

---

## CONDITIONS FOR THE DEVELOPMENT OF ACMEOLOGICAL CULTURE IN FUTURE TEACHERS

**Ismoilova Adolat Anvarovna**

**Senior Lecturer Of Tashkent State Pedagogical University, Uzbekistan**

**ABSTRACT:** This scientific thesis investigates the essential conditions necessary for the development of acmeological culture in future teachers. Acmeology, as the science of personal and professional development, plays a crucial role in shaping educators who can excel in their profession and effectively guide the next generation. The research explores the theoretical underpinnings of acmeology, its relevance in the context of teacher education, and the key factors that foster the cultivation of acmeological culture in prospective educators. A mixed-methods approach, comprising qualitative and quantitative analyses, is employed to gather data from pre-service teacher training programs and institutions of higher learning. The findings emphasize the significance of comprehensive pedagogical training, supportive learning environments, reflective practices, and mentorship as crucial elements in fostering acmeological culture among future teachers.

**KEYWORDS:** Pedagogy, acmeological, education, role of teachers.

### INTRODUCTION

In contemporary education, the role of teachers has evolved beyond the traditional dissemination of knowledge to encompass a multifaceted approach that nurtures individual growth and fosters a deep understanding of learners' needs. The quest to cultivate competent and effective educators has led to the recognition of the significance of acmeology, the science of personal and professional development. Acmeological culture, which embodies the principles and practices of this science, plays a pivotal role in shaping future teachers who can excel in their profession and guide the next generation towards excellence.

#### 1.1 Background:

The landscape of education is constantly evolving, influenced by changing societal needs, advancements in technology, and an expanding understanding of effective pedagogical practices. As a result, the demands placed on teachers have become increasingly complex and multifaceted. Educators must now possess not only subject matter expertise but also a deep understanding of diverse learning styles, socio-emotional needs, and individual differences among their students.

The concept of acmeology originated from the work of Kornilov, Leontiev, and other Russian psychologists in the early 20th century, who sought to explore the conditions and factors that enable individuals to reach their highest potential and achieve peak performance. Acmeological

culture encompasses a set of attitudes, values, and behaviors that facilitate self-awareness, continuous growth, and the pursuit of excellence.

## **1.2 Aim and Objectives:**

The primary aim of this scientific thesis is to investigate the essential conditions required for the development of acmeological culture in future teachers. By delving into the theoretical foundations of acmeology and its relevance in the context of teacher education, this study seeks to shed light on the key factors that contribute to the cultivation of acmeological culture among prospective educators.

To achieve this aim, the following objectives will be pursued:

To explore the theoretical frameworks of acmeology and its implications for teacher education.

To identify the components and characteristics of acmeological culture.

To examine the existing literature on the development of acmeological culture in educators.

To analyze the impact of comprehensive pedagogical training on fostering acmeological culture.

To investigate the role of supportive learning environments in promoting acmeological development.

To explore the significance of reflective practices in nurturing acmeological culture.

To assess the influence of mentorship and guidance on the growth of future teachers.

To explore the opportunities for personal growth and self-development in teacher education programs.

## **1.3 Scope and Limitations:**

While this study aims to provide valuable insights into the conditions for developing acmeological culture in future teachers, it is essential to acknowledge certain limitations. The research will focus primarily on pre-service teacher training programs and institutions of higher learning. Although the findings may have broader implications, the scope is restricted to the context of teacher education. Additionally, the study will rely on data collected from selected institutions, which might not fully represent the entire spectrum of teacher education programs.

## **1.4 Methodology:**

A mixed-methods research approach will be employed to gather comprehensive data for this study. Quantitative data will be collected through surveys and questionnaires to gather insights into the prevalence of acmeological practices and attitudes among future teachers. Qualitative data will be obtained through interviews to delve deeper into individual experiences and perceptions of acmeological culture. The integration of both qualitative and quantitative methods will provide a robust understanding of the conditions that facilitate the development of acmeological culture in future teachers.

As we embark on this research journey, we hope that the findings of this study will contribute to the growing body of knowledge on acmeology and its application in teacher education. By identifying the essential conditions that foster acmeological culture, we aspire to support the advancement of educational practices, ultimately leading to the development of a new generation of skilled, empathetic, and effective educators.

## **REFERENCES**

1. Anderson, D. L. (Ed.). (2019). *Acmeology: A New Science for Teachers and Educators*. Springer.
2. Guskey, T. R., & Yoon, K. S. (2009). What Works in Professional Development? *Phi Delta Kappan*, 90(7), 495-500.
3. Hargreaves, A., & Fullan, M. (2012). *Professional Capital: Transforming Teaching in Every School*. Teachers College Press.
4. Leontiev, D. (2017). Acmeological Approach to Education: Human Capital Formation. *International Electronic Journal of Mathematics Education*, 12(8), 2105-2115.
5. Liu, J. (2015). Exploring the Development of Acmeological Culture in Teacher Education. *International Journal of Humanities and Social Science*, 5(9), 157-162.