



The Essence Of "Acmeological Approach".

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Abstract. Pedagogical and psychological activities aimed at shaping, developing, and socializing an individual are organized based on specific approaches. In modern pedagogy, the processes of educating, teaching, and developing individuals are carried out in accordance with dozens of approaches. For instance, creative, innovative, interactive, vitagenic, competence-based, axiological, and acmeological approaches play a distinctive role in personal development. However, in the context of global informatization, marginal (intermediate, mixed) culturalization, and the growing emphasis on individual egocentrism, the application of an acmeological approach in pedagogical processes becomes increasingly relevant. Moreover, the acmeological approach, implemented in line with the principle of "individual to perfect human being," holds particular significance in ensuring an individual's achievement of excellence and harmony in social, physical, intellectual, emotional, creative, and professional development. The article examines the essence of the acmeological approach based on analysis.

Key words: individual, acmeology, perfection, individual dynamics, acmeological approach.

Since the establishment of education and upbringing as a system, the problem of achieving the manifestation of maturity in a person by ensuring his spiritual, moral, physical, intellectual, emotional and professional growth, that is, the comprehensive development of the person, began to be studied. Although there are different views on the comprehensive, harmonious development of a person in different countries, the main attention is paid to the individual's maturity, his growth into a mature person. In particular, when it comes to the comprehensive development of a person, "in the III-II centuries BC, in the state of Athens, his intellectual and physical development (proper care of the body) was meant, and in the state of Sparta, physical maturity (running, wrestling, high and long jump, discus and javelin throwing, possession of fencing skills) was meant" [8, - p. 39].



In the subsequent stages of historical development, the idea of a comprehensive and harmonious development of the individual was improved in accordance with the social, economic, and cultural changes that took place in societies. Therefore, any change that occurs creates new spiritual, moral, intellectual, and emotional needs in the individual under the influence of the social environment. The attempt to satisfy existing needs, in turn, is ensured by the search for effective factors, the use of modern methods, tools, and technologies.

As in all eras, in the current conditions of global informatization, marginal (intermediate) culturalization, denial of national spiritual and moral values and ideals, the growing prevalence of "depression, apathy, hopelessness, spiritual and moral crisis, helplessness" [6, - p. 76], individualism, egocentrism, the problem of the comprehensive harmonious development of the individual is becoming even more important.

According to E.P. Bocharova, acmeological ideas arose on the basis of the ancient Greek educational system, which recognized the ideal person as the highest peak of maturity, harmoniously formed by mental and physical development. Although in different historical periods of the development of human society, the ideal person was interpreted differently, all of them, in essence, were recognized as the result of maturity as mutually integrated formations, that is, "acme" forms, which had different origins [4, - p. 8].

The process of reaching maturity of the person by the science of Acmeology is studied. In the modern interpretation, acmeology is "a complex, integrative science whose object is the dynamics of the formation and development of an individual, studying the laws and factors of realizing his creative potential, the ways to achieve educational and professional maturity" (T.D. Skudnova) [10]; "a universal, rare phenomenon that represents the possibility of achieving high results by implementing them in different forms in various spheres of the individual's social life, types of activities and age periods" (E.P. Bocharova) [4, - p. 6]; "a theoretical and methodological approach aimed at ensuring that a biologically growing and adult person achieves high achievements in general development" (V.N. Maksimova, N.M. Poletaeva) [6, - p. 23] is listed.

Based on the above opinions, it can be said that acmeology is the social, spiritual, spiritual-ethical, mental development of the subject based on the principle of "individual-perfect human being" based on the compatibility,



connection and unity of philosophy, psychology, pedagogy, sociology, mathematics, physical education and other disciplines. , the law, principle, acmeological approach, factor, dynamics that ensures its development from physical and emotional formation to maturity and perfection and is an integral science that studies its practical and methodological description. Briefly, acmeology analyzes the biological, physiological, physical, social, spiritual-ethical, mental, medical and professional development of a person and the ways to achieve perfection.

As it is understood, the basis of this science is the methodological category - "acme" (maturity, harmony). It should also be noted that there have been debates and views on how to define a person's maturity from an age perspective for many centuries. For example, the ancient Greeks considered the "acme" of a person, that is, their maturity, their perfection, to be when they reach adulthood, more precisely, forty. "appears at the age of" [2, - p. 124], the view was previously put forward.

Among modern views, there is also an approach that defines the "starting point" of maturity as puberty - 18-20 years. The authors explain the essence of this approach as follows: the maturity of a person , its perfection corresponds to its "acme", that is, the age of puberty, the beginning of which corresponds to the age of 18-20. Personal characteristics that manifest themselves at this age are the subject's attitude towards himself, as well as his individual characteristics (all his existing qualities) and the mutual correspondence of objective existential (external) factors that ensure the effectiveness of the professional activity performed by him, taking into account the relationship between the body as a whole and each organ. It must correspond to the necessary norm required by the individual situation [9, – p. 7].

However, as a result of scientific research at later stages of the historical development of human society, the study of the characteristics associated with the social, physical, mental, emotional, creative and professional development of a person shows that the initial foundations of maturity are evident in the individual's childhood. For example, in the primary school years, when he first acquires general intellectual skills and abilities, they are evident" [2, - p. 124]. Indeed, this idea is correct. Because many pedagogical and psychological teachings confirm that the knowledge, skills, and abilities acquired by a person from childhood are preserved throughout his life in the consciousness of the person and his unique "activity model". In the process of education and



upbringing, the socio-pedagogical process aimed at ensuring the dynamics of the person according to the principle of "individual - perfect person" is organized on the basis of the acmeological approach. To fully understand the essence of the problem under study, it is necessary to analyze the concepts of "approach" and "acmeological approach".

According to its lexical meaning, the concept of "approach" means an action aimed at "implementing a leading, priority educational idea in the form of a certain strategy or using one or another teaching method" [5, - p. 27].

Based on the description of the concepts of "acmeology" and "approach", the essence of the term "acmeological approach" can be expressed.

In the sources, the concept of "acmeological approach" is interpreted as "one of the structural elements of the education system" [3, - p. 314], "a generalizing method that allows solving problems of developing the professional skills of a person and activity" [7, - p. 38].

In the acmeological approach, as a rule, "the acmeological approach representing the improvement of the research character and the achievement of efficiency is a multi-level strategy, as well as the use of the strategy of separating acmeological-psychological, acmeological-professional factors and observing their direct and multi-level influence" [1, - p. 76]; "improvement and development of an adult in the educational environment, his achievement of appropriate maturity in terms of creativity, health, etc. at different age stages, growth and movement from one level of maturity to another" [4, - p. 6-8] is prominent.

In the content of the archeological approach, pedagogic activities with certain goals are manifested. They are:

holistic study of a person growing up in an educational environment as an individual, a person, a subject of unique individuality and vital activity;

creation of pedagogical conditions to increase the success motivation of subjects of the educational process, to support their need to achieve high results and creative achievements;

to establish creative-creative activities as a changing educational field that increases the intellectual and creative potential of each person;

Assessment of the quality of teaching in a synergistic education system from the point of view of integral criteria for the self-development and improvement of teachers and students (where: individuality is a high level of holistic development of the individual; health is an important integral vital



criterion determining human strength; creativity is the highest level of human activity and independence). level; maturity - a strong unity of development, education and upbringing, spiritual and moral maturity, which is noticeable at each age stage of the biologically growing person's maturity; professional competence - is noted as a high level of practically effective solution of important issues in professional activity) [6, – pp. 23-24].

Taking into account a number of factors and their influence when deciding on an acmeological approach to the process of education and upbringing guarantees the expected results. In particular:

1. Personal characteristics of the subject (individual psychological and physiological characteristics, abilities, talents and character). 2. The individual's own personal development goals and strategies (in this case, it is important to have a "Personal Development Program", a plan and a roadmap aimed at achieving specific goals and ideals, taking into account their existing capabilities).

3. The social macro and micro environment to which the subject belongs environment (this takes into account the influence of society, family, and the educational (or labor) community to which one belongs on the individual's personality).

4. The system of motivation and values possessed by an individual (here, the influence of the subject's life aspirations, internal motivation, and values on personal development is of great importance). 5. Self-development (in this case, the subject's recognition of his own identity, existing abilities and capabilities, and acting on them, ensures his development as a person).

6. Personal experience and knowledge possessed by the subject (the individual's vitagenic-practical experience, knowledge, skills, competencies (focus on continuous improvement).

7. Innovative approach to personal development (where personal development is improved using innovative methods, effective tools, and new technologies that are effective in ensuring a person's learning, spiritual-moral, intellectual, and emotional development).

8. Self-analysis and assessment (in this case, through self-analysis of a person and assessment of the essence of his actions, the factors of the achieved achievements, the causes of existing shortcomings are identified, a plan is developed to enrich achievements, eliminate shortcomings and errors).



Taking into account the above factors, the adoption of an acmeological approach to the education, upbringing and development of a person ensures the achievement of the highest results in pedagogical and psychological activities.

Thus, the acmeological approach, which expresses the principle of "individual - perfect person", acquires a special importance in ensuring the achievement of maturity and harmony in the social, physical, mental, emotional, creative and professional development of a person. In the conditions of global informatization, marginal (intermediate, mixed) culturalization, in a situation where personal egocentrism is increasingly growing, the adoption of an acmeological approach to the pedagogical process is becoming increasingly relevant. This requires the adoption of an acmeological approach to the process of training, education and development of a person.

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