

## PRACTICAL TECHNOLOGICAL SYSTEM OF THE ACMEOLOGICAL APPROACH IN THE FORMATION OF THE BASIC COMPETENCIES OF WORKING WITH INFORMATION IN THE EDUCATIONAL PROCESS OF STUDENTS

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### Abstract

In this article, based on the acmeological approach, some opinions are expressed about the pedagogical, psychological and methodological features of forming the basic competencies of working with information in students. Also, in the article, the acmeological approach and its features, issues of its formation in the individual, and its compatibility with the competence of working with information are pedagogically analyzed.

**Keywords:** Acmeological approach, competence, information, development, concept, person, student, independent research.

To date, there is no clear definition of the student-oriented phenomenon and an understanding of the essence of its structure and content, the vague interpretation of the subject of acmeology from a narrow professional to the expansion of his general life is connected with the complexity of the basic concept of personal attention.

Pedagogists and psychologist researchers have different approaches to determining the orientation of students, paying attention to some of its aspects, leading to a different understanding of the essence of this phenomenon.

In modern science, there are several interpretations related to the "acme" category of human heights. In particular, the first, "acme" is a multifaceted situation, even if it covers a short period of life. and how rich or poor he is in his social relations with those around him, his readiness as a spouse and parent as well as his ability to change for the better and to show his most hidden virtues depends.

Kuzmina, Bodalev, Derkach, Sitnikov, Tarasova, Tikhomirov, Fokina and others are the modern developers of the field of acmeology and its conceptual apparatus. Among them, there are different points of view about the place of acmeology among other human sciences. For example, Bodalev interprets acmeology in two ways: as the most important stage (maturity) of the psychology of human development and as a unique science, the subject of which is the factors of improving professional activity skills, various conditions and stages of its formation.



Kuzmina and Tikhomirov define acmeology as a field of scientific knowledge, a complex of scientific disciplines, the object of its study is the dynamics of human self-development, the information base of acmeology of self-management is all areas of science in their "technological part" - that is, a system of knowledge that directly answers the question of how to act in order to successfully solve the problems of a particular science or specialty.

Kuzmina and Derkach defend acmeology as a science with an independent field of research and give and justify several reasons why acmeology cannot be included in the system of psychological sciences. Psychological sciences are analytic in their nature, and acmeology studies the totality of the results of the foresight of objects.

In other words, acmeology studies professional activity from the point of view of its productivity, reveals laws and factors to improve and achieve the peaks of professional excellence. Therefore, the central category of acmeology, which characterizes a certain field of its research, is understood as a category of specific process professionalism, which is revealed through the concepts of productivity, activity efficiency or skill, which make up the conceptual apparatus of the science of acmeology.

According to Tarasova, "acmeology is the science of qualitative change of complex functioning objects, and the term "acme" means the highest manifestation of quality during the intensive development of an object that has become a subject of self-development. means We share Tarasova's point of view on the problem of interaction of acmeology with other sciences, that is, with respect to certain sciences, pedagogy, psychology, physiology, sociology, etc. Acmeology serves as the most general theory of methodology and quality changes of functioning objects. Currently, there are several branches of the science of acmeology. In this dissertation study, we rely on the theoretical foundations of acmeology of professional education Kuzmina, Bodalev, Sitnikov, etc.

The objects of study of educational acmeology are as follows: effective educational organizations, effective educational systems, strategies of effective types of educational process and technologies for achieving quality results, factors for the development of creative potential of a person in comparison with activity efficiency. small or ineffective.

Taking into account that acmeology studies the integrity of objects, considering them as a productive system, we referred to the essence of the concepts of "system", "structure", "acmeological approach", "acmeological research". Averyanov believes that "a system is a limited collection of interacting elements." Systematic approach



has been one of the first places in pedagogical and psychological research for a long time. The principle of coherence, implemented in this way in psychological research, is a methodological approach to the analysis of mental phenomena, when the relevant phenomenon is considered as a system that is not reduced to the sum of its elements. It has a structure, and the properties of the element are determined by its place in the structure.

Based on the above, a system is a set of interconnected components of an object, which are organized by relationships, have clearly defined characteristics, whose activity is subject to certain goals (the integrity of the object is ensured). set, this set is characterized by a unit expressed in the integral properties and functions of this set. Components of the pedagogical system as the main main features of the pedagogical system, their commonality constitutes the fact of their existence and distinguishes them from all other (non-pedagogical) systems. Acmeological approach is an approach based on the study of objects as a system. It directs the researcher to reveal the integrity of the object and the mechanisms that provide it, taking into account individual conditions, to identify various types of connections of a complex object in activity and to reduce them to a single theoretical picture. Zazikin defines the general concept of the acmeological approach as follows: "The acmeological approach is a basic generalizing concept that works as a set of principles of techniques and methods that allow solving acmeological problems.

The specific pedagogical conditions for the implementation of the acmeological approach in pedagogical education include the personal and technological conditions of information.

The content of the determined psychological and pedagogical conditions determines the following sequence of formation of the acmeological direction of the person in the process of implementing the acmeological approach in professional pedagogical education:

- related to the preparation of students for organizational activities on the implementation of the acmeological approach;
- the main focus is on the implementation of the acmeological approach in professional education and the formation of the acmeological direction of the students' personality;
- diagnostics and correction, including the implementation of diagnostics, assessment and analysis of the level of formation of the acmeological orientation of a person, and making adjustments to the educational process on this basis.



The activity of tutors of academic groups should also be supplemented with new content:

it is they who, first of all, should study the personal characteristics of their students; summarizing and collecting the results of the positive educational impact of students;

strengthening moral cognitive and other neoplasms in the personality of students; organization and conducting of special trainings that do not always have time and space for lectures and seminars.

In order to achieve these goals, it is necessary to organize the preparation of professors and teachers of higher education institutions for the purposeful preventive process for the organizational conditions of the implementation of the acmeological approach in professional education.

In our opinion, the most effective way to implement the listed organizational conditions would be to organize a special course for professors and teachers of higher education institutions at professional development centers. For this, it is necessary to develop not only content, but also relevant educational programs, which also include special practical exercises and training with teachers. In accordance with the theoretical and practical rules of pedagogy, the effectiveness of the educational system is defined as the achievement of the goals and tasks set by the subjects of educational activity, which results in positive results, in particular, the identification of a certain personal quality using adequate pedagogical and psychological diagnostic methods. creates a basis for the formation of the acmeological direction of the student's personality determined on the basis of criteria and levels.

The content and indicators of the formed components of the acmeological direction of students allow to determine the evaluation criteria and describe the levels of development of this quality, because the acmeological direction is an integrative personal education, and then its formation is determined. The harmonious development of all components, the interdependence and interdependence of individual components, in turn, determine the possibility of using integrated methods for specific diagnostics and evaluation. Applying an acmeological approach to research requires the selection of specific methods. Including pairwise comparison method, content analysis, scaling, modeling, design, etc. An important epistemological feature of acmeological research is that the task of synthesis is prioritized, but this does not end the analysis, but serves as the initial principle of the research.



Orienting students to value can be understood as a set of stable motives related to interpersonal relationships. Modern authors see student guidance as a special feature of a student, that is, as his integral feature.

Boritko, relying on the opinion of scientists studying the phenomenon of personality, acmeological orientation of students consists of the following main features:

- typological characteristics that determine and show the attitude of students to the main social roles and social essence of acmeological orientation.
- determines the uniqueness of students as a feature of acmeological orientation and creates its hierarchical structure;
- acmeological orientation of students is a quality of the formative structure of the person, which ensures both the determination of society's goals and the development of one's own goals of life activity;
- acmeological orientation of students is a system of internal conditions mediating the refraction of all external influences, as a result of which social experience is internalized and the relative stability of the individual is maintained;
- acmeological orientation of students determines their activity towards others and themselves, behavioral tendencies of personal activity and communication.

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