



IMPROVEMENT OF AKMEOLOGICAL MOTIVATION OF FUTURE PHYSICAL EDUCATION TEACHER

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Article history:	Abstract:
Received: 24 th October 2021 Accepted: 24 th November 2021 Published: 30 th December 2021	The article analyzes the description of psychological and pedagogical conditions for the improvement of akmeological motivation of the future physical education teacher, the system of professionalism of this task, the possibilities of its development in the process of teaching in higher educational institutions.
Keywords: Education, Future Teacher, Motivation, Physical Education, Pedagogy, Psychology, Psyche.	

INTRODUCTION

In our country, great attention is paid to the development of physical culture of students, physical training, physical education, increasing interest in sports and creating conditions for them to demonstrate their abilities. It is especially important to introduce innovative forms of development of physical culture in students, to improve the socio-pedagogical mechanisms of healthy lifestyle decision-making. The concept of development of physical culture and mass sports in the Republic of Uzbekistan identifies such important tasks as "constant care for the health of the nation - a healthy outlook of the population of all ages, physical, spiritual and intellectual health, strengthening physical health" [1]. This requires the development of a model for the formation of physical culture in students by revealing the essence of the concept of physical culture and its theoretical and methodological basis on the basis of an axiological approach, deciding the interaction between classroom and extracurricular physical activity.

MATERIALS AND METHODS

Psychological and pedagogical conditions for increasing the acmeological motivation of a future physical education teacher include:

1. One of such conditions is the creation of an innovative learning environment that ensures the creation of learning subjects and their involvement in the process of creative self-realization. Innovation is manifested in the development of new effective algorithms and methods of implementation of activities, in solving educational problems. The teacher is placed in an environment of continuous improvement of teaching and learning methods, which is possible only when there is modern scientific knowledge, effective experience and creative research. Innovations arise when there is the activity of the actors involved in the creation process, their willingness to take risks, and the formation of value relationships for the activities they engage in. Creating an environment for creative research, increasing the prestige of knowledge, encouraging the search for additional information, respect for work is a powerful motivator that leads to self-improvement.

2. The next condition necessary to improve the acmeological skills of a future physical education teacher is to develop this subjective position and personal meaning. For a future physical education teacher, achieving subjectivity is not only about achieving a set goal, but also about constantly striving for self-improvement.

In this sense, "acme" is the peak at which new horizons of the next movement are opened. From the point of view of acmeology, it is independence, initiative and responsibility.

According to K.A. Abulkhanova [2], the main criterion of subjectivity is the ability of a person to resolve various contradictions. These are the contradictions between human-oriented abilities, personality, and the demands of society and life. It is the contradiction between an individual's claims and actions and their consequences.

3. The most important pedagogical condition for improving the acmeological skills of a future physical education teacher is the development of special intellectual abilities: comprehension, revision, discrediting of previous meanings, search for sources of meaning, establishing causal and intuitive connections of meanings, etc. [3]

4. The next psychological and pedagogical condition for the development of acmeological competencies of a future physical education teacher is the actualization of "self". This requires creating a trusting relationship between teacher and student. It is recommended to criticize less, if you criticize, if it is positive, not to protest the results achieved, not to engage in moral education, but rather to approve the student more, to be positive about everything that happens inside and outside of him. Respect for the student, recognition of his or her potential ability to solve his or her problems, and an understanding of his or her uniqueness and inner significance will help him or her understand his or her "self".

5. The use of problem-based teaching methods aimed at the development of creative thinking should become the main method of organizing the study of pedagogical, psychological, acmeological and other disciplines.

RESULTS AND DISCUSSION

The problem-based approach to the study of these disciplines allows for a deeper study of the essence of a particular theory, their comparison, a deeper insight into the internal mechanisms of the studied processes, as the essence of the problem-based presentation method is to challenge the teacher and formulate a hypothesis. It shows how to check it, to reveal the contradictions that have arisen. Thus, examples of scientific knowledge, scientific solutions to problems are shown. At the same time, students have the opportunity not only to understand, comprehend and remember ready-made scientific conclusions, but also to follow the logic of the evidence, the movement of the teacher's thoughts.

T.V. Kudryavtsev [4] gives three signs of a problematic situation in training:

- 1) It should be so that his decision can be guided by the students' personal learning activities.
- 2) Questions that arise because of the problem situation should be relevant to the students.

It should include the problem situation feature. Explaining this rule, T. Kudryavtsev states that "the solution of the main problem should take place against the background of the solution of subordinate problems arising from each other and the connection between events and processes." A. Matyushkin [5] emphasizes the dialogic principle as another important principle of problem-based learning, noting that the processes of thinking in communication are not carried out in accordance with the principle of "communication vessels" and the learning process itself is an effective generative process.

6. Dialogue, as a method of learning, has long been known as the most acceptable form of interaction between the subjects of the learning process.

Dialogue is a unique socio-cultural environment that allows a person to accept new experiences, reconsider old meanings, and create a favorable environment for others. Each student must justify his or her attitude to a particular life situation and determine its meaning. It is in this case that the teacher is able to intervene in the search process, which can only be done through dialogue. In the process of communication, it helps the student to see the conflict situation he or she is facing.

Communication creates a situation in which students focus on updating their personal functions, their choice of values, and gaining experience in the implementation of critical perceptions.

The process of improving the acmeological competence of the future physical education teacher was successfully carried out in compliance with the basic psychological and pedagogical conditions. For example:

- humanization of the process of education and upbringing;
- creating an innovative educational environment;
- development of subjective position and personal meaning in education and future professional activity; problem-based learning methods;
- self-actualization;
- dialogic relations.

In addition to the general psychological and pedagogical conditions, specifics were identified and implemented, including: the content of the material aimed at increasing the acmeological motivation of the future physical education teacher; professional orientation of academic sciences; current control over the educational and cognitive activities of students; step-by-step assessment of improvement; consistency and sequence of complexities of creative and reflective activity of students; criteria for modeling and evaluating real situations of professional activity, methodology, control and adjustment. Ensuring the improvement of the process of forming the acmeological motivation of the future physical education teacher in accordance with the technological features: defining the main purpose of the simulated process, selection and creation of teaching material, its problem. Problem-based, inversion methods have been used to develop creative thinking. Students are involved in discussions, debates, analysis, etc., creating conditions for students' thinking ability, flexibility, originality, productivity.

Acmeological teaching method is a method based on continuous stimulation that helps the student to achieve success and high results, or a systematic teaching method created using the design of the learning process and step-by-step diagnostics. The acmeological method helps to organize the learning activities step by step, ensuring the success of the future teacher in teaching and self-development. The task of a teacher in the field of pedagogy is to develop the intellectual, personal, social qualities and communicative aspects of the personality of future teachers. Acmeological techniques include: interactive games, master classes, development techniques, person-centered teaching methods, guessing techniques, methods of teaching how to solve problems, and so on. A teacher's well-developed acmeological approach largely determines a teacher's competitiveness and professional-social success. When a future teacher develops a professional and personal quality such as communication, this process yields its effective result. The acmeological platform of the future teacher is to achieve high results and pedagogical indicators, to develop the creativity of the teacher and the student, to be present in the educational process.

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