity, professional activity.

Acmeology is a science born by teachers of different educational systems in the process of finding ways to improve activities. The term comes from the Greek word "acme", which means "the pinnacle, the highest level of achievement." Having arisen at the intersection of psychology, pedagogy, sociology and other humanities, it appeared as a synthetic science about a person, achieving the heights of professionalism. The subject of acmeology, as N.V. Kuzmina, Doctor of Pedagogy, Professor, Corresponding Member of the Russian Academy of Education, President of the International Academy of Acmeological Sciences, is a holistic person at the time of self-realization of his creative, i.e. creative maturity.

Maturity is a period in a person's life from an independent choice of a profession and an educational institution to planning the rhythm and mode of work, organizing one's time and ways to achieve the desired results. During this period, the processes of upbringing, education, training are gradually replaced by processes of self-realization in the form of self-education, self-education, self-control, self-improvement, aimed at developing creative potential [5, p. 3]. 21st century - this is the age of building a new type of civilization: post-industrial, informational or intellectual-informational (A.I. Subetto), which is replacing the industrial (technogenic).

The new type is characterized by a significant increase in the level of public intellect and consciousness, their information potential, which becomes the leading mechanism for ensuring a progressive historical society and the quality of life of every person. In this regard, education turns into a leading factor in the formation of public intelligence, the national identity of the people, the creation of a healthy society and acts as a national resource for updating social life, as a mechanism for managing social development [12, p. twenty]. Modern competition between states is moving into the sphere of education. The Bologna process is caused by competition in the field of education in Europe and the United States. This reinforces the need for a fundamental scientific theory based on verifiable facts, fundamental laws that predict the functioning of education in a competitive mega world. Truly fundamental is education, whose specialists are armed with knowledge of its development in the world and the country, theory, technologies, methods for measuring the productivity of the creative activity of the main participants in the educational process: leaders, teachers, students.

The modernization of education is caused by scientific and technological progress, leading to an aggravation of the main contradiction of education - between the growth in the volume of educational and scientific information and the reduction in the time to master it. The main contradiction of education has arisen since the establishment of education. The subjects of its creation and permission are the creators themselves, basic specialists who work directly with students.

Academicians who spoke in his defense emphasize that such masters provide the quality of education as A.P. Kiselev is the creator of arithmetic, algebra, and geometry textbooks that have served Russia for more than a hundred years and are now used by the best teachers. At present, there are many third-party controllers of educational systems: checking residual knowledge, competitions "Teacher of the Year", etc. They increase the cost of education without making its specialists more productive, do not reveal truly outstanding specialists who have found ways to resolve the main contradiction of education by means of teaching, specific academic disciplines in specific objectively the best educational institutions. The purpose of cyclic monitoring of the quality of fundamental education, conceived by Yu.K. Babansky, - to identify the truly best specialists who develop the readiness of graduates to solve upcoming problems [2, p. 5]. B.G. Ananiev determined the place of acmeology in the system of sciences about man as an individual in the monograph "Man as an object of knowledge" [2, p. 80]. He organized the first longitudinal studies of the development of an adult under the influence of education, as well as the development of adults and children by means of education. This led to the creation of the acmeological theory of fundamental education. The Bologna process has intensified the scientific search for ways to solve global issues of education in higher education, without affecting general education. This contradicts the principles of self-organization and has no theoretical basis.

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It was in acmeology that education was first considered as a self-organizing system, subject to the laws of self-realization of human natural potentials in cultural products that provide the desired neoplasms - spiritual products in a person [1]. V.A. Sadovnichiy defined the concept of "fundamental education" as follows: this is an education, having received which, a person is able to continue to work independently, study and retrain. He knows the laws of nature, the laws of the development of society, he knows how to reason logically, analyze and connect facts, make decisions, study phenomena from a scientific point of view. It follows from the definition that the main sign of fundamental education is its productivity. Knowledge, competence, mastery are physical, mental, acmeological neoplasms in the properties of the personalities of participants in the educational process, or "spiritual products" created by education. Education is aimed at human development.

Modernization requires making informed decisions based on a forecast of the consequences: whether they will improve the quality of education, or reduce it. Cyclic monitoring of the quality of education of basic specialists can provide a decent forecast of education. At the same time, as N.V. Kuzmin, the results are summarized at the level of municipal and regional education authorities. These data make it possible to identify outstanding professionals nationwide. The law of cyclical development of sciences - from integration to differentiation and from differentiation to integration at a new level of generalization - was formulated by V.I. Vernadsky in 1926. The contradictions that arise in the development of the sciences themselves are resolved by means of creating new sciences. This is how acmeology arose [5, p. 25]. Acmeology in the modern interpretation of its subject is understood as a theory of the highest achievements of man and civilization, and the methodological category "acme" is considered as a universal phenomenon, the possibility of the highest achievements of a person in various spaces of his being, types of activity, in different forms of their implementation in different age periods of a person (A. A. Bodalev, A. A. Derkach, V. T. Ganzhin) [3]. Having arisen as a science about the development of an adult (B.G. Ananiev), acmeology has turned into a system of sciences with a differentiation of the subject and methods of knowledge: acmeology of education (N.V. Kuzmina, A.M. Zimichev and others), professional development (N. V. Kuzmina, A. A. Derkach [4, 10], A. A. Rean, S. F. Ekho, etc.), sports (I. P. Volkov), school (V. N. Maksimova [4], N.E. Kuznetsov, N.M. Poletaeva, etc.), synergetic (V.P. Bransky, S.D. Pozharsky), etc.

Pedagogical acmeology has been transformed into the acmeology of education, the task of which is to equip the subjects of the educational process with theory and technologies for the successful realization of a person's creative potential in various fields of activity, including in the chosen profession. Recognition of the universality of the acme phenomenon substantiates the understanding of the essence of the acmeology of education as a science about the patterns of reaching peaks in the integral development of a person, adult and growing, at each age stage and at each stage of lifelong education.

The acmeological approach to education is aimed at self-improvement of a person in the educational environment, at his development, the movement of a growing and adult person from one peak to another, the achievement of acme at different levels of his maturity, in creativity, health, etc.

The acmeological approach concretizes the ideas of the humanization of education and creates the basis for the modern ideology of education. Acmeology acts as a theoretical and methodological approach that focuses on the highest achievements in the holistic development of a growing and adult person in the context of educational systems.

The acmeological approach involves: 1) a holistic study of a growing and adult person in an educational environment - as an individual, personality, personality and subject of life; 2) creation of pedagogical conditions for motivation of success, actualization of the need for achievements in the subjects of the educational process, their desire for high results, for creativity; 3) organization of creative activity as a variable educational space, organization of the intellectual and creative potential of each individual; 4) assessment of the quality of education from the standpoint of integral criteria for self-development and self-improvement of a teacher and a student in synergistic educational systems: creative individuality as the highest level of integral development of a person; health as an integral criterion of human vitality; creativity as the highest level of human activity and independence; maturity as an integral criterion for the unity of development, education and upbringing at each age stage of growing up of a growing person; professionalism as the highest level of practical realization of the essential powers of a person in his professional activity; spirituality [3, p.23, 24].

The acmeology of education creates productive models of educational systems that implement the acmeological concept of education, the acmeological approach to education as a project-oriented creative activity and the sphere of self-organization of the sociocultural existence of a person [3, p. 23, 24]. Acmeology of education (N.V. Kuzmina, A.A. Derkach, A.A. Rean, V.N. Maksimova, E.I. Stepanova, Yu.A. Gagin, etc.) is a philosophical and psychological-pedagogical science, which integrates in the educational environment knowledge about human development, about reaching peaks in human activity and development in various types and types of educational systems [5, p. thirty]. Trends in the humanization of modern education have led to a significant increase in interest in knowledge about a person, about his development, in understanding the integrity of development and spirituality of a person.

Human maturation is a complex process of interaction between ontogenesis and sociogenesis, two opposite mechanisms - individualization and socialization of a person (D.I. Feldshtein). Adult education must be considered as a process of integral development and self-development of a person in the unity of the processes of individualization and socialization, and an adult student as a subject of social and human activity and a bearer of the social and developmental function of education [1, p. 25]. The stage of adulthood is not a frozen form that has reached the peaks of ontogeny, it is a stage, a stage of ontogenetic development, which has a pronounced individual character with variable age limits and indicators of achievement of acme. Education serves as the necessary condition that "turns on" the factors of communication and

cognition, the movement of a person to new heights, to creativity, to overcoming thinking stereotypes, to new social connections and relationships, to mobilizing internal reserves. This is especially important in the new millennium, when the new conditions of society require "general maturation", the acquisition of life maturity in the complicated circumstances of life. This can be helped by education, which is focused on real life, on the "life literacy" of a person in solving his problems. Education acts as a factor in the ontogenetic and socio-cultural development of an adult, leading to new acme.

Acmeological orientation is especially relevant for modern society, which is dominated by moods of decline, apathy, despondency, lack of spirituality and hopelessness. In this regard, the social role of the adult education system has significantly increased, its strategic ideological function, the restructuring of human self-consciousness, the disclosure of the mechanisms of self-development and the formation of individuality, which is especially important for the postgraduate education of a teacher [2, p. 76]. The organizers of the Bologna process are betting on the student, trying to "step over" the teacher. Indeed, the system-forming factor of functional systems is the desired end results that are manifested in students. But the primary sign of the productivity of the educational system is teachers (N.V. Kuzmina), they are the bearers of the goals of the educational system, scientific and educational information, and means of educational communication.

Teachers who skillfully combine research and educational activities are able to equip students with the means of comparative research to realize natural potential and achieve peak productivity [3, p. 31]. Modern school, emphasizes V.N. Maksimov, a new type of teacher is needed: an acmeologist teacher, a child development specialist in subject education, who owns correctional and developmental technologies and technologies for the development of giftedness and creativity. It must have methodological culture and competence in line with the modern philosophy of education, provide not only traditional information-accumulative, but also methodologically oriented education, which is necessary for a person to be able to work with an ever-increasing flow of information; new professional consciousness, which includes not only subject settings, but also motivational and value orientations, reflecting the new value consciousness of the teacher, associated with his spiritual development and with spirituality as the goal of education (N.D. Nikandrov). The scientific and pedagogical competence of the teacher ensures the professionalism of his activity, it includes new types of professional literacy: methodological, subject-developing, psychological, valeological, acmeological. His new professional and personal qualities provide him with creative realization: 1) spiritual maturity as a high level of spiritual development of a person, his fortitude and morality, as the wisdom of life, awareness of the need to live and work in good conscience and do good, bring love to people; 2) personal maturity as independence and responsibility for making life and professional decisions, their choice and prediction of results; 3) professional maturity as readiness for innovative professional and pedagogical activity (competence, orientation, pedagogical skills); 4) the acmeological position of the teacher as a derivative of his professional, personal and spiritual development, as a humanistic attitude to ensure the success and health of each student, to develop the creativity of the teacher and student in their interaction [4, p. 77].

Acmeological position is an integral indicator of the quality of a teacher, the result of his self-improvement and self-development. It improves the quality of education in general, the pedagogical process and its results. The acmeological model of a teacher can become a guideline in ensuring the quality of continuous pedagogical education - university and postgraduate. The acmeological development of a teacher is his holistic professional development as a specialist, personality and spiritually mature person, it is self-improvement, self-development both professionally and personally and spiritually, the growth of the teacher's professional self-awareness, reflection of pedagogical activity and professional behavior. Thus, acmeology is, in essence, the science of the quality of a person and the quality of life.

Acmeology of education explores the conditions for achieving a high quality of educational systems and the development of the subjects of the educational process: teachers and students. The origins of acmeology go back to Ancient Greece, when a person strove for the ideal of perfection, which was presented as a harmony of the peaks of mental and physical development. In different historical epochs of the development of human society, the ideals were different, but they were always considered as the result of the harmony of the peaks of processes heterogeneous in nature, as integrative formations, that is, acme forms. Acmeology as a science, as a synthesis of theory and practice, took shape at the end of the 20th century and was associated primarily with the achievement of peaks in human development in educational activities (B.G. Ananiev, A.A. Bodalev, A.A. Derkach, N.V. Kuzmina, V. N. Maksimova, A. A. Rean, etc.). The acmeology of education has received a particularly wide development in the field of professional activity of a person, has revealed the ways to achieve professionalism as the pinnacle of self-realization and quality of activity.

Acmeological theory, for the first time in the history of the development of education, has given logically justified technologies for coordinating the images of the desired results of students - in which direction to engage in self-creation; gave an invariant idealized model of system support of the desired productivity, system management of the quality of results.

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