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THE ACMEOLOGICAL APPROACH AS A METHODOLOGICAL BASIS FOR THE PROFESSIONAL DEVELOPMENT OF FUTURE TEACHERS

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Abstract. This article examines the methodological significance of the acmeological approach in the professional development of future teachers, exploring its theoretical foundations and pedagogical potential. It further analyzes the role of the acmeological approach in fostering professional competence, self-development, reflective thinking, creativity, and the enhancement of pedagogical mastery among future teachers. The study substantiates the priority principles and effective mechanisms for organizing the pedagogical education process based on the acmeological approach.

Keywords: acmeology, acmeological approach, future teacher, professional development, professional competence, pedagogical mastery, self-development, reflection, professional maturity, methodological basis.

Introduction

The reforms currently being implemented within the education system are giving rise to new requirements regarding the content and quality of the training of pedagogical personnel. A modern teacher should be distinguished not only by a deep knowledge of their subject but also by the ability to effectively organize the pedagogical process, utilize innovative technologies, account for the individual characteristics of students, and strive for continuous professional development. In this context, it is crucial to develop methodological approaches for preparing future teachers—approaches that help them realize their personal potential, enhance their professional capacity, and attain a high level of pedagogical mastery. The acmeological approach plays a significant role in addressing these objectives. This approach focuses on studying the principles underlying an individual's professional and personal maturation, identifying existing potential, and fostering its purposeful development. It enables the formation of a future teacher not merely as a recipient of established knowledge, but as a professional who consciously manages their own career development, makes independent decisions, and strives for high-level results in their pedagogical practice. Therefore, studying the acmeological approach as a methodological foundation for the professional development of future teachers is considered a significant area within the theory and practice of pedagogical education.

The Theoretical and Methodological Essence of the Acmeological Approach

The term "acmeology" is derived from the Greek words *akme*—meaning peak, maturity, or the highest level—and *logos*—meaning doctrine or knowledge. Acmeology has emerged as a scientific field that examines the processes related to an individual's attainment of maturity, the realization of their personal and professional potential, and the enhancement of their performance efficiency.

The core concept of the acmeological approach involves identifying an individual's existing potential, fostering its development, and establishing the necessary conditions to achieve high-level results in their professional activities. In this framework, development is interpreted as the outcome of the interaction between an individual's internal needs, goals, values, and abilities, and the external pedagogical environment. From a pedagogical perspective, the acmeological approach views a teacher's professional maturation as a continuous, gradual, and goal-oriented process. In this context, professional development is not limited solely to the acquisition of knowledge and skills. It also encompasses pedagogical thinking, professional motivation, a sense of responsibility, a creative approach, the ability to analyze one's own practice, and the capacity for self-improvement.

The methodological significance of the acmeological approach lies in its contribution to organizing the development process of a prospective teacher as an integrated system. Within this system, educational goals, professional competencies, personal development needs, experience in pedagogical

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practice, and criteria for evaluating outcomes are harmoniously interconnected. Furthermore, the acmeological approach views an individual's professional development not as the mere replication of a pre-existing model, but as a process of realizing individual potential and shaping a unique professional style. This serves as an essential theoretical foundation for fostering the independence, initiative, and creative potential of future teachers.

The Role of the Acmeological Approach in the Professional Development of Future Teachers

The professional development of a future teacher is a complex, multifaceted, and continuous process in which theoretical knowledge, practical skills, personal qualities, and professional values develop in an interconnected manner. The acmeological approach is directed toward shaping these components into a unified, integrated system.

First, the acmeological approach assists future teachers in developing professional self-awareness. Students gain the ability to identify their strengths and areas requiring further development, evaluate their professional interests, and set clear goals for their future practice. Professional self-awareness is a crucial prerequisite for fostering a conscious, deliberate approach to pedagogical work.

Second, this approach strengthens professional motivation. Future teachers who can envision their professional prospects, define their developmental goals, and understand the pathways to achieving them become more actively engaged in the educational process. In this context, intrinsic motivation, a sense of responsibility, and the pursuit of professional success play a significant role.

Thirdly, the acmeological approach contributes to the development of professional competence. Future teachers systematically acquire competencies such as analyzing pedagogical situations, planning the educational process, selecting teaching methods, utilizing digital tools, and communicating effectively with students. In developing these competencies, it is essential to integrate theoretical instruction with practical exercises, pedagogical internships, and independent study.

Fourthly, this approach fosters reflective skills. Reflection is the ability of a future teacher to analyze their own professional activities, the decisions they have made, the results achieved, and any shortcomings encountered. Through reflective practice, students draw conclusions from their own experiences, identify problems, and determine ways to improve their future professional practice.

Fifthly, the acmeological approach promotes pedagogical creativity. In the context of modern education, teachers are expected not only to work effectively in standard situations but also to independently find solutions to complex and unconventional pedagogical challenges. Therefore, it is essential to cultivate in future teachers the skills of critical thinking, developing innovative ideas, resolving problematic situations, and analyzing pedagogical experiences.

Key Principles of the Acmeological Approach

Organizing the professional development of future teachers based on an acmeological approach relies on several methodological principles:

1. The Principle of Person-Centeredness. During the educational process, the individual characteristics, interests, needs, abilities, and pace of development of the future teacher are taken into account. Appropriate pedagogical conditions are created to enable each student to demonstrate their professional potential.

2. The Principle of Continuous Development. Professional maturation is not limited to a specific stage. From the very beginning of their education, future teachers are encouraged to regularly update their knowledge and skills, explore new pedagogical practices, and devise strategies for their own professional development.

3. The Principle of Self-Development. In a student's professional growth, priority is given to their personal initiative, independent learning, goal-setting, and the self-regulation of their own activities. In the educational process, the educator acts as a guide and advisor.

4. The principle of reflexivity. Analyzing one's own activities, evaluating results, learning from mistakes, and defining prospects for development are considered essential mechanisms for professional growth.

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5. The principle of activity-orientation. The formation of professional competencies is facilitated through real or simulated pedagogical situations, practical assignments, projects, micro-teaching, and pedagogical practice.

6. The principle of defining an individual development trajectory. Based on each prospective teacher's existing preparation and professional needs, their development goals, the types of activities to be undertaken, and the expected outcomes are established.

Applying these principles in an integrated manner allows for the organization of prospective teachers' professional development as a purposeful, consistent, and effective process.

Mechanisms of Professional Development Based on an Acmeological Approach

The practical effectiveness of an acmeological approach is determined by its implementation into the pedagogical education process through specific mechanisms. The first such mechanism is the setting of professional development goals. Prospective teachers must identify the competencies required for their future pedagogical practice and create an individual plan aimed at developing them.

The second mechanism is activity-based learning. Modeling pedagogical situations, engaging with problem-based tasks, carrying out project work, preparing lesson plans, participating in micro-teaching, and undergoing pedagogical internships all serve to bridge the gap between a prospective teacher's theoretical knowledge and their practical work.

The third mechanism is reflective analysis and self-assessment. Students can analyze their own teaching sessions—based on video recordings or observations—maintain a reflective journal regarding their practice, and solicit feedback from mentors and peers. These methods help in identifying both achievements and shortcomings within their professional practice.

The fourth mechanism is mentoring and collaborative learning. Studying the professional experience of seasoned educators, exchanging ideas with colleagues, participating in collaborative projects, and engaging in peer observation activities broaden a prospective teacher's professional perspective.

The fifth mechanism involves monitoring developmental outcomes. This process considers not only the student's final knowledge but also shifts in their competencies, their level of autonomy, their ability to resolve pedagogical situations, their capacity for reflection, and the progress made toward achieving their professional goals.

The effective implementation of an acmeological approach requires the interconnection of several mechanisms: goal setting, activity organization, reflection, mentoring, and the monitoring of results. Such an approach frames professional development not as a one-time outcome, but as a continuous process rooted in ongoing analysis, improvement, and the setting of new objectives.

To determine the effectiveness of an acmeological approach in the professional development of prospective teachers, it is essential to establish appropriate criteria and indicators. The following criteria may be used:

a) Motivational criterion: interest in professional activity, dedication to the teaching profession, a drive for self-improvement, and clarity regarding professional goals. b) Cognitive criterion: pedagogical knowledge, modern educational technologies, and the ability to understand and analyze professional situations.

c) Activity-based criterion: skills in lesson planning, selecting effective methods, resolving pedagogical problems, and organizing the educational process.

d) Reflective criterion: the ability to analyze one's own practice, identify achievements and shortcomings, draw conclusions, and determine directions for further development.

e) Creative criterion: developing novel pedagogical solutions, utilizing innovative methods, and demonstrating a unique professional approach.

Assessment based on these criteria can be carried out through self-assessment, pedagogical observation, portfolios, practical assignments, expert opinion, and diagnostic tools. In this process, it is more appropriate to analyze changes occurring over time rather than relying on one-off results.

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It should be noted that these criteria serve as conceptual indicators proposed for the practical implementation of an acmeological approach. Determining their reliability and effectiveness requires specific empirical research, appropriate diagnostic instruments, and an analysis of the outcomes.

Although the acmeological approach offers significant potential for fostering the professional development of future teachers, its effective application depends on specific pedagogical conditions. First and foremost, higher education institutions must create a favorable learning environment that encourages students to think independently, take initiative, learn from their mistakes, and gain professional experience. Furthermore, it is essential to integrate the content of pedagogical disciplines with practical activities, involve students in solving real-world pedagogical problems, and provide them with regular feedback. A relationship based on collaboration between the teacher and the student creates favorable conditions for acmeological development. However, it is incorrect to limit the acmeological approach solely to the pursuit of high results or professional success. Instead, it should primarily take into account an individual's unique potential and pace of development, establish realistic goals for professional growth, and support a process of continuous improvement. Since the developmental path of every prospective teacher is unique, applying the same development strategy to all students may not yield the desired outcomes. In this context, it is appropriate to integrate the acmeological approach with person-centered, competency-based, activity-based, and reflective approaches. Such an integration enables the professional development of future teachers to be structured around a synthesis of theoretical knowledge, practical experience, and personal growth.

As a key methodological foundation for the professional development of prospective teachers, the acmeological approach serves to identify an individual's professional potential, foster its consistent development, and create the necessary conditions for achieving high-level results in pedagogical practice. Based on the analysis, the following conclusions can be drawn:

First, the acmeological approach interprets the professional development of a future teacher as the interconnected growth of knowledge, skills, competencies, professional values, and personal qualities.

Second, the methodological potential of this approach is manifested through principles such as a person-centered focus, continuous development, self-improvement, reflexivity, and an orientation toward practical activity.

Third, the application of the acmeological approach within the pedagogical education process relies on the use of individual development plans, pedagogical practice, problem-based assignments, mentoring, portfolios, and reflective analysis.

Fourth, when assessing the professional development of future teachers, it is essential to consider not only the knowledge acquired but also professional motivation, practical performance, independent decision-making, reflective thinking, and a creative approach.

Fifthly, testing the acmeological approach within the practice of higher pedagogical education, refining diagnostic criteria, and analyzing empirical results to provide a more robust substantiation of its effectiveness constitute a promising scientific objective.

In general, the acmeological approach serves as a methodological framework that not only prepares future teachers for professional practice but also facilitates their development into specialists who consciously manage their own professional growth, approach their pedagogical work creatively, and strive for continuous development.

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