

PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF ACMEOLOGICAL CULTURE OF FUTURE SPECIALISTS IN PEDAGOGICAL EDUCATION

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Annotation: В данной статье речь идет об акмеологическом потенциале будущего педагога. Также, в статье анализируются педагогические и психологические условия развития акмеологического потенциала.

Keywords: scientific, acmeology, acmeological culture, future teacher, pedagogical conditions.

Introduction

Acmeological potential (AP) is an element of the teacher's professionalism system, therefore, when studying the possibilities of its development in the process of studying at a university, it is necessary to identify the psychological and pedagogical conditions for the development of acmeological potential, i.e. significant circumstances on which the achievement of a high level of acmeological potential of a graduate of a pedagogical university depends [10].

Methods and Discussion

These development conditions include:

1. Creation of a psychologically comfortable environment in the classroom, overcoming psychological barriers in communication.

A psychologically comfortable environment contributes to the activation of the reserve capabilities of the individual. "A friendly, humane environment that relieves tension and unnecessary unrest contributes to the formation of openness, mutual interest, trust in each other, mutual support, awareness of the participants in the educational process of the value of other people in themselves and for mutual spiritual and professional enrichment" [1]. Since the purpose of applying the heuristic educational and professional activity (EUP) of students is to develop their AP, the presence of a liberated environment can help in revealing the internal abilities of students, help remove the fear of making a mistake, saying something "wrong", and thereby contribute to the formation striving for self-knowledge, self-development and self-improvement.

To create a friendly atmosphere and a positive emotional background, it is effective:

- 1) the use of personalized addresses of the teacher to students and students to each other, dynamic teaching, the use of facial expressions, gestures, smiles, humor;
- 2) joint planning, discussion of goals and objectives, joint goal setting;
- 3) implementation of priority professional and personal values and attitudes of the teacher, influencing the creation of a psychologically comfortable environment;

4) the use of a kind of warm-up at the beginning of the lesson - motor, emotional, intellectual, communicative, etc.

2. Equal dialogical interaction between the teacher and the student in the implementation of the EUP.

This condition implies uniqueness, equality, the right of communication partners to their own, original point of view, which characterizes the subject-subject approach to learning, student-centered education.

Dialogue communication as the main way for a person to know others, himself and human relations is justified in humanitarian psychology (B.S. Bratus, S.L. Bratchenko, L.I. Vorobieva). During dialogic interaction, everyone has the opportunity to compare themselves with others, identify their strengths and weaknesses, check personal life and professional values by comparing their attitudes with those of other participants. "The brighter a person's ability to compare himself with others in an open dialogue, the more open and receptive he is to "foreign" ideas and innovations, the richer his abilities, the higher his success in the formation of life and professional value orientations [1]. Dialogue interaction in the organization of students' EUP involves the establishment of contacts between all participants on the basis of their joint educational and professional activities, including the exchange of information, the development of a strategy for solving educational and professional problems, perception and understanding of each other.

3. Providing a teacher with a combination of a productive group and individual EUP.

An individual approach to the organization of the EUP is expressed in the implementation of the principle of subject orientation: in building an individual educational trajectory for each future teacher. The basis of this process is the idea of self-realization of the personal potential of each student. The use of an individual approach, however, does not exclude the possibility of organizing work in groups, since in the process of group interaction a person not only knows himself better in comparison with others, but also acquires new experience in activities and relationships (experience in dialogue, cooperation). In his scientific works A.B. Khutorskoy notes the effectiveness of the systemic application of heuristic learning in various organizational forms (individual, collective, individual-collective) [3].

4. Scientific, methodological and technical support for EUP.

Scientific and methodological support of the learning process implies the presence of a complex of open heuristic tasks (OHT); methodological recommendations to the teacher on the organization of students' EUP; providing students with scientific and methodological literature, manuals, technological map of training, which students can refer to if such a need arises.

The teacher is obliged to take care of the technical support of the learning process: for example, a package of computer diagnostic materials, computer equipment for using a package of computer tasks or programs, as well as a comfortable physical learning environment (provide audiences for classes or discussions, independent work, provide time for warm-ups and etc.).

5. Organization by the teacher of students' reflective activity.

When students are already actively involved in the process of joint educational activities, it is important to regularly return back, providing feedback, analyze the reasons for successes and failures, and reflect on the process of educational activities and the product (the result obtained). End-to-end and final reflection is the most important condition for the effective development of AP students.

In the pedagogical aspect, reflection is considered "as a process of cognition, studying the state, results, features of one's creative and pedagogical activity, establishing cause-and-effect relationships between pedagogical phenomena" [4].

Of particular importance for our study is the position of K.A. Abul-khanova-Slavskaya and Yu.A. Kulyutkin, who, when considering activity, pay attention to the fact that it is a change in the subject himself. A change in the quality of activity inevitably entails a change in the quality of the subject itself, which is the purpose of our study: to develop the AP of students in the pedagogical direction, i.e. personal qualities of future teachers, in EUPD. Scientists believe that this process becomes more manageable with the inclusion of reflection mechanisms that characterize a person's self-awareness, his understanding of the grounds for his own actions and deeds. Moreover, as a starting point, reflection involves a person's observation of himself, his activity and the ways of its implementation. On the basis of reflection, introspection, self-esteem, self-education is built, in a word, the subject is self-projecting, assimilating what he considers necessary to have in his "I".

6. Accounting for the features of the development of AP at each stage of its development [5, 6, 7, 8, 9].

The intensity of the development of AP of students of the pedagogical direction depends on considering the features of its development at each stage.

Conclusion

Acquaintance of students at this stage with the concepts of "acme" and "meaning of life", the study of the acme-oriented content of psychological and pedagogical disciplines, an attempt to answer the questions "who am I?", "What am I?", "Who and what do I want to be? ", the use of techniques for diagnosing the personal and professional qualities of future teachers in the search for answers to these questions, the development of the elements of the EUP facilitate the process of student adaptation to the university, increase the importance of pedagogical knowledge in mastering the chosen profession, lead to an awareness of the need for professional self-improvement, and ultimately contribute to development of AP of the future teacher.

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