

METHODOLOGICAL CONDITIONS FOR FORMING ACMEOLOGICAL COMPETENCE IN FUTURE TEACHERS

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Abstract: This article explores the methodological conditions for forming acmeological competence in future teachers. The study focuses on the role of educational environment, pedagogical interaction, and individual learning trajectories in achieving professional excellence. Special attention is given to the integration of personality-oriented education, innovative teaching strategies, and continuous professional growth. The acmeological perspective is considered as a key framework for enhancing teacher training quality and ensuring sustainable professional development.

Key words: acmeology, pedagogical competence, teacher training, professional growth, methodology, educational environment, innovation.

Introduction: Modern education is undergoing continuous transformation, requiring teachers who are capable of adapting to rapidly changing pedagogical demands. In this context, teacher education is no longer limited to knowledge transmission; it focuses on developing a reflective, creative, and professionally mature personality.

The acmeological approach offers a scientific basis for understanding how future teachers can achieve high levels of professional competence. It emphasizes not only the final result of professional development but also the process through which a teacher reaches pedagogical mastery.

Therefore, the formation of acmeological competence is considered an essential direction in modern pedagogical science, aimed at preparing educators capable of self-development, innovation, and lifelong learning.

Essence of Acmeological Competence in Teacher Education

Acmeological competence refers to the integrated ability of a teacher to achieve high levels of professional performance through continuous self-improvement, reflection, and creative activity. It combines knowledge, skills, personal qualities, and value orientations into a unified professional structure.

Unlike traditional competence models, acmeological competence focuses on dynamic development. It assumes that a teacher is constantly evolving, improving pedagogical practice, and striving toward professional “peak performance.”

The formation of acmeological competence depends on specific pedagogical conditions that ensure effective professional growth.

These conditions include:

Personality-oriented education which considers individual abilities, interests, and learning styles of future teachers.

Active learning environment where students are engaged in problem-solving, discussions, and practical teaching simulations. Research-based learning encouraging future teachers to conduct small-scale pedagogical research and analyze real educational situations. Collaborative interaction promoting teamwork, peer learning, and professional communication skills.

These conditions create a supportive environment for the gradual development of professional maturity.

The educational environment plays a decisive role in shaping acmeological competence. A modern university should provide not only theoretical knowledge but also practical opportunities for pedagogical experimentation.

An effective educational environment is characterized by:

- openness to innovation
- psychological support for students
- access to digital and methodological resources
- integration of theory and practice

Such an environment allows future teachers to develop confidence, independence, and professional responsibility.

Reflection is a fundamental mechanism of acmeological development. It enables future teachers to analyze their actions, evaluate teaching outcomes, and improve their professional behavior.

Reflective competence includes:

- awareness of teaching strengths and weaknesses
- ability to evaluate student learning outcomes
- readiness to adjust teaching strategies
- development of self-control and self-assessment skills

Through reflection, a future teacher becomes an active subject of professional development rather than a passive recipient of knowledge.

One of the key methodological approaches is the creation of an individual educational trajectory for each future teacher. This approach allows students to develop according to their personal strengths, interests, and career goals.

An individual trajectory includes:

- personalized learning plans
- selection of elective pedagogical modules
- participation in internships and teaching practice
- independent research activities

This approach increases motivation and strengthens responsibility for personal professional growth.

Modern teacher training must integrate innovative and digital technologies into the learning process. These tools enhance both teaching efficiency and student engagement.

Examples include:

interactive digital platforms

virtual classrooms and simulations

multimedia teaching resources

artificial intelligence-based learning systems

Digital pedagogy not only improves technical skills but also prepares future teachers for modern educational challenges.

Acmeological competence is deeply connected with value formation. A teacher must develop a strong professional identity based on ethical principles, responsibility, and respect for learners.

Key values include:

dedication to education

fairness and integrity

respect for student individuality

commitment to lifelong learning

These values shape professional behavior and ensure consistency in pedagogical decision-making.

Conclusion: The formation of acmeological competence in future teachers depends on a combination of pedagogical conditions, reflective practice, innovative learning methods, and value-based education. The integration of these elements creates a strong foundation for professional growth.

The acmeological approach ensures that future teachers are not only well-trained specialists but also self-developing, creative, and socially responsible professionals capable of meeting the demands of modern education.

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