

ACMEOLOGICAL APPROACH TO THE FORMATION OF PROFESSIONAL AND CREATIVE ABILITIES OF FUTURE TEACHERS

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Abstract

The problem of modern education – formation of professional and creative abilities of future teachers – is investigated. The relevance of the acmeological approach implementation is presented in order to provide pedagogical conditions for effective formation of professional and creative abilities in the educational process at the university. The stages of the process of development of formation of professional and creative abilities of teachers are developed taking into account the acmeological theory of maturity. The author comes to the conclusion that the application of the acmeological approach acts as a means and condition for the formation of the personality of a competent teacher, a professional.

Keywords: Professional and creative abilities; acmeology; acmeological approach; professionalism.

Introduction

Currently, higher education faces the task of training specialists with deep and fundamental theoretical knowledge and practical training. One of the areas of activity of higher education institutions is the professional training of graduates. This explains the need to implement a new, broader approach to professional education in universities and requires special attention to the formation of professional and creative abilities of future teachers. Having analyzed the current state of higher education, I came to the conclusion that in the context of the modern scientific and technological revolution, a certain gap has arisen between the historically established tradition of education in higher education and the needs of society. 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. 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 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.

Materials and Discussion

Acmeology is a science, which is based on various educational systems and processes in search of paths to improvement of activities. The term acmeology has scientific and practical knowledge like such fields as eurilogy (P. Engelmeier), ergonology (V. Myasishchev), reflexology (V. Bekhterev) and appeared in the 20s of the last century[3,4]. Socio-cultural acmeology appeared in the works of N. Gumilev, S. Gorodetsky, A. Akhmatova and others as acmeism at the beginning of the 20th century. Natural-scientific research on the relationship between creative activity and the productivity of various psychobiological factors by F. Galton and V. Osvaldo led to the origin of acmeology. According to B.G. Anan'ev, the scientific basis of acmeology is the integration of the sciences of the individual, person, individuality and life activity of the subject in human development. In acmeology, a person is considered as a subject in professional activity and self-determination of his life, self-development and creativity, human life activity. On the basis of self-development and self-management lies the human need to achieve new successes, to improve, to be a supporter of an active life, to believe in one's own abilities, to understand the meaning of life. The development of a person is inextricably linked with the conditions of his mother's womb, pre-school childhood, elementary school, adolescence and youth. During these periods, what will be his health, what is valuable to him, his private evaluation, his attitude to people and work, his actions, etc. will determine what kind of professional he will be in the future [2]. The main goal of using the acmeological approach is that the student will be able to independently overcome any existing difficulties or problems, develop his creativity in such a way that he can even work independently as a sole entrepreneur. To achieve this, together with the use of the acmeological approach in the educational process, it is necessary to work on the formation of an acmeological environment in the pedagogical team with the motive of creativity and success. Connection of creativity with the following phenomena: creative attitude to work, creative thinking, creativity, creative direction; the creativity and professional activity of the leader, the interaction of his professional skills and professional skills [1].

The profession of teaching holds a special place in shaping the future of individuals and society. Teachers are not just transmitters of knowledge, but also role models who guide students toward their intellectual and personal development. As the demands on educators continue to evolve, there is an increasing need for future teachers to not only possess professional



competencies but also to foster their creative abilities. One of the most promising approaches to achieving this goal is the *acmeological approach*.

For future teachers, the acmeological approach means developing not only theoretical knowledge and practical teaching skills but also cultivating the creativity, critical thinking, and problem-solving abilities that are essential in a dynamic and ever-changing educational landscape.

The acmeological approach views teacher development as a holistic process that encompasses both personal and professional growth. Future teachers are encouraged to work on their self-awareness, self-regulation, and motivation, alongside the acquisition of subject-specific knowledge and pedagogical skills. By fostering an environment in which personal growth is as important as professional development, teachers can reach a level of excellence where their creativity and teaching effectiveness are maximized.

Creativity is no longer just an asset for art teachers; it is a crucial skill for educators in all disciplines. In the acmeological approach, developing creative abilities is viewed as a fundamental part of the teacher's professional journey. Teachers must learn how to engage their students' imagination, think outside the box, and develop new teaching strategies that respond to the diverse needs of their students.

This development is often achieved through a combination of practical exercises, reflection, and collaboration with colleagues. Teacher education programs that integrate creative problem-solving tasks, project-based learning, and collaborative teaching models foster the ability to innovate in the classroom. Moreover, encouraging teachers to engage in continuous professional development, attend workshops, and share creative ideas with peers contributes to their ongoing growth as both educators and innovators.

Moreover, the acmeological approach to teaching emphasizes an interdisciplinary perspective. Future teachers are not only trained in their specific subject areas but also in the integration of diverse disciplines and methods. For instance, a teacher of history may also develop skills in using technology, incorporating art into lessons, or teaching students how to think critically across different fields. This interdisciplinary mindset encourages flexibility, adaptability, and the ability to approach problems from various angles—key traits of both professional competence and creativity.

A hallmark of the acmeological approach is the promotion of reflective practice. Teachers are encouraged to critically evaluate their own performance and seek opportunities for improvement. By reflecting on their experiences in the classroom, educators can identify areas where they can innovate and grow. This process of self-reflection not only enhances teaching effectiveness but also nurtures a mindset of lifelong learning—a critical component for staying current in the profession.

In the acmeological approach, collaboration is a central tenet. Future teachers are encouraged to work with colleagues, mentors, and other professionals in order to share experiences, ideas, and best practices. Through mentorship, teachers can gain valuable insights into their strengths and areas for growth, while also developing creative approaches to teaching and learning.



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.

The acmeological approach has the potential to significantly impact the development of future teachers in several ways:

1. **Enhanced Professional Competencies:** By focusing on both the cognitive and emotional aspects of teacher development, the acmeological approach helps educators to become more skilled, confident, and effective in their roles. Teachers equipped with this approach are better able to handle the challenges of modern classrooms and provide high-quality instruction.
2. **Promotion of Lifelong Learning:** Teachers who adopt an acmeological mindset are more likely to embrace continuous professional development. This commitment to lifelong learning allows them to adapt to changes in educational theories, technologies, and pedagogical strategies.
3. **Increased Creativity and Innovation:** The emphasis on creativity within the acmeological framework encourages teachers to think creatively about their teaching methods and to foster an innovative learning environment for students. Creative teachers are more likely to experiment with new instructional approaches, create engaging lesson plans, and inspire students to think critically.
4. **A Holistic Approach to Education:** The acmeological approach nurtures the holistic development of future teachers, ensuring that they are not only experts in their subject matter but also effective communicators, empathetic mentors, and dynamic problem-solvers. This results in a more comprehensive and well-rounded educator.

Conclusion

The acmeological approach offers a promising pathway for the development of both professional and creative abilities in future teachers. By focusing on the continual development of the teacher's personal and professional capacities, this approach creates educators who are not only knowledgeable and skilled but also innovative and capable of inspiring creativity in their students. As education continues to evolve, adopting an acmeological approach to teacher



preparation will be crucial in fostering a new generation of teachers who can meet the demands of the modern classroom while inspiring the next generation of thinkers, creators, and leaders. 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. All in all, 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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