

THE ROLE OF ACMEOLOGICAL POSITION IN THE SELF-DEVELOPMENT OF THE
PEDAGOGICAL PERSONALITY

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Abstract: This article provides a comprehensive scientific and pedagogical analysis of the process of self-development in the professional and personal growth of the pedagogical personality, as well as the role of the acmeological position in this process. The acmeological approach is interpreted as a key factor in achieving professional competence. The article examines the content and essence of the acmeological position, its structural components, the mechanisms of self-development of the pedagogical personality, and the pedagogical conditions for forming an acmeological position.

Keywords: pedagogical personality, self-development, acmeological position, professional growth, reflection, pedagogical competence.

INTRODUCTION

In the context of modern societal development, the demands placed on the education system require entirely new approaches to the pedagogical personality. Today, a teacher is not only a knowledge provider but also an active participant in the educational process, continuously analyzing their professional activity and engaging in ongoing self-development. From this perspective, the issue of self-development of the pedagogical personality is one of the pressing problems in pedagogy.

The acmeological approach serves as an important methodological basis for achieving professional excellence in a teacher. Acmeology studies the process by which an individual reaches the highest level of personal and professional development. This article provides a comprehensive analysis of the role and significance of the acmeological position in the self-development of the pedagogical personality.

The Concept and Essence of Teacher Self-Development

Teacher self-development is a continuous process aimed at consciously improving one's knowledge, skills, and competencies during professional activity. This process is closely linked to the teacher's personal initiative, intrinsic motivation, and aspiration for professional growth.

Teacher self-development can be characterized by the following key aspects:

Reflective analysis of professional activity;

Mastering new pedagogical knowledge and technologies;

Setting personal and professional goals;

Overcoming professional challenges and enriching practical experience.

The process of self-development contributes to enhancing professional competence, improving the quality of education, and achieving personal maturity.

Acmeological Approach and the Essence of Acmeological Position

The acmeological approach is a scientific direction focused on studying the laws and mechanisms by which an individual achieves the highest level of personal and professional development. In

pedagogy, the acmeological approach is considered an effective methodological foundation for ensuring professional excellence of the teacher.

The acmeological position reflects the teacher's conscious, responsible, and reflective attitude toward their professional activity. It is defined by the teacher's inner aspiration to realize their full potential.

The main components of the acmeological position include:

Motivational component – aspiration for professional growth;

Cognitive component – acmeological knowledge;

Reflective component – analysis of one's own activity;

Activity component – practical actions aimed at self-development.

The Significance of Acmeological Position in Teacher Self-Development

The acmeological position plays a crucial role in the self-development of the pedagogical personality. It enables the teacher to consciously manage their professional growth, apply reflective practices, overcome challenges, and enhance both personal and professional competencies.

The Role of Acmeological Position in Teacher Self-Development

The acmeological position is a leading factor in the process of teacher self-development, as it transforms a teacher from a passive executor into an active and creative participant in professional activity.

A teacher with an acmeological position is characterized by the following features:

- **Strives for continuous improvement of professional activity;**
- **Is ready to apply innovative pedagogical technologies;**
- **Understands their strengths and weaknesses;**
- **Perceives professional challenges as opportunities for development.**

As a result, the teacher's professional competence and level of self-development are significantly enhanced.

One of the key terms in acmeology is “**acmeological inclination**,” which refers to an individual's capacity for striving and personal advancement. Since acmeology studies the laws and mechanisms necessary for the development of professional excellence and creativity in human activity, the definition and essence of the term “**acmeology**” have been widely discussed among scholars.

This is partly because, in the early stages, acmeology was primarily explored in scientific works published by teachers and psychologists, as well as in dissertations defended in ethics and related fields, which covered only certain aspects of the discipline, leading to some misunderstandings.

Moreover, acmeology, based on natural, social, and human principles, studies how individuals achieve the highest levels of professional mastery, the laws and mechanisms of development at the stage of maturity, and the attainment of even higher levels of excellence. This involves dedicating oneself to a profession or field, relying on knowledge and experience, and striving purposefully toward goals. Additionally, the concept of “**acmeological inclination**” remains insufficiently studied in an integrated manner across disciplines.

Pedagogical Conditions for Forming an Acmeological Position

The formation of an acmeological position in a teacher requires purposeful pedagogical conditions, including:

- **Organizing reflective activity in the educational process;**
- **Applying student-centered and competency-based approaches;**
- **Creating a creative and developmental environment in the pedagogical process;**

- **Implementing mechanisms that support continuous professional development.**

These conditions contribute to the effective formation of an acmeological position in the teacher's self-development process.

Conclusion

In conclusion, the acmeological position plays a crucial theoretical and practical role in the self-development of the pedagogical personality. It guides the teacher toward professional excellence and enables the full realization of personal and professional potential. Therefore, forming an acmeological position in teachers is one of the priority tasks of modern pedagogy.

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