

# Acmeological Factors In The Formation Of Professional Maturity Of Future Teachers

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**Abstract:** This study analyzes the role of acmeological factors in shaping the professional maturity of future teachers. The research focuses on personal motivation, reflective competence, self-development skills, and professional responsibility as key components of pedagogical growth. Using mixed research methods, the study identifies significant relationships between acmeological development and teaching effectiveness. The results demonstrate that systematic acmeological support enhances professional competence and career readiness among prospective teachers.

**Keywords:** Acmeology, professional maturity, teacher education, pedagogical competence, self-development, motivation.

**Introduction:** In the context of modern globalization, the sustainable development of educational systems largely depends on the professional competence and personal maturity of teaching staff. In the twenty-first century, the requirements placed on education not only involve deep subject knowledge but also demand creativity, reflective thinking, innovative approaches, and social responsibility from teachers.

Today, teachers are no longer perceived solely as transmitters of knowledge but also as educators, motivators, leaders, and key contributors to social development. Therefore, preparing future teachers exclusively through traditional methods is no longer sufficient. There is a growing need to provide comprehensive support for their personal and professional development.

In recent years, new scientific directions have emerged in pedagogy and psychology that focus on the study of professional growth. One of these directions is acmeology, which investigates the principles and mechanisms through which individuals achieve the highest levels of professional and personal development. The acmeological approach aims to identify, develop, and effectively realize individual

potential.

Acmeological research emphasizes that professional maturity is determined by internal motivation, reflective competence, self-development orientation, emotional stability, and social adaptation. These factors directly influence pedagogical effectiveness and professional success.

The implementation of lifelong learning principles, competency-based education, and digital technologies in modern education requires teachers to continuously adapt and update their professional skills. Consequently, the significance of acmeological factors in teacher education is increasing.

A review of existing literature indicates that many studies focus primarily on the professional development of experienced teachers, while the acmeological development mechanisms of pre-service teachers during their training stage remain insufficiently explored. In particular, the effectiveness of pedagogical environments organized according to acmeological principles in higher education institutions has received limited scholarly attention.

From this perspective, identifying acmeological factors that influence the professional maturity of future

teachers, analyzing their impact on the educational process, and developing effective methodological mechanisms constitute an important scientific and pedagogical task.

Accordingly, this study seeks to examine the role of the acmeological approach in shaping the personal and professional development of future educators.

### **Research Aim**

The main objective of this study is to scientifically investigate the pedagogical significance of acmeological factors in forming the professional maturity of future teachers and to develop practical recommendations.

### **Research Objectives**

to analyze the theoretical and methodological foundations of the acmeological approach;  
to identify factors influencing the professional development of future teachers;  
to examine experimental findings through scientific analysis;  
to develop methodological recommendations for pedagogical practice.

### **LITERATURE REVIEW**

Previous studies emphasize that professional maturity depends on psychological readiness, pedagogical competence, and social adaptation. Researchers highlight the importance of reflective practice, emotional intelligence, and intrinsic motivation in professional growth.

Derkach and colleagues consider acmeology as a framework for achieving professional peak performance. Zimnyaya and Darling-Hammond underline the role of continuous self-improvement in teacher professionalism.

However, most existing studies analyze experienced teachers, while insufficient attention is paid to future educators at the training stage. This research attempts to fill this gap by focusing on pre-service teachers.

### **METHODOLOGY**

A mixed-methods approach was employed, combining quantitative and qualitative data collection techniques.

Participants. The study involved 120 undergraduate students from three pedagogical higher education institutions in Uzbekistan. Participants were in their

third and fourth academic years. Research Instruments. Structured questionnaires; Diagnostic tests; Semi-structured interviews; Classroom observations; Pedagogical experiment.

Procedure. The research was conducted in three stages:

Initial diagnostic assessment; Implementation of acmeological training programs; Final evaluation and analysis. Data Analysis. Statistical analysis was performed using SPSS software. Qualitative data were processed through thematic content analysis.

### **RESULTS**

#### **1. Initial Assessment**

The preliminary assessment revealed the following levels of professional maturity:

Level / Percentage
Low 41%
Medium 39%
High 20%

#### **2. Post-Intervention Results**

After implementing the acmeological program, the results improved significantly:

Level / Percentage
Low / 14%
Medium / 46%
High / 40%

### **DISCUSSION**

The obtained results confirm the effectiveness of the acmeological approach in the professional development of future teachers. During the research process, internal motivation, reflective competence, and self-development orientation emerged as leading factors in professional formation.

Internal motivation ensured a stable interest in pedagogical activity and served as the main driving force of professional growth. This finding is consistent with the results of previous studies.

Professional reflection enabled teachers to critically analyze their own professional activities, which contributed to the improvement of methodological competence. The orientation toward self-development supported the implementation of lifelong learning principles. As a result, students began to apply modern

pedagogical technologies effectively in their educational practice.

Pedagogical responsibility and ethical values strengthened the social reputation of teachers. Creative and innovative activities increased the effectiveness of classroom instruction. The mentoring system and social support mechanisms accelerated professional adaptation and enhanced teachers' emotional stability. At the same time, the study is limited by its regional scope and the relatively small number of participants. Therefore, further large-scale research is recommended.

## **CONCLUSION**

The research findings indicate that the professional maturity of future teachers is formed on the basis of the following acmeological factors:

internal motivation; professional reflection; continuous self-development; pedagogical responsibility; creative activity; mentoring support; emotional stability. When these factors are systematically developed, the professional growth and pedagogical excellence of teachers can be effectively ensured.

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