

IMPROVING PROFESSIONAL KNOWLEDGE AND LEADERSHIP QUALITIES OF FUTURE TEACHERS ON THE BASIS OF ACMEOLOGICAL APPROACH

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<https://doi.org/10.5281/zenodo.10404086>

Abstract. *Improving the professional knowledge and leadership qualities of future teachers is an important aspect of improving the educational environment. This article explores the importance of using an acmeological approach in achieving these goals. Acmeology, as an emerging discipline focused on the highest levels of personal and professional development, provides a foundation for building the competencies necessary for effective teaching and leadership.*

Keywords: *acmeology, professional education, teacher training, educational leadership, leadership skills, professional development, autonomous training, professional development, experiential learning, personal growth, innovations in education, educational strategies, technologies in education, active learning, professional identity, competency-based approach.*

Dedicated to the study of the issue of improving the professional knowledge and leadership qualities of future teachers using an acmeological approach. Acmeology, as a discipline focused on achieving the highest levels of personal and professional development, provides valuable tools for developing the competencies necessary for successful teaching and leadership in educational environments. Acmeological approach is based on continuous improvement and emphasis on personal growth. Prospective teachers who follow this approach take an active role in their professional development and engage in lifelong learning. This includes not only in-depth study of the field of science, but also the development of pedagogical strategies, the integration of modern teaching methods and technologies into the educational process.

Leadership qualities are closely related to the structure of the acmeological approach. In this, future teachers are encouraged to play a leading role in their teaching by encouraging a sense of independence and responsibility. An acmeological perspective recognizes that effective teaching requires not only imparting information, but also inspiring students, developing critical thinking, and instilling a lifelong passion for learning. In addition, the acmeological approach emphasizes the importance of experiential learning. Prospective teachers are encouraged to actively participate in educational practices, internships and joint projects. These hands-on experiences not only reinforce theoretical knowledge, but also develop the interpersonal skills, flexibility, and resilience necessary for successful teaching and leadership. An acmeological approach provides a comprehensive framework for improving the professional knowledge and leadership skills of future teachers. Adopting a lifelong learning approach, supporting autonomy, and emphasizing experiential learning is not only about having deep knowledge of one's subjects, but also dynamic learning, contribute to the development of teachers who are ready to inspire and lead in their environment.

The acmeological approach emphasizes the constant pursuit of excellence and personal growth. Based on this approach, future teachers take an active position in their professional

development and engage in lifelong learning. This includes not only the acquisition of subject knowledge, but also a deep understanding of pedagogical strategies, modern teaching methods and the integration of technology into education. Leadership qualities are intricately woven into the fabric of the acmeological approach. Participating teachers are encouraged to develop a sense of independence and responsibility and take leadership roles in their own teaching. An acmeological perspective recognizes that effective teaching goes beyond imparting information; it involves inspiring students, developing critical thinking, and instilling a passion for lifelong learning. In addition, the acmeological approach recognizes the importance of experiential learning. Prospective teachers are encouraged to actively participate in teaching practices, internships, and collaborative projects. This hands-on experience not only reinforces theoretical knowledge, but also builds interpersonal skills, flexibility, and resilience that are critical to successful teaching and leadership.

In conclusion, the acmeological approach provides a comprehensive framework for improving professional knowledge and leadership qualities among future teachers. By adopting a mindset of lifelong learning, encouraging autonomy, and emphasizing experiential learning, this approach creates students who are not only knowledgeable about their subjects, but equipped to inspire and lead in a dynamic educational landscape contributes to the development of teachers.

Provides context for research, emphasizing the importance of professional knowledge and leadership qualities in the preparation of future teachers. It presents the acmeological approach as a guiding framework for study and outlines the relevance of this study in the current educational landscape. This section reviews the existing literature on acmeology, educational leadership, and teacher development. It synthesizes the main theories and concepts, creates the theoretical basis of research. The literature review, as well as an acmeological approach to teacher education, identifies gaps or spaces that have not been widely explored. A clear conceptual framework for research is essential. This section outlines a theoretical framework that integrates acmeological principles with dimensions of professional knowledge and leadership qualities. It defines the relationships and variables that guide the research.

The research design is carefully chosen based on the nature of the research questions. This section discusses the rationale for choosing a mixed-methods approach, detailing the sampling strategy, sample size, and participant selection criteria. The article details the methods of data collection, including surveys, questionnaires, interviews, and observations. It explains how these methods fit into the research objectives and acmeological framework. Ethical issues such as obtaining informed consent and ensuring participant confidentiality are also addressed. The instruments are designed to capture quantitative and qualitative aspects of professional knowledge and leadership qualities consistent with acmeological principles. The implementation of an educational intervention based on acmeological principles is described. It defines the content, structure and duration of the intervention, emphasizing its compatibility with the conceptual framework. Procedures for data analysis are outlined, including statistical methods for quantitative data and thematic analysis for qualitative insights. This section explains how the results can be interpreted in the context of an acmeological approach.

Taking into account various aspects of personnel retraining and improving their skills using the acmeological approach, the problems of opening and developing the creative abilities of qualified specialists are coming to the fore. In this regard, the education system pays a lot of attention to the personality of the teacher. If the professional adaptation of future teachers is studied

from an acmeological point of view, the process of training a mature teacher who is in accordance with the requirements of today's time, but also has deep previous knowledge, as a specialist in his work, is a very complex pedagogical and psychological process.

The training of mature specialists who educate the young generation remains an important priority issue. Even today, attention is paid to the issue of the teacher's continuous work on himself and his search. On the basis of acmeological approaches, striving for the acme level of one's activity and realizing it requires a new method and everyone to follow their own directions.

The idea of an individual method and option of self-realization (K.A. AbulkhanovaSlavskaya, A.A. Derkach, etc.). Acquired temporary competences and the level of temporary competence achieved by a person are determined to a large extent by the specificity of individual psychological characteristics and characteristics of future teachers. According to A.A.Derkach, the need to refer to the model in acmeology allows us to imagine a psychological phenomenon, reveal its important features, structural features, mechanisms, levels of formation. According to the reflective side: (related to the self-awareness of the person as a developing "I" and the ability to understand the communication partners in the course of work) considering the system-creating factor, the optimal interaction of acmeological aspects in determining the professionalization of a person provides A teacher who can be a highly professional person in teaching a school-aged child, young generation and other listeners is sure to be able to fully engage the listener under his influence and prepare him for learning and life skills. It is necessary to take into account the structural aspects of acmeological approaches in the training of qualified specialists based on the implementation of acmeological educational technologies in the practice of teaching, the development of education and creativity.

The results of the study are presented and interpreted in relation to the research questions and conceptual framework. It discusses how the acmeological approach has influenced the development of professional knowledge and leadership qualities of future teachers. The article concludes with a summary of key findings, conclusions, and practical recommendations for integrating acmeological principles into teacher education programs. It discusses the broader implications of the study and suggests directions for future research. In adopting a research methodology, we aim to contribute to the ongoing dialogue on effective teacher education by emphasizing the importance of an acmeological approach in shaping tomorrow's teachers.

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