

DIDACTIC POSSIBILITIES OF ENSURING THE EFFECTIVENESS OF PEDAGOGICAL ACTIVITY ON THE BASIS OF AN ACMEOLOGICAL APPROACH

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Abstract

In education, the search for effective pedagogical strategies has always been paramount. The acmeological approach, rooted in the study of human achievement and peak performance, offers a robust framework to enhance the effectiveness of teaching. Derived from the Greek word "acme," meaning peak or zenith, acmeology examines how individuals reach their highest levels of personal and professional development. When applied to pedagogy, this approach offers valuable insights into optimizing teaching methods, motivating students, and fostering an environment conducive to growth and excellence.

Keywords: acmeological approach, pedagogical effectiveness, didactic potential, continuous professional growth, self-reflection, goal setting, student-centered learning, individual potential, metacognitive skills.

Introduction

The acmeological approach is a framework that emphasizes growth, self-improvement, and achievement. Originally developed in psychology to understand the factors contributing to peak human performance, this approach has applications across fields, including education. In the context of pedagogy, it underscores the potential for teachers and students alike to achieve "acme" the highest state of performance.

From a pedagogical perspective, acmeology involves several key components. Self-reflection and self-assessment to understand strengths and areas for improvement. Goal-setting and aspiration to achieve both personal and professional milestones. Development of key competencies that align with both current educational demands and future career aspirations. Cultivation of resilience and adaptability, critical for navigating the dynamic educational environment.

In this way, the acmeological approach not only focuses on the academic content but also prioritizes the development of a teacher's skills, mindset, and capacities to engage effectively with students and enhance their learning experiences. When educators integrate

the acmeological approach, they enable multiple avenues for didactic innovation and effectiveness. Below are some of the significant ways this approach can transform pedagogical practices.

The acmeological approach emphasizes a lifelong commitment to growth, aligning with the ever-evolving demands of the teaching profession. For educators, this means regularly updating and enhancing their knowledge, teaching methods, and professional practices. Teachers are encouraged to set specific, measurable goals for their development, which can be pursued through:

- Engagement in professional development programs.
- Collaborative learning communities where teachers can exchange ideas and strategies.
- Self-reflection practices that involve assessing their effectiveness, identifying areas for improvement, and implementing changes.

This continuous cycle of reflection and goal-setting not only elevates the teacher's skills but also creates a more engaging and dynamic classroom environment, benefiting students.

The acmeological approach stresses understanding and nurturing individual potential. In a pedagogical context, this translates into creating a learning environment that recognizes each student's unique abilities, challenges, and aspirations. By focusing on students' acme — or peak development potential — teachers can. Adapt teaching methods to cater to different learning styles. Set individual goals for students, encouraging them to take ownership of their learning. Encourage self-assessment and self-directed learning, helping students to identify their strengths and work on their weaknesses. This individualized focus empowers students, instilling confidence and motivation, which in turn fosters a more productive and positive learning environment.

The acmeological approach supports the development of metacognitive skills, which are crucial for both teachers and students. Teachers can guide students in understanding how they learn best and in regulating their learning processes, fostering skills that are critical for lifelong learning. Didactic strategies to achieve this include. Teaching students to set realistic learning goals and assess their progress. Encouraging reflection on their own learning processes, helping students understand what methods work best for them. Providing feedback that helps students to become self-aware and self-corrective.

By teaching students to regulate their learning, teachers contribute to the development of independent, self-sufficient learners, equipped to reach their acme in various academic and professional fields. In an era marked by rapid technological advancements and changes, resilience and adaptability are essential skills for both teachers and students. The acmeological approach emphasizes overcoming obstacles, learning from failures, and adapting to new situations. Teachers can cultivate these attributes in students by:

- Using problem-solving activities that encourage students to think critically and adapt to new challenges.
- Encouraging a growth mindset, where students view setbacks as opportunities for learning rather than failures.

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- Modeling resilience, demonstrating how to approach and overcome challenges constructively.

This focus on resilience not only enhances the effectiveness of the pedagogical process but also prepares students for real-world challenges. Motivation is a key component of achieving one's acme. The acmeological approach addresses motivation by focusing on intrinsic rather than extrinsic motivators, encouraging individuals to pursue excellence for personal satisfaction rather than rewards. In a pedagogical setting, teachers can enhance motivation by:

- Encouraging a sense of purpose in learning, helping students connect their studies with personal and professional goals.
- Creating a supportive environment that celebrates progress and effort.
- Using varied instructional methods to keep students engaged and curious, such as project-based learning or interactive activities.

Teachers who employ these strategies often see increased engagement and enthusiasm in their classrooms, which can lead to higher academic performance and a more satisfying learning experience. The acmeological approach acknowledges the importance of effective communication and collaboration as cornerstones of personal and professional success. In the classroom, these skills are invaluable for fostering a positive learning environment and building student confidence. Didactic strategies to promote these skills include.

Encouraging group activities where students can collaborate on projects, fostering teamwork and mutual support. Teaching active listening and constructive feedback techniques, enabling students to communicate more effectively with their peers and teachers. Modeling open communication, where teachers actively listen to students' concerns and ideas, creating a culture of respect and understanding. By prioritizing communication and collaboration, the acmeological approach helps create a harmonious and productive learning environment.

The development of design skills in future teachers, necessary for their professional activities, based on the acmeological approach, occupy a leading place in research conducted in educational institutions, research institutes, educational development centers and laboratories around the world. The research being developed is devoted to the problems of improving professional skills, professional competence of future teachers, increasing their innovative, creative potential, mastering pedagogical and psychological knowledge based on the acmeological approach.

The results of research work on designing the teaching process, preparing future teachers for professional activities, enriching them with the necessary knowledge, skills and abilities are being introduced in the process of modernizing the higher education system in Uzbekistan. The purpose of this article is to show the conditions for the development of skills, the design of the teaching process of future physical culture teachers based on the acmeological approach.

The competence-based approach in professional education is directed at the formation of innovative competencies of educational process actors – teachers and students. Along with

this, the theory of formation and development of teachers' readiness for innovation-oriented activity is not presented in full measure. The transition from traditional to innovative education reveals the discrepancy between the requirements of innovative processes and formed professional pedagogical competencies of university teachers. One of the conditions of the solution of this discrepancy is that the teachers should acquire the active educational and project-organizational technologies that allow achieving the innovative goals of education.

The particularity of the present-day education is that the high-level efficiency of university teacher activity cannot be obtained without the actualization of innovative potential. The major component in the realization of innovative potential of university teachers is its innovative activity that is characterized by the level of actor motivation to perform innovation-oriented activity, the level of development of general and particular abilities, freedom of choice, mobilization of intellectual forces and will efforts, level of projects-making skills. The modern education system sets such requirements for teachers that cannot be fulfilled without their innovative activity, without knowledge about acmeological patterns and criteria.

Conclusion

The acmeological approach holds significant promise for enhancing pedagogical effectiveness. By focusing on continuous growth, individual potential, resilience, and self-regulation, this model offers a pathway to optimize both teaching and learning outcomes. Through strategies like goal-setting, self-reflection, adaptability, and collaborative skills, educators can foster a classroom environment that empowers students to achieve their peak potential. Ultimately, the acmeological approach redefines the role of the teacher, emphasizing not only the delivery of content but also the holistic development of both students and educators. As teachers strive for their acme in professional growth, they simultaneously guide their students toward achieving their own highest potential, contributing to a more resilient, motivated, and capable society.

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