

ACMEOLOGICAL APPROACH TO THE DEVELOPMENT OF PEDAGOGICAL PROFESSIONALISM

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In the current globalization, the problem of teacher professionalism is becoming one of the most pressing issues. In order to develop the professionalism of each person in professional activity, it is important to preserve the inner "I" that can be the basis for self-analysis and understanding of his individual characteristics.

Pedagogical professionalism is mainly determined by objective and subjective determinants of professional development. Because these determinants are a decisive factor in the development of pedagogue professionalism, ignorance of them leads to the development and implementation of wrong strategies for the development of pedagogue professionalism. This can lead to a one-sided development of the personality of the students they are teaching, as well as a psychological and physiological overload on the pedagogue.

Our observations aimed at studying the process of developing teacher professionalism showed that there are a number of problems in this area. For example:

- between the uniqueness of individual teaching methods in the activity of a pedagogue and the standardization of methods and techniques in the process of professional training;
- although there is a need to create conditions in accordance with the process of development of pedagogue professionalism, we can observe contradictions between the lack of development of such development technologies [1].

From this point of view, it is important to study the ways of creating the most optimal conditions for the process of development of pedagogue professionalism, to determine its acmeological criteria, indicators, factors and levels of professionalism development.

LITERATURE ANALYSIS

Pedagogical professionalism is a more studied problem in the fields of pedagogy and psychology. Including Russian psychologist and pedagogic scientists - O.S. Anisimov, A.A. Bodalev, A.A. Derkach, V.G. Zazikin, N.V. Kuzmina, A.K. Markova, V.N. Markin, V.G. Mikhailovsky, A.S. Ognev, A.A. Rean, Yu.V. Sinyagin, V.A. Slastenin, L.A. Stepnova, V. D. Shadrikov, E. A. Yablokova and N. N. I. Kovalova made a great contribution to the development of theoretical principles of studying the problems of professionalism, to determining the conditions for ensuring professional growth and the achievement of a person's professional "acme" [2].

Also, B.G. Ananyeva, N.V. Kuzmina and A.P. Chernysheva psychological mechanisms of motivation and enrichment of professional activity and the highest professional achievements; V.G. Aseeva and V.K. Vilyunaslar - motivation to achieve success in professional activity; I.I. Bogdanova, L.D. Doblaeva, L.A. Kandybovich, V.N. Kozieva, O.V. Moskalenko, I.I. Chesnokova and E.V. Shorokhova studied the issues of developing teachers' professional self-awareness [3].

The problem of developing the teacher's professionalism and pedagogical skill was revealed to a certain extent in the psychological and pedagogical studies of Yu.L.Azarov, N.V. Aleksandrov, Yu.K.Babansky, F.N.Ganobolin, V.I.Zagvyazinsky, I.A.Zyazyun, D.F.Nikolenko [4].

A. V. Petrovsky, A. I. Piskunov, V. K. Rozov and L. F. Spirin's pedagogical skills, pedagogical thinking and pedagogical culture; A.A. Bodalev, V.A. Kan-Kalik, Yu.N. Nikandrov, P.I. Pidkasisty, G.S. Sukhobskaya, V.A. Sukhomlinsky, Ya.S. Turbovskoy and A.I. Shcherbakov, development of pedagogic creativity; R. G. Gerasimova, N. V. Kuzmina and Yu. N. Kulyutkin improve their skills in solving pedagogical problems; E.Yu.Kondratenkov and Yu.N.Kulutkin's research on gathering theoretical knowledge aroused great interest among the general scientific community [5].

I.D.Bagaeva, A.A.Derkach, E.F.Zeer, E.A.Klimov, N.V.Kuzmina, A.K.Markova, G.I.Mikhaylevskaya, A.V.Mudrik, A.A.Reanlar within the framework of psychological and acmeological research on the development of the personality of the teacher and his professionalism in pedagogical activity, the psychological structure of the teacher's activity and in it, a number of problems such as the formation of a creative personality, professional communication, professional stability of the teacher, teacher psychology were studied [6].

The problem of the formation of a perfect personality O.S. Kunenkov, S.A. Kunenkov, L.O.Piskunova, V.A.Peterson, E.O.Piskunova, N.T.Selezneva, N.Yu.Sinyagina studied from an acmeological point of view and considered on the basis of acmeological and pedagogical determinants of the development of schoolchildren [7].

However, among existing studies, there are relatively few studies that examine the acmeological factors of teacher professionalism and ways to create optimal conditions for its development in accordance with the acmeological approach [8]. Today, the relevance of this issue and the fact that it has not been researched from a scientific point of view in the form of a special dissertation led to the selection of the research topic and the predetermination of the research object, subject, goals and tasks.

According to the results of the conducted studies, the teacher's pedagogical activity and professionalism are evaluated from an objective and subjective point of view [9].

From an objective point of view, the teacher's motivation to succeed or avoid failure, level of professional knowledge, creative approach to teaching, creativity, effectiveness of teaching are determined by the strength and depth of the students' knowledge levels. Also, the emotional stability and professional deformations of the teacher are determined based on his abilities to regulate himself and his activities in his relations with students and colleagues [10].

From a subjective point of view, the level of pedagogical professionalism is evaluated by the pedagogue's satisfaction with his work, reflection of his capabilities and characteristics of realizing his dreams, in a word, self-awareness.

METHODS: analysis of historical, retrospective and theoretical-methodological sources,

summarization and interpretation of the obtained data, observation, interview, questionnaire, content analysis, qualitative and expert assessment.

RESULTS AND DISCUSSION:

The acmeological model of creating optimal conditions for the development of pedagogue professionalism reflects the interaction of the structural structures of pedagogue professionalism and determines the effectiveness of his pedagogic activity. When implementing the model, it is necessary to provide the teacher with objective information about his personal-individual characteristics, the development of his professionalism and how much it contributes or hinders the effectiveness of his professional activity [11].

The acmeological model of the development of teacher professionalism helps to solve the following problems:

- ✓ ☐ ensuring high productivity of the pedagogue's professional activity;
- ✓ ☐ formation of reserve-functional capabilities of the pedagogue and his psychological readiness for activities in various situations [12].

Pedagogical professionalism has three levels of development: perfect, satisfactory and unsatisfactory.

A pedagogue with a perfect level of personal professionalism development is characterized by: highly effective pedagogical activity, holistic acme-motivation, high life position;

the level of systematized acmeological knowledge, reflecting pedagogical activity in the image of "I", that is, being able to see oneself in the form of "I am a pedagogue", "I am a teacher";

high level of creativity, creating a strict new methodological system, finding and implementing new opportunities, self-awareness as a creative person, identifying individual ways of professional development, self-awareness process high knowledge of acmeological technologies and their regulation [13].

The satisfactory (adequate) development of teacher professionalism is characterized by the following acmeological qualities:

- ☐ self-esteem, high emotional stability, job satisfaction;
- ☐ less anxiety and less prone to aggression;
- ☐ great benevolence, tolerance and self-confidence;
- ☐ to find the meaning of his life;
- ☐ observability and normative behavior;
- ☐ high self-esteem;
- ☐ ability to foresee the problem;
- ☐ empathy towards people and efforts to understand them, etc. [14].

Unsatisfactory development of teacher professionalism is characterized by:

- ☐ moderately effective pedagogical activity, above average motivation (balanced acme-motivation);
- ☐ his satisfaction with his actions;
- ☐ readiness for self-development;
- ☐ insufficiently structured acmeological knowledge;




- ☐ inability to reflect pedagogical activities in the image of "I";
- ☐ unsatisfactory level of creativity, introduction of ready learning technologies, self-awareness and sufficient knowledge of acmeological technologies of self-regulation;
- ☐ adequate self-esteem, emotional stability, satisfaction with one's work, reduced attitude towards distance and seeing oneself in the main role in communication, predominance of imperative methods of influencing learners, influence not tolerating mistakes and shortcomings in the behavior of recipients, etc.

These cases are distinguished by the following acmeological qualities: the desire to increase their intellectual level, empathy, satisfaction with professional activity [15].

If the pedagogue's professionalism is not sufficiently developed, the following situations may be observed:

- ✓ ☐ ineffective pedagogical activity;
- ✓ ☐ low motivation;
- ✓ ☐ decrease in the value of the position in life;
- ✓ ☐ decrease in readiness for self-development;
- ✓ ☐ lack of acmeological knowledge;
- ✓ ☐ Failure to form the image of "I am a pedagogue", "I am a teacher";
- ✓ ☐ decrease in creativity;
- ✓ ☐ introduction and use of ready-made teaching technologies;
- ✓ ☐ constant repetition of existing techniques;
- ✓ ☐ not realizing himself as a creative person;
- ✓ ☐ decrease in self-awareness and self-management skills;
- ✓ ☐ lack of self-evaluation and appreciation criteria (low or high);
- ✓ ☐ low emotional stability;
- ✓ ☐ dissatisfaction with his work and dissatisfaction with his work.

These situations can be changed in a positive way based on the following qualities:

-  self-direction;
-  to satisfy their own interests;
-  empathy and passion.

Creating optimal conditions for the development of teacher professionalism depends on the following acmeological determinants:

- ☐ increase the prestige of teachers' activities in the society;
- ☐ increase the social status of the teacher;
- ☐ creating a developing professional environment in educational institutions;
- ☐ opportunity to communicate as a mentor and master best practices;
- ☐ society's demand and need for highly educated specialists who are able to provide real assistance to learners in determining their own destiny in life;
- ☐ knows and determines his professional growth prospects;
- ☐ humanize and acmeologize education (bring it to higher heights, ensure the success of students);

- □ person-oriented and subjective approach to students in the teaching process [16].

Acmeological provision of the process of developing professionalism is a set of measures based on the content of knowledge, information, which ensures awareness of the pedagogical activity of the pedagogue and the features of his personal and professional development, which ensures the high productivity of the educational result [17]. This set of measures is built taking into account all the acmeological determinants of the development of pedagogue professionalism.

In the process of acmeological support, the following goals are implemented:

- 📚 *information - providing timely information to teachers about the features of their professional development, mental development of the individual;*
- 📚 *diagnostic - diagnosing the current state of the level of professional development of the pedagogue);*
- 📚 *development - pedagogical professionalism and its personal development;*
- 📚 *corrective - correcting the level of development of the pedagogue's professionalism.*

Acmeological factors that provide the most optimal conditions for the development of teacher professionalism:

- □ development of teacher's professional self-awareness;
- □ motivational readiness of the teacher to change himself, formation of universal values and high motivation among teachers to achieve results in the development of their students;
- □ orientation of the teacher to individual creative self-realization in educational activities;
- □ development of professional-pedagogical abilities, formation of psychological-pedagogical knowledge and skills of teachers;
- □ developing the teacher's thinking and activating his self-management in the process of talking about learners, forming an active position on the use of individual potential opportunities in accordance with the requirements of professional activity and the conditions of the educational environment [18].

Our research has shown the importance of each factor in improving the professionalism of teachers.

Taking into account the results of the research, we distinguished two components of psychological and acmeological support and support for the process of development of pedagogical professionalism:

1. Acmeological education about the current and potential levels of development of pedagogical professionalism, psychological difficulties in the development of personal professionalism, etc.
2. Carrying out a series of acmeological works on the development of the pedagogue's professionalism in ensuring the personal and professional growth of the teacher, in which the self-awareness of the individual, self-regulation and psychological difficulties during his life and work diagnosis, formation of preparation for their prevention and overcoming.

This psychological support can be used as a basis for developing pedagogical professionalism and increasing the efficiency of professional activity, professional and retraining of pedagogues in the

continuous education system, adapting young teachers to pedagogical activity and giving them individual advice [19].

Based on the results of our experimental work, our conclusions were theoretically-methodologically and experimentally-practically confirmed by the issues stated in the hypotheses of our research on the development of pedagogical professionalism.

Our research is interesting from the point of view of implementation of the acmeological approach to the development of the personality and professionalism of the pedagogue operating in the "Human-Human" system.

From this point of view, the main focus of our experimental work is to study the personality of pedagogues and implement an acmeological approach in developing their professionalism [20]. This allowed us to study the conceptual commonality of psychological and acmeological laws and the factors that ensure the development of the personality and professionalism of pedagogues and proved the legitimacy of the chosen research strategy.







The strategy for the development of pedagogical professionalism was determined in the process of theoretical study of the characteristics of teachers' professional activity and psychological and acmeological analysis. However, most scientists associate the development of pedagogical professionalism with the formation and development of a teacher as a specialist.

The development of the teacher's personality and his professionalism is the result of systematic education with a complex structure, which allows the implementation of professional pedagogical activities aimed at achieving "acme" not only by the teacher, but also by the learner [21].

Pedagogical professionalism is the result of systematic integrated education determined by the maturity of professional knowledge and skills, self-awareness and appreciation, self-confidence and adequacy of competence.

The content of the concept of pedagogical professionalism is related to life values, expressed motivation to achieve success in a life position, at the same time determines the optimal level of skill that leads to the success of professional activity and subjective satisfaction from it, as well as professional "acme" [22].

The personality of a teacher and his professionalism consists of the following components:

-  has motivational values;
-  level of cognitive strength and depth of knowledge;
-  able to show creative aspects;
-  self-regulating and strong-willed;
-  able to emotionally evaluate his activities and actions;
-  emotional stability and professional deformations.

The development of pedagogical professionalism helps the teacher's self-awareness, creative maturity in the process of reaching personal-professional and spiritual peaks (acme). At the level of perfect development of pedagogical professionalism, the teacher becomes a more stable, effective and long-term person in his profession and life position [23].

The process of determining the criteria and indicators of pedagogical professionalism made it possible to analyze the objective and subjective aspects of the psychological and acmeological criteria

of the development of teacher professionalism in pedagogical activities in relation to the professional skills of specialists in various professions.

Indicators of the objective criterion of pedagogical professionalism are as follows:

- □ the level of development of the teacher's motivation to achieve success and avoid failures;
- □ level of professional knowledge;
- □ level of professional orientation of the teacher; creative approach to educational activities, teacher's creativity;
- □ effectiveness of pedagogical activity; level of strength and depth of knowledge of schoolchildren taught by the teacher;
- □ level of emotional stability; the presence or absence of professional deformities, methods of self-regulation of one's activities and relationships with children and colleagues;
- □ level of developed communication and organizational skills; the level and characteristics of the teacher's politeness; the teacher's ability to empathize.
- Indicators of the subjective criterion of teacher professionalism:
 - • the teacher's level of satisfaction with his pedagogical activity and life;
 - • formed level of self-assessment of professional suitability;
 - • level of subjective control;
 - • level of readiness for self-development;
 - • formed level of self-assessment of the level of reactive and personal anxiety;
 - • characteristics of self-awareness, self-reflection, self-relation, self-esteem, realization of one's potential [24].

Acmeological criteria of pedagogue professionalism analyzed in this way allows to determine the level and indicators for each criterion.

When developing indicators for each criterion of the development of pedagogical professionalism, we identified three levels: excellent, satisfactory and unsatisfactory. Each criterion is described in ascending order, starting with the least advanced level. In this way, we theoretically presented the advanced levels of professionalism of a pedagogue, its criteria and indicators.

Conclusion

In conclusion, it should be noted that determining the strategy of creating the most optimal conditions for the development of pedagogical professionalism and studying its mechanisms on this basis can provide psychological and acmeological preparation for the development of pedagogical professionalism. Today, there is a need to apply this psychological-acmeological concept to study the professionalism of a pedagogue, his personal and professional development.

Also, in the development of the pedagogue's personality and professionalism, the context of his professionalization requires the integration of interactions in pedagogical, technological, social, economic, management and political spheres, in addition to psychological and acmeological laws [25].

In addition, from the point of view of developmental psychology, it is important to study the mechanisms of self-determination at various stages of its onto-, social- and professional genesis.

From the point of view of management psychology, the management of educational institutions

should develop a system for designing and forecasting the process of assigning professional positions and careers to him, taking into account the development of the pedagogue's personality and professionalism.

From the acmeological point of view, it is necessary to study the process of developing the professionalism of specialists as an intellectual resource for the development of our society. All this has important theoretical and practical importance in creating the most optimal conditions for professional activity in the system of education, administration, public service and other state institutions and providing it scientifically and methodically.

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