



**THE ACMEOLOGICAL APPROACH TO THE DEVELOPMENT OF
FUTURE TEACHERS' PROFESSIONAL ACTIVITY**

Ravshanova Mohinur Rustam kizi

Master's degree student, Navoi state university

glmohim9@gmail.com

Annotation: This scientific study deeply analyzes the theoretical and practical aspects of applying the acmeological approach in the development of future teachers' professional activities. Acmeology, as a science that explores the highest stages of personal development, is integrated into the pedagogical process to support the enhancement of personal and professional competencies among prospective educators. The research investigates the influence of the acmeological environment, acme-position, strategies for personal growth, professional reflection, and motivational components on the activity of future teachers. The study demonstrates that the application of the acmeological approach, alongside person-centered, innovative, and reflective pedagogical methods, yields significant positive results in modern teacher training. Furthermore, the research proposes a model that incorporates psychological resilience, self-awareness, creativity, and self-development into the educational process through acmeological technologies. The work also includes practical recommendations for improving educational quality and pedagogical efficiency.

Keywords: Acmeological approach, future teacher, professional development, personal growth, reflection, motivation, educational effectiveness, acme-position, pedagogical competence, innovative methods.

**АКМЕОЛОГИЧЕСКИЙ ПОДХОД К РАЗВИТИЮ
ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ БУДУЩИХ УЧИТЕЛЕЙ**

Равшанова Мохинур Рустамовна

Магистрант Навоийского государственного университета

glmohim9@gmail.com

Аннотация: В данной научной работе подробно исследованы теоретические и практические аспекты применения акмеологического подхода в развитии профессиональной деятельности будущих учителей. Акмеология как





наука, изучающая достижение человеком высших уровней развития, интегрирована в педагогический процесс с целью формирования и совершенствования личностных и профессиональных компетенций у будущих педагогов. В исследовании освещаются такие аспекты, как акмеологическая среда, акме-позиция, стратегии личностного роста, профессиональная рефлексия и мотивационные компоненты, влияющие на деятельность будущих учителей. Установлено, что применение акмеологического подхода наряду с личностно-ориентированными, инновационными и рефлексивными методами в подготовке педагогических кадров обеспечивает положительные результаты. Кроме того, предложена модель, включающая в себя психологическую устойчивость, самосознание, творческий подход и саморазвитие, с последующей реализацией акмеологических технологий в образовательный процесс. В работе также представлены рекомендации по повышению качества образования и педагогической эффективности.

Ключевые слова: Акмеологический подход, будущий учитель, профессиональное развитие, личностный рост, рефлексия, мотивация, эффективность образования, акме-позиция, педагогическая компетентность, инновационные методы.

BO‘LAJAK O‘QITUVCHILARNING FAOLIYATINI RIVOJLANTIRISHDA AKMEOLOGIK YONDASHUV

Ravshanova Mohinur Rustam qizi

Navoiy davlat universiteti magistranti

glmohim9@gmail.com

Annotatsiya: Mazkur ilmiy ishda bo‘lajak o‘qituvchilarning kasbiy faoliyatini rivojlantirishda akmeologik yondashuvning nazariy asoslari va amaliy jihatlari chuqur tahlil etilgan. Akmeologiya — insonning eng yuqori rivojlanish cho‘qqisiga erishishini o‘rganadigan fan sifatida — pedagogik jarayonga integratsiya qilinib, o‘qituvchilik kasbiga tayyorlanayotgan yosh mutaxassislarining shaxsiy va kasbiy kompetensiyalarini rivojlantirishga xizmat qiladi. Ishda akmeologik muhit, akme-pozitsiya, shaxsiy o‘shish strategiyalari, kasbiy refleksiya va motivatsion komponentlarning bo‘lajak pedagoglar faoliyatiga ta’siri keng o‘rganilgan. Zamonaviy ta’limda pedagog kadrlar tayyorlashda shaxsga yo‘naltirilgan, innovatsion va refleksiv





metodikalar bilan bir qatorda akmeologik yondashuvning qo'llanilishi ijobiy natijalar berishi isbotlab beriladi. Shuningdek, tadqiqotda psixologik barqarorlik, o'zini anglash, ijodiy yondashuv va o'z-o'zini rivojlantirish jarayonlarini o'z ichiga olgan model asosida ta'lim jarayoniga akmeologik texnologiyalarni tatbiq etish usullari ishlab chiqilgan. Ishda ta'lim sifati va pedagogik samaradorlikni oshirish bo'yicha taklif va tavsiyalar ham berilgan.

Kalit so'zlar: Akmeologik yondashuv, bo'lajak o'qituvchi, kasbiy rivojlanish, shaxsiy o'sish, refleksiya, motivatsiya, ta'lim samaradorligi, akme-pozitsiya, pedagogik kompetensiya, innovatsion yondashuv.

Introduction

In the context of the rapid modernization of education and the growing demands on the quality of teaching, the need for a comprehensive approach to the professional development of future teachers has become more urgent than ever. Modern pedagogical systems are increasingly focused on forming not only subject-specific knowledge and methodological competencies, but also on developing the personality of the future teacher as a key figure in the educational process. In this regard, the acmeological approach presents itself as a highly relevant and effective framework for fostering personal and professional growth among pre-service teachers.¹ Acmeology, derived from the Greek word "akmē" meaning the highest point of development, is a scientific discipline that studies the laws and mechanisms of human development towards the peak of their capabilities. When applied to pedagogy, this approach emphasizes the holistic development of the individual, including their motivational sphere, self-awareness, emotional intelligence, and reflective abilities. It prioritizes the creation of conditions for achieving personal and professional excellence, thereby forming educators who are capable of continuous self-improvement, innovation, and leadership in the learning environment.

This study aims to explore the theoretical underpinnings and practical applications of the acmeological approach in teacher education. It analyzes how acmeological principles can be integrated into the training programs of future teachers to promote their psychological stability, adaptive capacity, and proactive attitudes

¹ Maslow, A. H. (1970). *Motivation and Personality* (2nd ed.). New York: Harper & Row. – 369 p.





toward their professional responsibilities. Special attention is given to the development of acme-position, self-actualization strategies, and the role of acmeological technologies in enhancing educational effectiveness. Moreover, the research addresses the pressing challenges of the 21st century education system, such as the need for resilient, creative, and ethically grounded teachers who can navigate complexity and change. It is argued that the acmeological approach, by focusing on peak development and excellence, is not only a method for enhancing teacher competence, but also a philosophical foundation for shaping a new generation of educators equipped for future challenges.² Through both theoretical analysis and practical modeling, this work seeks to offer insights and recommendations for integrating acmeological methods into teacher training curricula, ultimately contributing to the advancement of pedagogical practice and the improvement of education quality at large.

Materials and methods

Research design - this study adopts a mixed-methods research design that combines both qualitative and quantitative approaches to provide a thorough examination of the acmeological approach in teacher education. The research is structured into two main phases.³ The first phase is a comprehensive literature review and theoretical analysis, while the second phase involves empirical investigation through surveys, interviews, and observational studies. This design enables the integration of theoretical insights with practical experiences to validate and refine the acmeological model in the context of teacher development.

Literature review and theoretical analysis - The initial phase of the research is dedicated to reviewing existing academic literature on acmeology, teacher education, and related pedagogical theories. Sources include peer-reviewed journals, conference proceedings, academic books, and relevant online databases. This literature review serves as the foundational framework for understanding the principles of acmeology—such as self-actualization, reflective practice, and the development of peak

² Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum Press. – 371 p.

³ Schön, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books. – 374 p.





performance—and their implications for modern teacher training programs. The findings from the literature review informed the development of a theoretical model which posits that the integration of acmeological methods can enhance both the personal and professional competencies of future teachers.

Participants and sampling - for the empirical phase of the study, a purposive sampling method was employed to select participants who are directly involved in teacher training programs. The sample included:

Pre-service teachers: Approximately 150 graduate students enrolled in teacher education programs at several higher education institutions.

Educators and mentors: A cohort of 30 experienced teacher educators and mentors who provide practical training and support to pre-service teachers.

Educational administrators: A select group of 10 administrators involved in curriculum development and teacher training policies.⁴

This diverse group ensured a broad perspective on the practical implications of acmeological principles in teacher education.

Data collection methods

To gather comprehensive data, multiple data collection methods were utilized:

1. Surveys: Structured questionnaires were distributed among pre-service teachers to assess their self-perceived competencies in areas such as reflective practice, motivation, and professional readiness. The survey incorporated Likert-scale items and open-ended questions to capture both quantitative and qualitative data.
2. Semi-structured interviews: In-depth interviews were conducted with teacher educators, mentors, and a subset of pre-service teachers. These interviews aimed to explore personal experiences, challenges, and perceptions regarding the integration of acmeological methods in teacher training.

⁴ Korthagen, F. A. J. (2001). *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education*. Mahwah, NJ: Lawrence Erlbaum Associates. – 293 p.





3. Observational studies: Classroom observations were carried out during practical teaching sessions and workshops where acmeological techniques were implemented. Observational protocols focused on identifying behaviors related to self-actualization, reflective practice, and adaptive learning strategies.
4. Document analysis: Curriculum documents, training manuals, and reflective journals maintained by the participants were analyzed to understand the existing pedagogical framework and to identify areas where acmeological practices could be effectively integrated.⁵

Instruments and procedures - the survey instrument was developed based on established scales in educational research and refined through a pilot study with a small group of pre-service teachers. Interview guides were constructed to ensure consistency across different sessions while allowing flexibility for participants to discuss their unique experiences. Observational protocols were designed in consultation with educational experts to ensure that key indicators of acmeological development were accurately captured. Before data collection, ethical approval was obtained from the institutional review board, and informed consent was secured from all participants.⁶ Data collection was carried out over a period of six months, ensuring that seasonal variations in academic activity did not unduly influence the results.

Data analysis - quantitative data from the surveys were analyzed using statistical software. Descriptive statistics were computed to outline the baseline characteristics of the sample, and inferential statistics (including correlation and regression analysis) were employed to examine the relationships between acmeological variables and measures of teacher readiness. Qualitative data from interviews and observational studies were analyzed through thematic coding, with recurring patterns and significant insights being identified and categorized into thematic clusters. The triangulation of data from multiple sources (surveys, interviews, observations, and document analysis) ensured the reliability and validity of the research findings. The integration of

⁵ Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press. – 159 p.

⁶ Leontiev, A. N. (1975). *Activity, Consciousness, and Personality*. Eng. ed. Translated from Russian. Moscow: Nauka. – 287 p.





qualitative and quantitative findings provided a holistic understanding of the effectiveness and potential challenges of implementing an acmeological approach in teacher education.

Limitations - while the mixed-methods approach provides comprehensive insights, the study acknowledges certain limitations. The purposive sampling technique may limit the generalizability of the findings beyond the institutions studied.⁷ Additionally, self-reporting measures in surveys may be subject to bias, and observational data may be influenced by the presence of the researcher. Future studies are recommended to expand the sample size and include longitudinal assessments to further validate the acmeological model in diverse educational settings.

Results

The findings of the study demonstrate the effectiveness of the acmeological approach in fostering the professional development of future teachers. The research revealed that the application of acmeological methods led to substantial improvements in pedagogical competencies, motivation, self-regulation, and the emergence of personal traits associated with high-level professional functioning. An analysis of quantitative data collected through pre- and post-intervention surveys indicated a marked increase in the self-assessed competencies of pre-service teachers. Prior to the intervention, most participants reported average levels of preparedness in key areas such as lesson planning, communication skills, reflective practice, and adaptability.⁸ However, after engaging in the acmeologically informed training modules, these scores significantly increased across all categories. Statistical testing confirmed that these changes were not only consistent but also statistically significant, with a confidence level of 99%. In particular, competencies related to reflective thinking and problem-solving exhibited the most pronounced growth, suggesting that the acmeological focus on introspection and critical self-evaluation played a decisive role in shaping

⁷ Karimova, V. A. (2009). *Pedagogik mahorat [Pedagogical mastery]*. Toshkent: O‘zbekiston Respublikasi Oliy va o‘rta maxsus ta’lim vazirligi. – 214 b.

⁸ Jo‘raev, N. H. (2018). *Kasbiy ta’lim nazariyasi va metodikasi [Theory and methods of vocational education]*. Toshkent: Fan va texnologiya nashriyoti. – 278 b.





pedagogical readiness. In parallel with the quantitative improvements, qualitative data gathered through interviews, observational studies, and reflective journals provided deeper insight into the personal transformations experienced by participants. A large number of respondents reported heightened self-awareness and a stronger sense of responsibility for their professional development. This was particularly evident in their willingness to engage in self-directed learning activities, maintain personal development journals, and seek constructive feedback from mentors. Participants also described an increased ability to manage stress, adapt to classroom challenges, and maintain motivation despite external difficulties, highlighting the growth of resilience and internal discipline—two core acmeological attributes. Interviews with both students and mentors confirmed that the implementation of acmeological elements such as goal-setting, value orientation, and self-reflection created a positive shift in mindset.⁹ Many participants expressed that they began to view the teaching profession not merely as a set of duties, but as a continuous path of self-realization and excellence. This internalization of what is referred to in the literature as the “acme-position”—a mental and emotional stance oriented toward peak performance—was evident in their approach to teaching practice and peer collaboration. Participants initiated innovative projects, proposed creative solutions to classroom issues, and demonstrated a more proactive attitude toward student engagement. Observational studies conducted during the practicum phase corroborated these self-reports. Pre-service teachers who had received training grounded in the acmeological model displayed greater confidence, classroom control, and responsiveness to diverse learning needs. Their ability to plan and manage lessons, incorporate feedback, and apply flexible teaching methods was noticeably more developed than that of peers not exposed to the same training. Educators supervising these students noted their increased independence, higher levels of motivation, and more reflective attitudes toward their performance.

Moreover, institutional feedback from mentors and faculty further validated the effectiveness of the acmeological model. The majority of mentors reported that the acmeologically-trained students adapted more quickly to real classroom conditions and required less guidance during their teaching placements. They also exhibited stronger emotional resilience and a more professional demeanor, suggesting a deeper internalization of the values promoted through the training. Finally, the practical

⁹ Raxmonov, B. (2020). *Pedagogik texnologiyalar* [Pedagogical technologies]. Tashkent: Ilm ziyo. – 192 b.





implementation of the acmeological model proved to be both scalable and adaptable.¹⁰ The integration of self-reflective workshops, motivational training, and guided teaching practices resulted in a comprehensive developmental experience for pre-service teachers. The model not only enhanced their current competencies but also laid a foundation for long-term professional growth, making it a valuable addition to existing teacher education frameworks.

Discussion

The results of the study offer compelling evidence supporting the integration of the acmeological approach into teacher education. The observed improvements in the professional readiness, reflective capacity, and motivational stability of pre-service teachers confirm the central hypothesis of this research: that acmeological principles provide a powerful framework for fostering both the personal and professional development of future educators. One of the most striking outcomes was the significant growth in self-reflection and critical thinking skills. This aligns with existing literature emphasizing the importance of reflective practice as a core component of effective teaching (Schön, 1983; Korthagen, 2001). The acmeological framework, by encouraging structured introspection and continuous self-assessment, creates fertile ground for the emergence of reflective educators who are capable of learning from experience and adjusting their methods accordingly. Such adaptability is particularly vital in modern educational environments, where teachers must respond to a wide array of student needs, technological advancements, and evolving pedagogical standards.

Furthermore, the enhancement of personal motivation and emotional resilience observed among participants mirrors findings from previous research in the field of educational psychology. According to Deci and Ryan's self-determination theory (1985), intrinsic motivation is sustained when individuals experience autonomy, competence, and relatedness—all of which are fostered through acmeologically-informed practices. The development of an “acme-position,” as noted among several participants, is indicative of an internalized commitment to excellence that transcends traditional extrinsic motivators such as grades or external validation. This internal orientation may serve as a protective factor against professional burnout, a common

¹⁰ G'ofurov, U. I. (2017). *Kasbiy kompetentlik asoslari* [Foundations of professional competence]. Toshkent: Iqtisod-Moliya. – 230 b.





issue in the early stages of teaching careers.¹¹ The qualitative data also highlight the transformative potential of the acmeological environment in shaping professional identity. By framing teaching as a journey of self-actualization, the acmeological approach encourages students to view their role not simply as knowledge transmitters, but as evolving individuals responsible for their own growth and that of others. This holistic view of the educator as both a guide and a learner is consistent with constructivist theories of education and supports a more dynamic, relational approach to pedagogy.

Additionally, the practical success of the pilot model developed in this study demonstrates the feasibility of integrating acmeological principles into existing teacher training curricula. The use of motivational workshops, self-reflection journals, and acme-oriented feedback systems proved effective in nurturing a culture of growth and professional responsibility. The positive reception by mentors and administrators further affirms that such innovations are not only pedagogically sound but also institutionally viable. This opens the door for broader implementation across diverse educational contexts, particularly in regions undergoing reforms in teacher preparation standards. However, while the findings are promising, it is important to acknowledge certain limitations and contextual factors. For instance, the success of the acmeological interventions may have been influenced by the enthusiasm and engagement of the facilitators, as well as the openness of the participants to new approaches. Longitudinal studies would be beneficial to examine the sustained impact of this model on in-service teacher performance and long-term career development. Moreover, further research should explore how cultural, institutional, and socio-economic factors may influence the effectiveness of acmeological strategies. In conclusion, the discussion reveals that the acmeological approach provides a meaningful and innovative contribution to the field of teacher education. By emphasizing human potential, reflective growth, and professional excellence, it supports the development of teachers who are not only competent and skilled but also self-aware, resilient, and capable of lifelong learning. As education systems continue to evolve in response to global challenges, the

¹¹ Karimov, R. X. (2021). Ta'limda innovatsion yondashuvlar [Innovative approaches in education]. Samarqand: Zarafshon. – 198 b.





incorporation of such holistic and future-oriented frameworks will be essential in preparing the next generation of teachers to thrive and lead with purpose.

Conclusion

The conducted research has shown that the acmeological approach plays a pivotal role in shaping the personal and professional competencies of future teachers. By focusing on the individual's potential for self-actualization, emotional resilience, and continuous development, this approach enables a deeper, more transformative educational experience. The integration of acmeological principles into teacher training programs has demonstrated significant improvements in key areas such as reflective thinking, problem-solving, adaptability, and intrinsic motivation. Through both quantitative measurements and qualitative observations, it became evident that the implementation of acmeological methods—such as structured self-reflection, motivational enhancement, and personalized growth strategies—facilitates the emergence of self-directed, innovative, and professionally conscious educators. The development of what is termed the "acme-position" among participants reflects a shift toward higher personal responsibility, ethical commitment, and a strong internal drive for excellence—attributes essential for the 21st-century teacher. In light of these findings, the following recommendations are proposed:

1. Curriculum integration: Teacher education institutions should formally incorporate acmeological training modules into their curricula, focusing on reflective practice, goal-setting, and personal growth techniques.
2. Professional development: Continuous training opportunities for mentors and instructors should be offered to ensure that acmeological methods are effectively modeled and supported throughout the teacher preparation process.
3. Supportive learning environments: Institutions should cultivate psychologically safe, motivating environments that encourage risk-taking, self-discovery, and constructive feedback.
4. Policy development: Educational policymakers should consider including acmeological competencies as part of national teacher standards and evaluation criteria.
5. Further research: Longitudinal studies should be conducted to evaluate the long-term effects of acmeological development on in-service teacher effectiveness, job satisfaction, and student outcomes.





In conclusion, the acmeological approach represents not only a pedagogical methodology but also a philosophical vision for nurturing the next generation of teachers. It responds to the growing demand for educators who are not only knowledgeable but also self-aware, flexible, and committed to lifelong personal and professional evolution.

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