

ACMELOGICAL MECHANISMS OF PROFESSIONAL AND CREATIVE DEVELOPMENT OF THE FUTURE TEACHER

Dawkeeva Aydin Oralbaevna*

*Acting Associate Professor,
"Psychology" NDPI named after Ajiniyaz,
UZBEKISTAN

Email id: adawkeeva@mail.ru

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ABSTRACT

Acme logical competence of the future teacher's development is defined as the unity of theoretical and practical training and the ability to professionally carry out professional activities.

KEYWORDS: *Acme Logical, Competence, Future Teacher's, Theoretical And Practical Training.*

INTRODUCTION

The development of a person occurs in the process of activity. It is known that a person develops and demonstrates its essence in his activity, is formed in it, acquires creative features and qualities, and at the same time has a transformative effect on the activity itself [1]. But at the beginning of any activity, there must be reasons to move the person. Unless the subject is understood and the basic goals and intentions are formed for him, he will not be able to carry out this activity. Action affects the nature of the activity: it determines the energy, the measure of action, the degree of conscience, the degree of action to the result, the psychological state of the subject. Consequently, the effectiveness of the activity depends on what values motivate the person, the motivation of his work. The motive of activity is an external expression of need, which in turn is the initial mechanism of activity [2]. We are interested in professional (especially pedagogical) activities, so the orientation of Acme logical competence to professional activities is one of the mechanisms that motivates the future teacher to improve these activities.

S.L. Rubinstein understood some dynamic tendencies under the direction of the individual, as these motives are determined by human activity, in turn, by its goals and objectives. Orientation involves two interrelated ideas: an objective content that represents a clearly focused object; the force that determines the reference source [3]. A.N. Leont'ev, S.L. Developing Rubinstein's ideas, he called the basis of the individual as a system of stable, hierarchical motives as the main drivers of activity. Some motives (meaning-provoking) that motivate an activity give it a personal meaning and a certain direction, while others play the role of a motivating factor. Work is only effective if there is a sense of activity. Meaning is the basis for a person to assess the importance of professional activity for himself. An adult is characterized by a constant search for the meaning of life, work. Value-oriented, ideals only become meaningful when the individual is emotionally diverse. A.K. According to Markova, the ratio of tendencies, motives, goals, meanings creates a certain professional direction of a person - a profession, special education,

success in it, a certain social status, and so on [4]. In our view, this is aimed at a profession that ensures that the future teacher strives to achieve Acme logical competence.

The idea that only a person engaged in a selected activity does not develop true professionalism is A.A. According to Derkach, it is not possible without high professionalism, although the special abilities of a person developed in a certain activity, as well as the relevant knowledge and skills, but the most important condition for achieving this is a strong development of general abilities and general change. It has been said that human values represent the moral upbringing of the individual [5]. In our opinion, the Acme logical competence of a future teacher is defined as the unity of theoretical and practical training and the ability of the future teacher to carry out professional activities in a professional manner. This concept is defined by a combination of professional skills that ensure the effectiveness of the specialist's work in the process of solving professional problems. Based on the above, we can distinguish the following elements of Acme logical competence:

- special and professional competence in the field of science taught;
- Methodological competence in the field of methods of formation of knowledge and skills of students;
- psychological ability in the field of communication;
- Psychological ability in the field of introspection.

The professionalism of the future teacher combines pedagogical, psychological, research competence based on the ability to independently generalize and systematize the acquired knowledge. Pedagogical activity synthesizes a whole set of pedagogical and special knowledge, the interdependence of the task and the means of solving it. This is a characteristic of the future teacher's activity, its versatility requires a lot of hard work from the student in the acquisition of professional knowledge and skills, and for this process to be successful, it must give a stable impetus to the profession.

In this regard, the axiological mechanism of activity is of particular importance. The problem of values as a regulator of activity has long maintained the methodological content of axiological relations as subject-object relations. In addition, the assessment of this subject is considered in terms of their focus on external reality - the world of society, the ideal world (including the values expressed in it).

The proposals expanded the context of the implementation of interpersonal relationships, including interpersonal relationships, to interpret the subjective values realized in the subject-object and subject-subject interactions of the personal relationship plan.

The transition from the concept of subjective values to the concept of personal values is to reveal a topic, their role, which is actively connected not only with the external but also with its inner world. It can be argued that the formation of personal values is related to the dynamics of awareness processes and the transition to the semantic scope of cognitive-personal actions. This formation involves at least two components - the formation of personal meanings itself and personal values. Only when a professional activity has a personal meaning for the subject does he or she successfully develop only after realizing its importance.

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The activity demonstrates the unity and contradiction of the procedural and discrete aspects of motivation. How the current level of motivation is affected. The direction of activity and the nature of the activity can predetermine changes in the motivational area, and the nature of the activity can predict changes in the motivational area. From a pedagogical point of view, it is important to observe how action can influence the formation of motivation.

In order for a student to understand the need for some science (in knowledge, new ways of acting), he or she must present the topic as it is needed for him or her, for the profession, now or in the future. As a result of the information obtained, an object capable of satisfying his need is reflected in his mind - knowledge about the subject of his need emerges. The teacher should focus the student's attention on the topic of need: the student receives information that is important to him or her and the need is actualized based on it. We find the basis for this in the teachings of IP Pavlov. In his view, the body establishes a link between any stimulant rather than vital, which encourages the development of rules by psychologists on the importance factor [6]. Therefore, before starting work, the teacher should explain to students the meaning of their future activities, determine the theoretical, practical and social significance of the acquired knowledge, skills and work.

External causes, ie. the conditions created by the teacher fulfill the need, motivating the person to perform certain actions, but the student himself also decides to act. Occurs in a subjective position, i.e., the subjectivity of an individual's position is one of the mechanisms of Acme logical competence.

Apparently, motivational activity, that is, interest in the subject, evokes positive emotions, creates a sense of satisfaction. Satisfaction with professional activity is determined by the degree of claims, the nature of the motives, and the interdependence of the actual success of the professional activity. Satisfaction can increase if satisfaction occurs not only with the individual result, but also as a result of participation in joint professional activities, social involvement, separation of satisfaction with other people. The desire for self-affirmation is an innate property of man. It is a natural mechanism of personality development. Best of all, this mechanism was developed by the science of psychology on the idea of identification and isolation.

Identification is presented as the process of emotionally (and any other) identifying someone with another person, group, pattern. It is a mechanism of socialization that adapts the individual. Attracting attention to other people, introducing oneself to them, comparing their actions with their thoughts, joins the world of human relationships, emotions, values in a person. The development of the ability to identify determines the formation of socially significant traits, such as feelings and active moral attitudes toward humanity and oneself. In the process of identification, a person learns to live by norms, rules, that is, between people. At the same time, when recognizing oneself, a person can become "average" and become like others, dependent on

the opinions of others, losing himself, losing his personality. Separation is a mechanism in which a person who, as an individual, protects his nature and human nature, separates himself from others, as if temporarily hiding from them, has the opportunity to separate himself from the ordinary "we" and become a person. The process of separation is always to have a certain autonomy, to understand a person's "uniqueness," a desire for independence from others, a sense of resistance to oneself. Objectively, isolation works as a mechanism of individualization of the individual. Psychological research shows that a person can develop in three directions:

1. Constant, hyperbolic, willing to meet other people.
2. In the direction of alienation from other people.
3. In the appropriate interaction of identification and provision in accordance with the internal needs of the individual and the social need.

It is this direction that allows a person to assimilate the values developed by society, to join other people's spiritual world, but at the same time to understand their uniqueness, difference from others, to express themselves in the world. Naturally, only a mature, socially defined person who has created his own system of ideas about the world, who has developed his own system of vital values, can truly understand his own characteristics, similarities and differences from other people, his uniqueness and creative expression in his work. However, the formation of this process should take place at a university where conditions need to be created to improve Acme logical competence.

As mentioned above, the essence of Acme logical competence is to direct the specialist to professional self-improvement in the future. Professional self-improvement is a conscious, focused process of raising the level of professional skills and developing qualities of professional importance in accordance with external social requirements, conditions of professional activity and personal development program. At the heart of this process lies the psychological mechanism of constantly overcoming internal contradictions between the level of personal professionalism ("I am a true professional") and his imagined (modeled) state ("I am an ideal professional"). In the mind, the personality and its demands on the "I" of public opinion are interrelated. Also, the mismatch between the 'I-concept' and the ideal 'I' idea of self-worth encourages people to personal growth, including professional growth. In this regard, we can consider the impact on the 'I-concept' as a mechanism of Acme logical competence. The future teacher must understand his or her professionally significant personal characteristics in order to be sufficiently and actively involved in education and subsequent professional activities. Since self-testing can be done as a self-directed and controlled process, it should manifest itself through self-awareness, giving students knowledge of how to manage the process. Management uses an activity-based approach because it has all its components, including: purpose (professional self-development); motives (success in educational and professional activities); ways to achieve the goal (training); results (gaining professional self-development experience).

Thus, professional self-activation is a mechanism of Acme logical competence of the future teacher, aimed at recognizing their professional characteristics and actively expressing them in the process of teaching and subsequent professional activity.

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