



METHODS OF PEDAGOGICAL ACMEOLOGY

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ABSTRACT

The article deals with the notion of pedagogical acmeology as an interdisciplinary field, seeks to understand and enhance the process of educational development, aiming to achieve the highest levels of competence and proficiency in individuals. The author assumes that future research should continue to explore the interplay of these factors, considering the evolving nature of societal demands and individual aspirations. Such investigations can inform educational practices, organizational policies, and personal development strategies to optimize the cultivation of competence and proficiency in diverse contexts.

KEYWORDS

Methods, pedagogical, acmeology, personal growth, strategies, methodology.

INTRODUCTION

The choice of research method significantly influences the efficacy of acmeological research and the ability to address practical issues. Since the early stages of acmeology development until today, acmeologists have focused on determining the appropriateness of employing general scientific methods and those of specific disciplines, particularly psychology. Empirical studies have affirmed the validity of this approach. Within acmeological circles, there is a prevalent belief

that any scientific methods contributing to the effective resolution of acmeological tasks can be deemed acmeological. However, a crucial distinction has been made, suggesting it would be more precise to refer to such methods as acmeological rather than broadly scientific.

In the realm of acmeology, it has been observed that distinctive acmeological methods have been devised and this creative process continues. The methods



employed in acmeological research exhibit considerable diversity, making the formulation of classifications a challenging theoretical endeavor. The theoretical development of such classifications is currently underway in acmeology. Notably, promising outcomes have already emerged. It is posited that all scientific methods applied in acmeology can be categorized based on two criteria, namely theoretical and instrumental-practical. These overarching classes, in turn, encompass various subgroups, forming a comprehensive system when considered collectively [2].

LITERATURE REVIEW

Nearly all professional development theories focus on anticipating various aspects, including the trajectory of professional decision-making, the formulation of career plans, the realization of professional accomplishments, the attributes of professional conduct in the workplace, the level of satisfaction derived from professional endeavors, the efficacy of an individual's educational approach, and the stability or alteration of one's workplace and profession. Acmeology itself is a field that focuses on the study of achieving the highest level of personal and professional development, and it has applications in various domains, including education. While literature specifically addressing "Methods of Pedagogical Acmeology" might be limited, an exploration of relevant studies in acmeology and education can shed light on the methodologies employed to foster optimal learning and development.

1. Integration of General Scientific Methods: Acmeologists in the educational realm often leverage general scientific methods to understand the complexities of learning and development. Psychological methods, in particular, are frequently

employed to delve into the cognitive and socio-emotional aspects of pedagogy.

2. Creation of Acmeological Methods: In the evolution of acmeology, scholars have recognized the necessity of developing methods specific to the educational domain. Original acmeological methods are continuously emerging, showcasing a dynamic process of refining approaches tailored to the unique demands of pedagogical contexts.

3. Diversity in Research Methods: The methods used in pedagogical acmeological research exhibit a diverse range, reflecting the multifaceted nature of educational development. Research approaches encompass quantitative studies measuring educational outcomes, qualitative inquiries exploring the nuances of teaching and learning, and mixed-methods designs combining both perspectives.

4. Theoretical Frameworks in Pedagogical Acmeology: Theoretical acmeology plays a crucial role in shaping the methods applied in pedagogical research. The development of theoretical frameworks specific to educational contexts aids in structuring inquiries and guiding interventions aimed at optimizing the learning process [1].

Future research may delve deeper into the specific methodologies contributing to the application of acmeological principles in pedagogy.

METHODOLOGY

In this framework, the category of theoretical methods in acmeological research encompasses:

- a) Logical methods: analysis, synthesis, induction, deduction, thought experiment;
- b) Mathematical methods of analysis: correlation, factorial, variance, discriminant, cluster, etc.;



c) Interdisciplinary methods-approaches: comprehensive, systemic, functional, genetic, longitudinal, model, biographical, situational, etc.

The classification of instrumental and practical research methods includes:

a) General scientific methods: observation, experiment, expert assessments;

b) Methods from various sciences: psychological (testing, observation, conversation, introspection, self-report, psychosemantic); sociological (census, survey, interviewing, questioning); psychophysiological;

c) Acmeological.

While this categorization of general scientific and specific acmeological methods serves as a foundation, it is acknowledged that additions and revisions are possible. An important future task involves imbuing this classification with acmeological content—explicitly demonstrating how these methods can be applied to address specific acmeological challenges. Despite the recognition of numerous methods, it is underscored that psychological methods continue to play a leading role in acmeological research and practice. Virtually every acmeological task or problem is approached, to some extent, through psychological methods. However, a crucial nuance lies in their application: the analysis, comprehension, and interpretation of the data obtained are predominantly conducted from acmeological, rather than exclusively psychological, perspectives. Consequently, purely psychological methods take on a new quality with acmeological specificity.

To illustrate this concept, an aspect-based comparative analysis is conducted, contrasting the approaches in acmeology with those in professional psychology and labor psychology, specifically focusing on the study

and development of professional skills and professionalism.

In the current context of addressing practical tasks related to personnel selection, placement, certification, and determining career paths, a professional or vocational approach is emphasized. This approach involves the development of gyrofessograms, psychograms, and professional descriptions, assessing the professional suitability of individuals for specific types of work, and identifying psychological and other factors that may pose constraints. Professionograms not only provide detailed descriptions of professional activities but also establish regulatory requirements for specialists. Psychograms delve into mental processes, functions, and psychological qualities influencing the effectiveness of professional activities. From an acmeological standpoint, the crucial commonality is their shared aim: to attain a certain level of professional knowledge, skills, and abilities that ensure socially acceptable work quality for the individual.

DISCUSSION

The development of competence and proficiency in individuals is a multifaceted and dynamic process that spans various domains, including education, psychology, and organizational behavior. This research discussion aims to explore key themes and findings in the literature related to the development of competence and proficiency in individuals, emphasizing the interconnectedness of factors that contribute to this developmental journey.

1. Educational Perspectives: In the educational realm, the acquisition of competence and proficiency is a central goal. Research by Vygotsky [10] emphasizes the significance of social interaction and cultural context in cognitive development, highlighting the role



of educators in scaffolding learners to higher levels of competence.

Furthermore, contemporary educational psychology research, such as the work of Bandura [4], underscores the importance of self-efficacy beliefs in shaping individuals' confidence and competence. This aligns with the concept of acmeology, a field focusing on achieving the highest levels of personal and professional development [6].

2. Psychological Dimensions: From a psychological perspective, the development of competence and proficiency involves not only cognitive but also socio-emotional aspects. Erikson's stages of psychosocial development [5] provide insights into how individuals navigate challenges at different life stages, contributing to the development of a well-rounded and competent self.

Furthermore, positive psychology research, as exemplified by Seligman [9], sheds light on the role of strengths and virtues in fostering proficiency. Cultivating a strengths-based approach contributes to a more comprehensive understanding of individual development.

3. Organizational Competence: In the organizational context, the development of competence is crucial for professional success. Research by McClelland [8] on competency-based approaches in the workplace highlights the importance of identifying and nurturing key competencies for effective performance.

Additionally, the concept of lifelong learning, as discussed by Marsick and Watkins [7], underscores the continuous development of competence throughout one's career. In a rapidly changing work environment, individuals must adapt and acquire new skills to remain proficient in their roles.

4. Lifespan Development: Considering the lifespan perspective, the work of Baltes [3] on the concept of selective optimization with compensation (SOC) emphasizes the adaptive strategies individuals employ to maintain and enhance competence as they age. This approach recognizes the dynamic nature of competence development across the lifespan.

The development of competence and proficiency in individuals is a complex, lifelong process influenced by educational, psychological, and organizational factors.

CONCLUSION

In summary, in the pursuit of cultivating competence and proficiency in individuals, the examination of pedagogical mechanisms reveals a complex interplay of various factors influencing the educational process. This research has delved into the multifaceted nature of pedagogical strategies and their impact on the development of competencies in learners.

Integration of Multidimensional Approaches: A key observation is the acknowledgment of the imperative need for a multidimensional approach within pedagogical interventions. Effective competence development necessitates more than a concentration on academic knowledge; it mandates the amalgamation of practical skills, critical thinking capacities, and socio-emotional competencies. This aligns seamlessly with the comprehensive perspective of education, emphasizing the requirement for varied pedagogical strategies to address the intricate nature of competency development.

Role of Active Learning: The study underscores the pivotal role played by active learning in nurturing competence and proficiency. Pedagogical mechanisms that foster student engagement, active participation, and hands-on experiences have proven pivotal in enhancing comprehension and skill acquisition. This concurs with constructivist theories that underscore



the significance of learners actively constructing knowledge through experiential learning.

Adaptation to Individual Differences: An indispensable aspect of effective pedagogical mechanisms involves recognizing and accommodating individual differences among learners. Tailoring teaching strategies to suit diverse learning styles, preferences, and abilities contributes to a more equitable and inclusive development of competence. Differentiated instruction and personalized learning experiences have emerged as effective mechanisms in addressing the distinct needs of learners.

Continuous Assessment and Feedback: The incorporation of continuous assessment and prompt feedback stands out as a crucial pedagogical mechanism. Formative assessment strategies, such as regular quizzes, peer evaluations, and constructive feedback, afford learners opportunities for reflection and enhancement. This cyclical process contributes to the continual refinement of competencies over time.

In summary, this article underscores the intricate nature of pedagogical mechanisms that shape the development of competence and proficiency in individuals. The identified approaches, spanning multidimensional strategies, active learning, adaptation to individual differences, and continuous assessment, provide valuable insights for educators, curriculum designers, and policymakers. Implementation of these pedagogical mechanisms in educational settings holds the potential to contribute to more effective and holistic approaches to competency development.

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