

Developing Facilitation Competence Based on The Acmeological Approach

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Abstract: This article analyzes the pedagogical opportunities for developing facilitation competence on the basis of the acmeological approach. In the modern educational process, the role of the teacher is no longer limited only to transmitting knowledge; it increasingly involves supporting learners' independent thinking, creative approach, reflective activity, and personal development. From this perspective, facilitation competence reflects the teacher's ability to organize the educational process as a humane, collaborative, and developmental environment. The acmeological approach, in turn, serves as a methodological basis for the teacher's professional maturity, self-development, reflective thinking, and aspiration toward high results.

Keywords: Acmeological approach, facilitation competence, pedagogical opportunity, reflection, professional maturity, personal development, educational environment.

Introduction: In today's conditions of globalization and digital transformation, one of the key tasks facing the education system is to educate individuals who think independently, are socially active and creative, and approach their professional activity with responsibility. In fulfilling this task, it is important for the teacher to move away from the traditional role of a "transmitter of knowledge" and to act as a facilitator who guides learners toward personal and professional development, supports them, and encourages cooperation.

Facilitation competence is an important component of modern pedagogical activity. It is manifested in the teacher's ability to create opportunities for open communication, a trustworthy psychological climate, creative cooperation, reflective analysis, and independent decision-making in the learning process. In Carl Rogers' views on learner-centered education, the teacher-facilitator is interpreted as a person who helps reveal the learner's inner potential and develops the learner not through coercion, but through support. Contemporary studies also emphasize that, as a

facilitator, the teacher creates conditions for learners' active participation, independent learning, and analysis of their personal experience.

The acmeological approach studies the patterns by which a person reaches the highest stage of development, that is, the state of "acme." In the field of pedagogy, this approach contributes to the development of the teacher's professional mastery, reflective culture, creativity, leadership potential, and self-improvement skills. Recent studies assess the acmeological approach as an effective methodological basis for forming future teachers' professional competence, preparing them to apply innovative pedagogical technologies, and ensuring their personal and professional development.

METHOD

Developing facilitation competence on the basis of the acmeological approach primarily implies orienting the teacher's personality toward continuous growth, self-awareness, and professional maturity. In this process, the teacher is not merely an executor of activity but

appears as a subject who designs, manages, analyzes, and develops the educational process.

The pedagogical opportunities of facilitation competence are manifested in the following main directions:

First, facilitation competence makes it possible to establish subject-subject relations in the educational process. In traditional education, the teacher appears as the main source of knowledge, whereas in facilitation-based education, the learner is also recognized as an active participant, researcher, speaker, and decision-maker. This strengthens the learner's intrinsic motivation and creates conditions for freely expressing ideas and demonstrating personal potential.

Second, the acmeological approach serves to develop reflective competence in the teacher. Reflection helps the teacher analyze professional activity, identify strengths and weaknesses, draw conclusions from mistakes, and improve future performance. In the acmeological approach, reflective activity is considered an important condition of professional growth. Research also notes that the acmeological approach strengthens the processes of self-awareness, activity analysis, and striving for professional development among students and teachers.

Third, facilitation competence enables the creation of a psychologically safe and creative environment in the educational process. A pupil or student engages in active learning only when they are confident that their opinion will not be criticized unfairly, that they are respected as a person, and that their individual characteristics are taken into account. In such an environment, opportunities expand for asking questions, posing problems, engaging in discussion, drawing independent conclusions, and proposing new solutions.

Fourth, the acmeological approach directs the teacher toward professional success. In pedagogical activity, this is determined by the teacher's methodological mastery, communicative culture, innovative thinking, leadership abilities, and capacity to influence learners' development. Pedagogical acmeology is aimed at developing not only the teacher's knowledge and skills, but also personal qualities, professional values, and creative position.

Fifth, facilitation competence forms learners' skills of

independent thinking and self-development. The facilitator-teacher is not a person who provides ready-made answers, but one who guides learners toward inquiry, problem analysis, evidence-based conclusions, and justification of their own decisions. In this process, the use of question-and-answer methods, problem situations, small-group work, discussion, project methods, case studies, reflective journals, and portfolios produces effective results.

The development of facilitation competence based on the acmeological approach becomes more effective when the following pedagogical conditions are present:

1. Giving priority to a learner-centered approach in the educational process;
2. Organizing cooperation-based communication between the teacher and the learner;
3. Developing the teacher's skills of reflective analysis and self-assessment;
4. Using innovative and interactive methods systematically;
5. Taking into account learners' individual abilities, interests, and needs;
6. Creating a motivational, communicative, and creative environment in the pedagogical process;
7. Defining the trajectory of the teacher's professional growth.

On the basis of these conditions, facilitation competence is manifested not as a simple methodological skill, but as the teacher's professional culture, personal position, and acmeological development strategy.

The structural components of facilitation competence may be explained as follows:

The motivational component expresses the teacher's inner need to develop the learner, reveal the learner's potential, and improve their own professional mastery.

The cognitive component includes knowledge of the theoretical foundations of facilitation activity, the acmeological approach, learner-centered education, reflective pedagogy, and interactive methods.

The communicative component is manifested in the teacher's ability to communicate, listen, ask questions, exchange ideas, mitigate conflicts, and develop cooperation among learners.

The reflective component refers to the teacher's ability to analyze professional activity, evaluate results, identify shortcomings, and determine ways of improvement.

The creative component serves the teacher's ability to organize the educational process in a new way, use non-traditional methods, create problem situations, and develop learners' creative potential.

From this point of view, the acmeological approach serves as a theoretical and methodological foundation for forming facilitation competence, orienting the teacher toward continuous professional growth, deep analysis of their activity, development of the learner's personality, and achievement of high effectiveness in the educational process.

RESULTS AND DISCUSSION

Developing facilitation competence on the basis of the acmeological approach ensures a number of positive results in the educational process. First of all, communication between the teacher and the learner becomes richer in content, pedagogical cooperation is strengthened, and pupils or students learn to express their thoughts freely. Second, activity, initiative, and a creative approach increase in the educational process. Third, the teacher's critical and analytical attitude toward their own activity becomes stronger.

Such an approach is especially important in the process of preparing future teachers. This is because a future teacher must not only know the content of the subject, but also understand the learner, support and guide them, and assist in their personal development. Through the acmeological approach, the teacher understands professional activity not as a simple duty, but as a process of continuous development, self-improvement, and achievement of high pedagogical results.

CONCLUSION

The study of the pedagogical opportunities of facilitation competence based on the acmeological approach shows that this approach is of great importance in ensuring the professional maturity of the teacher's personality in the modern educational process. Facilitation competence expresses the teacher's ability to activate learners, encourage independent thinking, involve them in creative and reflective activity, and create a psychologically safe

educational environment.

The acmeological approach, in turn, contributes to the deeper formation of this competence and directs the teacher toward continuous professional maturity, self-development, and the achievement of high results. Therefore, the use of the acmeological approach in developing facilitation competence is an effective factor in improving the quality of pedagogical education, enhancing the professional training of future teachers, and humanizing the educational process.

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