

## **INTEGRATION OF PROBLEMATIC EDUCATIONAL AND ACMEOLOGICAL APPROACH IN THE DEVELOPMENT OF STUDENT CREATIVITY**

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### **Annotation**

In this article, the Integrative possibilities of problematic educational technologies and an acmeological approach are analyzed in the formation of creativity competence of students of the secondary school. While training on the basis of problem situations develops in students the skills of independent thinking, cognitive activity and finding unusual solutions, the acmeological approach serves to ensure their personal rise, self-improvement, full realization of their capabilities. In this article, the Integrative possibilities of problematic educational technologies are analyzed. In this article, the Integrative possibilities of problematic educational technologies are analyzed.

**Keywords:** Problem education, acmeological approach, competence of creativity, pedagogical integration, creative thinking, problem situation, acmeological competence, reflection and self-development, motivation in education, personality growth points, cognitive activity, professional-acmeological foundation of personality, pedagogical monitoring

## **ИНТЕГРАЦИЯ ПРОБЛЕМНОГО ОБРАЗОВАНИЯ И АКМЕОЛОГИЧЕСКОГО ПОДХОДА В РАЗВИТИИ ТВОРЧЕСТВА УЧАЩИХСЯ**

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### **Аннотация**

В данной статье анализируются интегративные возможности проблемных образовательных технологий и акмеологического подхода в формировании творческой компетенции учащихся общеобразовательных школ. В то время как обучение на основе проблемных ситуаций развивает у учащихся навыки самостоятельного мышления, познавательной активности и поиска необычных решений, акмеологический подход служит их личностному подъему, самосовершенствованию, полной реализации собственных возможностей. В данной статье анализируются интегративные возможности проблемных образовательных технологий.

**Ключевые слова:** проблемное воспитание, акмеологический подход, творческая компетентность, педагогическая интеграция, творческое мышление, проблемная

ситуация, акмеологическая компетентность, рефлексия и саморазвитие, мотивация в обучении, точки роста личности, познавательная активность, профессионально-акмеологическая основа личности, педагогический мониторинг

Today, the main goal of education is to educate students as an independent thinker, a person who can develop a creative approach, able to find unusual solutions to problems. Over time, the competence not only to acquire knowledge, but to use them to create new ideas is gaining relevance. In this context, the complementary nature of problematic educational technologies and the acmeological approach provides a great methodological opportunity in the development of student creativity.

Problematic education can be said as a type of education that plays an important role in this. Problem education is a teaching process that encourages students to know, which is organized on the basis of problem situations that activate their thinking, require research and logical thinking. In this approach, the reader independently discovers new knowledge through exploratory activity rather than ready knowledge. The main components of problem education are as follows:

In student thought, cognitive dissonance—that is, a state of confrontation, in which there is not enough knowledge, but it is necessary to solve, is created. This situation forces the reader to think independently, ask questions, look for a solution. The problem situation should be interesting for the reader, but complex enough.

Students offer probabilistic solutions to the problem. This process relies on creationism, the power of imagination, alternative thinking. The development of additional hypotheses by students develops analytical and creative thinking in them.

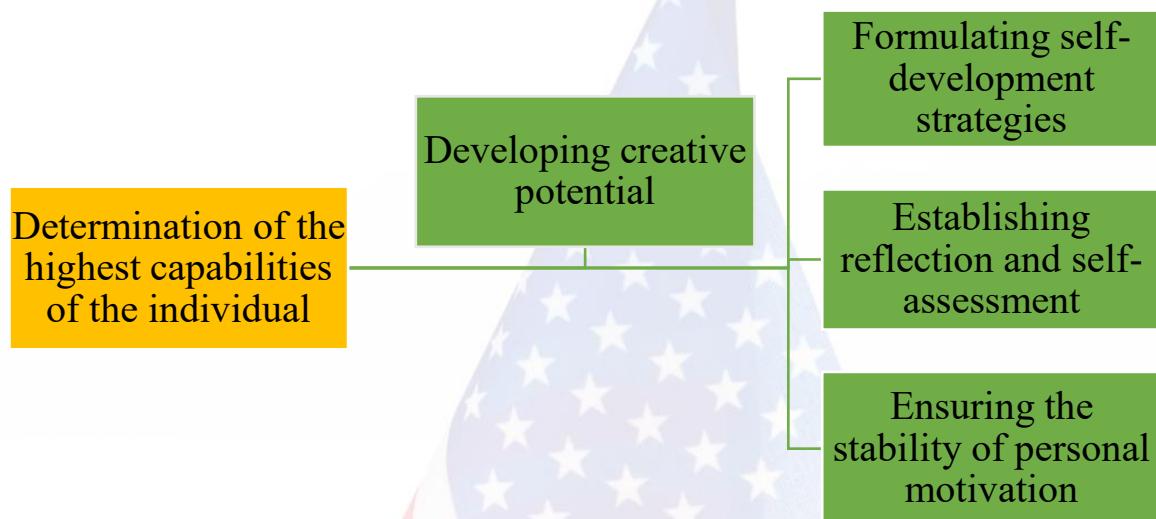
The proposed hypotheses are found to be justified or unwarranted. Students reinforce their opinions with evidence, analyze causal relationships, conduct research activities. This stage forms a culture of scientific thinking.

The knowledge gained from the problem is generalized, new concepts are formed or an innovative solution is brought to light. The reader learns to draw an independent conclusion based on his knowledge and thoughts.

This type of education develops the following important competencies in students: - creative thinking—the ability to find new, unusual, original solutions is enhanced; - cognitive activity—increased interest in knowledge, independent learning, questioning and the need for research; - independent decision-making—the reader is taught to make decisions based on his own opinion, analyzing the situation; - being able to see alternative solutions—a skill is formed to solve a problem in several ways, not just one.

It is these characteristics of problem education that prepare students for creativity, innovative thinking and a creative approach to practical problems.

Based on the acmeological approach, it is advisable to carry out the following several practical processes (Figure 1):



**Figure 1. Practical processes of the acmeological approach**

1. Determination of the highest capabilities of the individual. The individual potential, interests, strengths and aspirations of the student or student are determined. This will help determine its specific path of development.
2. Growing creative potential. The acmeological approach sees creativity as the most important internal resource of a person. Therefore, special attention is paid to the development of the abilities of the student's fantasy, unusual thinking and innovative approach.
3. Formation of self-development strategies. The reader sets his goals, plans the stages of achieving them and develops a personal development strategy. It forms the skills of self-control, planning, efficient distribution of time.
4. Establishing reflection and self-assessment. The reader learns to analyze his activities, to be able to see successes and shortcomings, to draw correct conclusions from mistakes. Reflexive thinking strengthens the individual's culture of working on oneself.
5. Ensuring the stability of personal motivation. Acmeology considers it important to stimulate the reader not by an external incentive, but by internal factors such as internal needs – “desire to grow”, “the need for self-expression”, “achieving the best result”.

The combination of problematic educational technologies and an acmeological approach serves to maximize the creative potential of students. The Integrative model aligns the student's activities with the processes of exploration, reflection, and self-development, forming him as an active subject focused on personal ascension. Below are the successive stages of this integrative model covered in a scientifically based manner:

1. Motivational-acmeological stage. This stage implies the formation of the internal motivation of the student, clarification of the goals of personal development and active involvement in the educational process:

- identification of personal goals: the student identifies his interests, aspirations and areas of activity that give preference. The individual growth vector is defined.
- self-assessment and determination of development indicators: the student analyzes his strengths and weaknesses, determines such indicators as development criteria-creativity level, thinking style, initiative.
- creating interesting problem situations: problematic tasks are presented that motivate the reader to actively think, which create a logical contradiction. Through this, cognitive activity increases.

This stage prepares the student as an active participant in the course of the lesson, a person who cares about his growth.

2. Problematic-the stage of research. At this stage, the reader works on the basis of active research, analysis and scientific logic. It is at this stage that the main elements of problem education are realized.

-understanding the content of the problem: the essence of the given problem, contradictions in it and scientific grounds are determined.

- hypothesis generation: the reader advances probabilistic ideas about solving the problem. this process is enriched by fantasy, creative thinking and unusual thinking.understanding the content of the problem: the essence of the given problem, contradictions in it and scientific grounds are determined.

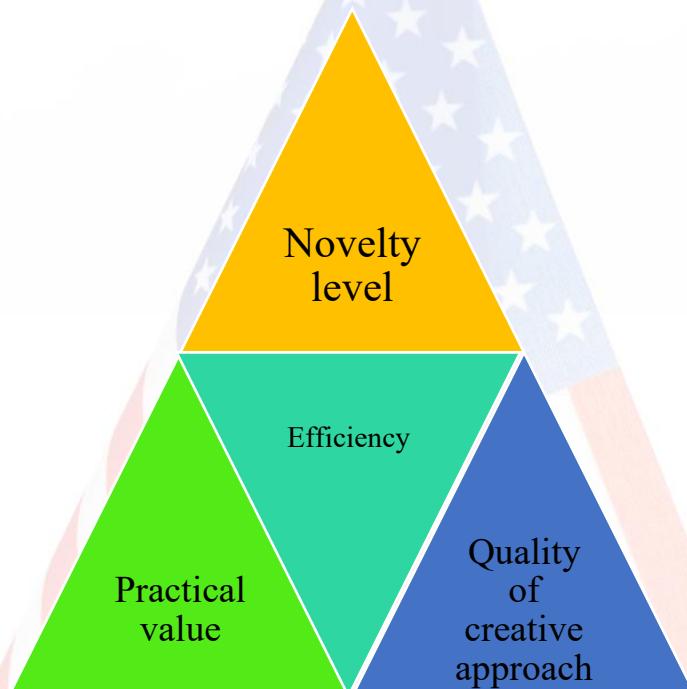
- hypothesis generation: the reader advances probabilistic ideas about solving the problem. this process is enriched by fantasy, creative thinking nce.

This stage develops in the reader the skills of scientific research, creativity and solving the problem in different ways.

3. Creative-analytical stage. This stage combines creative approach and analytical thinking. - testing unusual and innovative solutions: students practically check the ideas they have put forward, conduct experiments or conduct project activities; - evaluation of ideas by acmeological indicators: The priority of solutions is determined by the following criteria (Figure 2):

This stage serves to systematically develop creativity, make innovative decisions and form critical thinking.

4. Reflexive-acmeological final stage. This stage is aimed at analyzing personal achievements and developing strategies for further development.



**Figure 2. Evaluation criteria for acmeological indicators**

Assessment of creative results: the reader reviews his activities with a critical eye, evaluates the achievements he has achieved.

This means that this integrative model will harmonize the search-oriented possibilities of problem education with the personal growth-managing approach of acmeology and serve to develop the creativity potential of students in a complex way.

As a conclusion, it can be said that the integration of problematic education and an acmeological approach has been found to be one of the most effective mechanisms for the comprehensive development of the personality of a student in the modern pedagogical process. Problem education expands the student's cognitive and intellectual potential by engaging him in research activities, activating logical thinking, teaching him to solve problems independently. And the acmeological approach strengthens the inner motivation of the student with the formation of a strategy for personal development, the realization of his creative capabilities, self-assessment and the development of a culture of reflection.

Especially in the context of modern education, where the desire for creative thought, initiative and innovation is required, the practical significance of this integrative model is incomparable and serves to form the student as a "person who seeks the best result."

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