

## The Set of Pedagogical Conditions in the Process of Development of Acmeological Culture among Future Specialists

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**Annotation:** In the discourse of the acmeological approach, education should be focused on the holistic and sustainable development of the educational space and all its subjects, which, on the basis of their cooperation and creative interaction, provides conditions for self-realization in life. The main social and moral values of acmeological education are human life and health, the desire for continuous professional self-improvement, citizenship and patriotism, the values of culture and humanism, creativity and diligence. This article analyzes the pedagogical and psychological conditions for the development of acmeological potential.

**Key words:** scientific, acmeology, acmeological culture, future specialists.

### Introduction

The growth in the scale of scientific and technological progress and the volume of information led to the emergence of new branches of knowledge, the rapid development of innovative types of professional activity by specialists, and a change in its nature (mainly creative). In this regard, one of the goals of modern education is the implementation of its acmeological model, focused on meeting the needs of society for a creative person with a new type of thinking, ready for non-standard and effective solutions to professional and life problems, to achieve high results in professional activities [1,2,3,4,5,6,7,8,9,10].

Acmeology as a fundamental science about the study of the general patterns of reaching the peaks of human life integrates a whole range of scientific knowledge about a person from the standpoint of psychology, pedagogy, cultural studies, philosophy and other sciences. The target setting of the acmeology of education is to provide its subjects with productive technologies for creative mobility in various activities, including in the field of their chosen profession. Today, a modern specialist is subject to certain requirements, according to which he must be ready to take active actions in a situation of choice, be able to set goals and achieve them, and make independent decisions. In this regard, the education system faces an important task of training highly qualified personnel capable of high creative mobility in the profession.

### Methods and Discussion

In the discourse of problems related to the quality of education, the formation of professionalism and the development of the creative potential of specialists who, acting as the main human resource and being the concentration of public intellect, create conditions for its favorable functioning and solving important socio-economic state tasks, the acmeological approach in education. The leading conceptual provisions of this approach are the establishment of objective and subjective factors for creating the necessary pedagogical conditions in the organization of the educational space, which

will have a positive impact on the formation of professional motivation, the manifestation of creativity, the achievement of peaks (acme) of future specialists, their desire for continuous self-improvement in the profession (Yu. A. Gagin, A. A. Derkach, N. V. Kuzmina, V. N. Maksimova, etc.).

V. N. Maksimova notes that the acmeological approach is aimed at the development of educational systems and subjects of the educational process in the implementation of various types of creative activity. This approach involves the definition of positive invariants of the teacher's subjective qualities as a positive characteristic of his personal and professional growth, contributing to the achievement of high results in the profession. These qualities include:

- openness to learning new experiences;
- the desire to develop optimal models of professional activity;
- the ability to adequate self-assessment of one's professional behavior;
- high motivation aimed at creative achievements in work1.

The acmeological theory of education includes all components of the educational system: goals, content, teaching and education technologies, pedagogical support, results and their diagnostics, management of the educational process. V. N. Maksimova, in the context of the problem of the quality of education, presents the acmeological model of the teacher, the components of which are his professional, personal and spiritual maturity, as well as such an important structural component as the acmeological position of the teacher. The defining characteristics of professional maturity are the ability to innovate and the presence of sustainable motives for the implementation of pedagogical activities, professional competence and pedagogical skills in solving educational problems.

The personal maturity of a teacher means independence in making life and professional decisions and a willingness to bear responsibility for them, the ability to determine the prospects for one's continuous personal and professional growth, and the desire to enrich the space of self-development. In his activity, the teacher constantly makes decisions about the choice of target settings and technologies in the organization of the educational process, in the selection of the actual content of educational material; diagnostic methods for identifying the quality of education and upbringing; ways of interaction with the subjects of the educational space. In the process of personal growth of a teacher, on the basis of objective introspection, professional personal qualities are corrected, responsibility for making pedagogically appropriate decisions is increased, skills are formed to predict the effectiveness of pedagogical activities in accordance with the new requirements for the profession.

The spiritual maturity of a teacher is associated with his life experience, with the realization of the need to implement professional activities based on the standards of morality; humanistic values of kindness and justice, love and respect for pupils; orientation towards the development of their spiritual and moral potential. Spiritual maturity in the structure of the acmeological model is usually considered as the ability for spiritual self-development based on the highest spiritual needs and values in the professional consciousness of the teacher, which is a regulatory mechanism for his behavior, relationships, activities. Spirituality as a manifestation of the moral life and professionally stable position of the teacher serves as an indicator of his spiritual maturity.

## Conclusion

From the point of view of the acmeological approach, education is seen as a holistic development of students in the conditions of educational systems, and its content as a body of knowledge about the interaction of a person with the world. The main target setting of acmeological education is the study of a person as a subject of life in an integral system of his relations with the surrounding reality. When selecting the content of education in the context of the acmeological approach, the leading principle is the principle of system integration, which provides for the unification of various areas of knowledge in the system of human relations with the world: nature, society, culture, technology.

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