



**PROFESSIONAL KNOWLEDGE AND LEADERSHIP QUALITIES
TRAINING TENDENCY BASED ON ACMEOLOGICAL APPROACH OF
FUTURE TEACHERS**

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ABSTRACT

The article examines the concept of "acmeological competence" as a factor in the development of leadership qualities of a future teacher. The concepts of "acmeological competence", "leadership", "leader" and "leadership qualities" are defined. Theories of scientists on the problem of developing leadership and leadership qualities of the teacher are presented. The role of forming acmeological competence in the development of teacher's leadership qualities is also noted.

KEYWORDS

Acmeological competence, leadership, personality, spirituality, education, communication.

Introduction

Leadership and organizational qualities are a set of professionally important qualities and include three blocks: personal, intellectual, dynamic.

Block of pedagogical stimulation of leadership - aimed at studying the conditions and features of creating a common group opinion about real leaders in activity and communication, studying the issues of psychological and pedagogical preparation of course staff and teachers for work on the formation of leadership potential .

The organizational-formative block is aimed at studying the problem of developing the skills of organizational cooperation among cadets, students and teachers, organizing mutual educational activities of the listed persons;

The perceptive block is aimed at studying the ideas of students about the qualities necessary for the leader of the study group and the possibilities of forming and strengthening the image of leadership in front of fellow students;

The block of professional psychological support is aimed at studying the conditions for combining the results of leadership potential development, the success of transferring the results of leadership and organizational skills training to professional reality.

The results of the study of acmeological conditions for the formation of students, development of leadership and organizational qualities are considered.

At the stage of determining the experiment, three main groups of conditions affecting the manifestation of leadership potential of students are identified. Leadership potential at the educational and professional level is manifested in the success of educational and professional activities, the ability to help others in their own studies and careers;

At the organizational level - the ability to organize the official and professional life of the group, to create and optimize interpersonal relations in the group; at the individual personal level - in the ability to stimulate the spiritual and social personal development of group members.

The best option is the opportunity to demonstrate leadership potential at all three levels, but in the context of solving organizational problems, the leadership component of student performance is the organizational component of leadership potential.

It is known that it is recommended to use an acmeological approach in the formation and development of the teacher's personal qualities, which is necessary for the development of his leadership qualities. According to the authors, acmeological competence and leadership qualities are formed in the teacher on the basis of the same personal qualities, such as responsibility, independence, ability to creatively solve problems, initiative, ability to set goals, activity, motivation. . for success is self-development, self-knowledge, self-improvement, self-education. The most important quality in the development of certain aspects of the personality is to reveal the inner psychological aspects of the personality. Based on this, the authors conclude that by forming acmeological competence, a teacher can show his best sides and achieve his goals, including developing leadership skills.

When talking about technologies in relation to a person, they mean a set of external methods of psychological influence aimed at changing his mental state and processes, personal characteristics and (or) contributing to the formation and improvement of certain skills and abilities. Such methods of external influence are necessary because many people do not know how to independently renew their internal resources, stimulate self-changing activities and ultimately optimize the development process. Often, psychological technologies are built on the basis of the subject-object principle, in which the affected person is considered only as a certain "function", in relation to which any, even manipulative, methods can be used.

If the technology is built on the basis of the subject-subject principle, has a purposeful humanitarian orientation, ensures the disclosure of the inner potential of the individual, optimizes the use of the subject's resources for its effective development, and achieves a high level of personal and subject. Also, professional growth, then this technology has an acmeological character.

The influence carried out within the framework of acmeological technologies is aimed at the advanced personal and professional development of a person, always has a humanitarian content and is carried out only in the interest of the person. In this case, the subject of influence is "the ally of the development subject, who have common strategic goals and interests."

The following general principles should be followed when training students based on acmeological technologies in the process of development:

- 1) variability, which implies the adaptation of development tools to changing conditions and non-standard situations;
- 2) flexibility, taking into account the ability of the leader as a subject of developmental influence for self-regulation and self-correction;
- 3) integration, which implies the exchange of elements of various types and types of development impact and excludes the absolutization of each individual type;
- 4) the psychological value of acmeological technology, which requires taking into account the models of human impact of different types of development methods;

- 5) the existence of system effects due to any development, taking into account that when any component of the system is affected, the components of the system and connections that are not affected are also changed;
- 6) mobility, which ensures the identification of fixed and changing components of the content of the development impact;
- 7) collection focused on consistency, continuity and continuity in the development of the development impact system;
- 8) adequacy, which ensures that the content of classes is maximally compatible with the level of development of students.

At the same time, the content of motivational material in games, exercises, training and individual work:

- a) activation of cognitive activity of participants in the field of self-development;
- b) creating valuable connections;
- c) to help create situations that require participants to set and solve tasks and problems of various levels of complexity in the field of self-development and self-awareness.

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