



IMPROVING THE METHODOLOGY OF TEACHING EDUCATION TO FUTURE PRIMARY SCHOOL TEACHERS BASED ON THE ACMEOLOGICAL APPROACH

Gulnoza Shoymatova

Trainer teacher at Gulistan State Pedagogical Institute

<https://doi.org/10.5281/zenodo.17164100>

ARTICLE INFO

Received: 10th September 2025

Accepted: 17th September 2025

Online: 18th September 2025

KEYWORDS

Acmeology, primary school teachers, teaching methodology, professional growth, teacher education.

ABSTRACT

The article discusses the potential of the acmeological approach in enhancing the methodology of teaching education for future primary school teachers. Acmeology, as a scientific discipline that studies the patterns and conditions of personal and professional development at the peak of one's capabilities, provides a valuable framework for preparing teachers capable of meeting modern educational challenges. The study emphasizes how acmeological principles—self-development, reflection, goal orientation, and professional growth—can be integrated into pedagogical training programs.

INTRODUCTION

The preparation of future primary school teachers remains one of the most significant areas of pedagogical science and practice. Primary education serves as the foundation of the entire educational process, shaping not only children's academic skills but also their social, emotional, and moral development. Consequently, the professional competence and personal maturity of primary school teachers directly influence the quality of education at the earliest stages of learning [1].

Modern educational reforms, particularly in countries undergoing systemic transformation, require teachers who are not only knowledgeable but also adaptable, reflective, and capable of continuous growth. In this regard, the acmeological approach offers a promising framework. Emerging in the late 20th century as an interdisciplinary field at the intersection of psychology, pedagogy, and philosophy, acmeology studies the factors and mechanisms of achieving professional excellence. Applied to teacher education, it provides both a theoretical basis and practical tools for forming professionals who strive toward the "acme"—the highest point of personal and professional self-realization.

MATERIALS AND METHODS

Applying an acmeological approach to teacher training requires rethinking the methodology of educational programs in several directions.



First, curriculum design must go beyond the transmission of theoretical knowledge. Courses should be structured around the development of competencies, with learning outcomes that include critical thinking, problem-solving, creativity, and emotional regulation. For example, instead of focusing solely on pedagogical theories, students could engage in case studies, simulations, and project-based tasks that mirror real classroom challenges [2].

Second, reflective practices should be systematically integrated. Journals, peer discussions, and mentoring sessions can encourage future teachers to analyze their progress and identify areas for improvement. Such practices are directly aligned with acmeological principles of self-analysis and self-awareness.

Third, practical training must occupy a central place in teacher education. Extended school placements, microteaching sessions, and feedback-based practice enable students to connect theoretical knowledge with real-life teaching. Through guided practice, students not only learn classroom management but also acquire confidence and autonomy—qualities central to acmeological growth.

Finally, assessment methods should also reflect the acmeological paradigm. Traditional exams should be complemented with portfolio evaluations, performance-based assessments, and reflective essays. These tools allow educators to evaluate not only knowledge acquisition but also personal growth and professional maturity.

RESULTS AND DISCUSSION

One of the core contributions of acmeology is its emphasis on personal maturity as an integral part of professional development. For future primary school teachers, this means cultivating qualities such as emotional stability, empathy, patience, and resilience. These traits are indispensable for working with young children, whose development requires a supportive and nurturing learning environment [3].

The acmeological approach suggests that teacher training institutions should create conditions for holistic development. Extracurricular activities, leadership opportunities, and community service can foster responsibility and ethical awareness. Furthermore, incorporating elements of psychological training—such as stress management, conflict resolution, and communication skills—strengthens students' readiness to meet the complex demands of teaching.

Integrating the acmeological approach into teacher education has far-reaching implications. It bridges the gap between academic preparation and practical readiness, ensuring that graduates are not only subject experts but also reflective practitioners. Moreover, it addresses one of the main challenges of modern education: the need for lifelong learning. Teachers trained under acmeological principles are better equipped to adapt to technological change, diverse student populations, and evolving educational standards.

However, implementing this approach also requires systemic changes in higher education. Faculty must be trained in acmeological pedagogy, educational institutions need to adopt new assessment systems, and partnerships with schools should be strengthened to provide authentic learning contexts. Despite these challenges, the



potential benefits justify the effort, as the acmeological approach fosters teachers who are motivated, competent, and resilient.

Another crucial element of applying the acmeological approach to the preparation of future primary school teachers is the recognition that teacher education must be oriented toward the development of meta-competencies rather than narrow technical skills. In the modern educational environment, teachers are expected not only to transmit knowledge but also to act as facilitators of independent learning, mentors for personal growth, and mediators of social relationships within the classroom. Acmeology highlights that the peak of professional development is achieved when a specialist transcends the level of basic competence and begins to demonstrate integrative abilities such as strategic thinking, adaptability, and creative problem-solving. For future primary school teachers, this means cultivating the ability to design lessons that integrate cognitive, emotional, and social development while maintaining a reflective awareness of their own pedagogical choices [4].

A further implication of the acmeological paradigm is the emphasis on lifelong learning as a professional imperative. In many educational systems, there is still a tendency to treat pre-service training as a finite stage that fully equips teachers for their careers. However, acmeological analysis suggests that professional excellence is a dynamic, never-ending process. Future teachers must therefore be prepared not only with foundational knowledge but also with strategies for continuous self-education. This includes familiarity with research methods, openness to pedagogical innovations, and the ability to critically evaluate their own teaching practices. Embedding these principles into university curricula ensures that graduates perceive their career not as a fixed trajectory but as an evolving path toward ever-higher levels of professional mastery.

Equally important is the integration of acmeological principles into the organizational culture of teacher training institutions. Universities and pedagogical institutes must model the very conditions they expect future teachers to create in schools. This means fostering an environment of collegiality, collaboration, and academic freedom where students are encouraged to take initiative, engage in dialogue, and experiment with new methodologies. For example, collaborative research projects between faculty and students can illustrate how professional communities of practice function, preparing future teachers for similar collaborative endeavors in their schools. In this way, acmeology becomes not only an individual framework but also an institutional philosophy that shapes the ethos of teacher education.

CONCLUSION

The acmeological approach provides a powerful methodological foundation for improving the preparation of future primary school teachers. By emphasizing self-development, reflection, goal orientation, and professional maturity, it transforms teacher education into a process of continuous growth. Integrating acmeological principles into curriculum design, practical training, and assessment systems ensures that future teachers are not only well-prepared for the classroom but also capable of lifelong professional excellence. Ultimately, this approach contributes to raising the quality of



primary education and cultivating a new generation of educators who can inspire and guide children at the most formative stage of their learning.

Foydalanilgan Adabiyotlar:

1. Деркач А. А. Акмеология: личностное и профессиональное развитие. – М.: Академия наук, 2014. – 368 с.
2. Абульханова-Славская К. А. Стратегия жизни и профессиональное развитие. – М.: Наука, 2011. – 287 с.
3. Campbell R. J. Teacher Professionalism and Lifelong Learning. – London: Routledge, 2010. – 214 p.
4. Fullan M. The Principal: Three Keys to Maximizing Impact. – San Francisco: Jossey-Bass, 2014. – 246 p.