



Acme-Creative Self-Realization Of The Student In The Educational Process Of The University

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Abstract: It should be noted that at the present time, teachers and psychologists has been an increased interest in Acme and creative self-realization of students. This is explained by "the urgent social need" of creative, competitive professionals. Hence the revision of theoretical positions on the nature of art creativity, diagnostic criteria of creativity and mental capacity in general; sources of creativity being sought, the conditions that promote the development of creative potential, etc. In this context, in the present conditions acme-creative self-realization of the student is a priority in the educational area of the university. By teaching students ways of activity, the teacher equips its ability to acquire knowledge, learn, work and be able to live and to live together with other people. It is defined as the fundamental purpose of education in UNESCO documents [1].

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Introduction.

Kazakhstan scientists are actively seeking to develop the education system, the essence of which is to create conditions for the acquisition of students' existing knowledge, "that is, knowledge, skills, experience and skills required in daily life, in the solution of real problems of today.

Multifaceted study of the problem has significant experience. The study was based on the theoretical development of the problem of creativity as a tool for professional integration of young professionals (S.Zh.Praliev). N. Ilyasova work devoted to the improvement of readiness of future teachers for professional creative work. A. Kenzhebaeva reveals pedagogical conditions of formation of students' creative abilities. B.T.Kenzhebekov explores the formation of professional competence of future specialists in higher education. B.A.Ospanova developed a pedagogical basis for the formation of future creativity of the specialist in university education. R.R.Masyrovoy work is devoted to analysis and a trend in education innovation Kazakhstan S.T.Nyshanova explores training future teachers through the use of new educational technologies.

As the base in the area of methodology and methods of the study the work of S.L. Rubinstein, L.S. Vygotsky, V.V. Davidov, O. Dyachenko, A.N.

Leontiev, A. Matyushkina, N. A. Ponomareva, A.V.Brushlinsky and others were taken [2,3].

Much attention is paid to the development of creative personality traits in the works and foreign scholars as (JPGilford, S.Mednick, C.Taylor, E.P.Torrance, H.Trik, M.Wallach, etc.) [4,5].

However, it should be noted that the issue of self-realization and creative acme students is not sufficiently developed in the pedagogical and methodical plan. Specific of individual student readiness for self-realization and conditions of its formation in the educational area of the university remains unexplored.

Therefore, our interest to the problem caused by the presence of contradictions:

Between the modern requirements for the future competent teacher who is capable of self-realization and insufficient preparation for Acme productive and creative activities.

Between the need for self-identity of the student and insufficient knowledge of the set of conditions that encourage the formation of the desired quality and the lack of academic support in the process.

Taken into consideration the increasing importance of the problem in the present conditions and in order to resolve these conflicts, we have chosen the theme of the article "Acme-creative self-realization of the student in the educational area of the university."

The purpose of the study - to identify the psychological and pedagogical conditions of acme-creative fulfillment of the student in the educational area of the university.

Object of study - the educational process at the university.

The subject of the study - the process of acme creative self realization of student in high school in the educational space.

The purpose of the study led to the need of solving the following objectives:

1. To determine the theoretical foundations of Acme Creative self-student high school in the educational process.

2. To justify the introduction of the concepts of "creative personality", "creative professionals", "acme-creative self-realization."

3. To substantiate and clarify the psychological and pedagogical conditions of acme and creative self-realization of the student in the educational area of the university.

4. To develop the technology of the Acme Creative self realization of student in high school in the educational process.

Materials and Methods.

To solve the problems and test assumptions complex of methods were used, which complete each other: a theoretical analysis of the philosophical, psychological and pedagogical literature synthesis of teaching experience, analysis of the products of the students activity (self-report, self-characterization, maps of self-assessments, personal diaries), the method of monitoring, diagnostic techniques, the method of "slices" of formation of the studied levels of readiness; pedagogical experiment, methods of mathematical processing, etc.

Results.

The concept of professionalism is a fundamental category of Acmeology. Professional identity - qualitative description of the subject of work reflecting the level of development of acmeologic invariants of professionalism, high level of creativity. Therefore, A.K. Makarova says that "Acme" in the professional development of a mental state means the maximum mobilization, realization of all professional abilities. Acme-professional development - a process of forming identity that focuses on professional achievement, mastery and professionalism exercised in personal fulfillment.

Building a pedagogically rational management of the development of creative thinking and creative acme self realization of student, student-oriented implementation approach based on the principle of self-worth of every person. It means

thorough study of psychological and educational patterns of the educational process in the present conditions, and increased psychological and pedagogical competence of teachers of the university. A teacher who should form the creative abilities of the student, his self-realization, above all, must be held as a professional and personal identity.

The problem of self-identity is reflected in a number of philosophical and psychological-pedagogical works of Russian and foreign researchers (K.A.Abulkhanova, Slavskaya, Vygotsky, L. Kogan, Maslow, Carl Rogers, Erich Fromm) [6,7].

Direct study of the phenomenon of self-realization of students studied in works of I.F. Isayev, T.F. Maslova, M.I. Sitnikov. In our research we are interested to study the various aspects of the phenomenon of creativity and acmeology.

Turning to the specific analysis of the historical scientific approaches to the problem of self-realization, it should be noted that the category of self-realization, being the subject of an interdisciplinary study, developed by many branches of science.

Currently, there are several approaches to understanding the phenomenon of self-realization of person. Self-realization is understood as a process of activities in which people objectified its essential powers (ability, talent, creativity) in the products of their work.

If we analyze the teaching process, we can see it has two subsystems: the first is connected with the preparation of teachers of creativity, and the second - creativity in the direct interaction with students. Communication and collaboration as part of the pedagogical creativity, penetration of creativity in teaching communication with students - those indispensable conditions for a productive educational process. Acme-creative self-realization in condition of educational interaction depends on the initial level of self development of teacher and the student and determined by assignment of its results. The action creates the conditions for personal development, in large part because the subject with another deeper into himself. In this case, the individual with the need to take an active, selective position.

Firstly, the structure of interpersonal relationships in a group is dynamic. Secondly, there is a direct connection between the degree of cohesion of the study group and progress of students. Thirdly, among the leaders of the students their classmates called those who have a number of socially significant qualities.

The basic condition of providing acme-creative self-realization of students in the educational space in the institution is effectively organized educational process.

One of the conditions of providing skills and creative self-realization of students can distinguish the so-called organizational and technological unit of the pedagogical process.

Model representation of the cultural and educational space can identify key areas of design, development and management: the development of object-space environment of high school as a developing environment, the content and organization of the educational environment (enriched), development of interpersonal characteristics, relationships, communication culture (communication, training and adjustment of relations).

Modernization of the system of higher education is to create the conditions and mechanisms for self-realization of students in forming adequate for this purpose, object-space environment.

One of the most important conditions is a didactic support educational environment for acme creative self realization of students. The application of professionally oriented modern technologies in education is regarded as a system of psychological, general pedagogical procedures of interaction of teachers and students that foster students' acme-creative personality traits for their future careers.

Conducting business games has sharply improved attendance, formation of student's ability to work with the literature and to increase their interest to acquire the knowledge, and the quality of that knowledge.

In the study, the following simulations as "Marketplace», «No problems!», «Information Store," "Here and Now", "Bank of pedagogical ideas", "formula for success", "From generation to generation," " Know yourself"and others.

Among the innovative technologies the most promising are "case studies" (training with specific learning situations), multimedia Technology (MMT). Multimedia - tools are interactive in nature, i.e, viewers and listeners of multimedia products do not remain passive.

To solve the problems, we used the following diagnostic methods: the "unfinished sentences" of individual interview, tests, questionnaires, etc.

From the above stated we can say that the acme-creative self-realization of the individual student can be done deliberately, step by step. For example, in the initial period, you can apply game technologies and forms of organization of the educational process, the second stage - the active form of discussion of the educational process aimed at reproductive and creative activities. The final stage - training and research forms

of educational process, the development of projective culture and decision, situational, social and psychological solutions.

Results of experimental and educational work indicate that acme-creative self-realization of the student will claim an adequate educational environment. In this case, you change the content of the high school teachers, a key figure in ensuring the effectiveness and efficiency of the educational process.

1. Results and materials of experimental pedagogical work put forward by us confirmed the goal and objectives of the study. We have published: a teaching aid "technology of the future formation of creativity expert" - Turkestan, 2006. - 144 p. Monograph "Theory and technology of the future development of creativity expert" - Germany, 2013. - 598s. Textbook for PhD - PhD "Creative Psychology" - Almaty, 2012. - 420 p. Scientific and methodological support suggest achieving this goal.

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