



## PEDAGOGICAL OPPORTUNITIES OF THE ACMEOLOGICAL APPROACH IN DESIGNING THE EDUCATIONAL PROCESS IN PRESCHOOL EDUCATION

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### ABSTRACT

This thesis examines the pedagogical opportunities of the acmeological approach in designing the educational process in preschool education. In the context of rapid modernization of preschool education, the professional role of the educator is no longer limited to organizing routine teaching and upbringing activities; it increasingly requires the ability to consciously design developmental environments, predict educational outcomes, and ensure the holistic growth of the child. From this perspective, the acmeological approach is interpreted as a methodological foundation aimed at achieving the highest levels of personal and professional development. The study analyzes the essence of the acmeological approach, its connection with the design of the educational process, and its pedagogical potential in the preparation and practical activity of preschool educators. Particular attention is paid to such categories as professional self-development, reflection, pedagogical creativity, value orientation, and competence-based design. The findings show that the acmeological approach expands the methodological, motivational, and reflexive possibilities of designing the educational process in preschool education and contributes to the formation of a child-centered, development-oriented, and pedagogically meaningful educational environment.

**KEYWORDS:** Acmeological approach, preschool education, educational process design, pedagogical opportunities, professional development, reflection, pedagogical creativity, developmental environment, child-centered education, professional competence.

### INTRODUCTION

Modern preschool education requires new pedagogical thinking, flexible professional behavior, and strong responsibility for the child's overall development. Today's educator must not only implement ready-made programs, but also design the educational process according to the age, needs, interests, and developmental potential of preschool children. This includes setting goals, selecting methods and tools, organizing a developmental environment, and evaluating outcomes.

One of the most effective methodological approaches in this area is the acmeological approach. Acmeology studies the laws and mechanisms of achieving the highest levels of personal and professional maturity. In preschool education, this approach allows educational design to be seen not as a purely technical task, but as a process connected with professional self-improvement, reflection, and creative pedagogical activity. Because the educator's personality strongly influences the child's emotional, cognitive, and social growth, the acmeological approach creates important opportunities for improving educational design.

The study is based on systemic, personality-oriented, competence-based, and acmeological approaches. Through analysis of pedagogical, psychological, and acmeological sources, the acmeological approach was examined as both a theory of professional growth and a pedagogical tool for consciously organizing and improving the educational process.

The findings show that the acmeological approach expands the pedagogical possibilities of educational design in preschool education. It gives design deeper meaning by connecting it with the educator's professional intentions, pedagogical values, and developmental goals. It also strengthens the developmental orientation of preschool education, helping educators create conditions for the child's intellectual, emotional, communicative, moral, and creative growth. In addition, it highlights the importance of professional reflection, internal motivation, and creativity, making the educational process more flexible, meaningful, and responsive to each child's individuality.

The results show that the acmeological approach helps shape a value-based orientation in the educational process. In preschool education, teaching and upbringing cannot be neutral or purely technical, because they directly affect the child's worldview, behavior, emotional well-being, and social adaptation. From an acmeological perspective, educational design is based on humanistic values, respect for childhood, recognition of individual dignity, and support for the child's full development. This gives pedagogical design ethical depth and prevents it from becoming formalistic.

The acmeological approach also strengthens the competence structure of educational design. It requires the integration of analytical, prognostic, communicative, organizational, and evaluative competencies. These are viewed not as separate elements, but as interconnected components of professional maturity. For preschool educators, effective design grows out of the unity of knowledge, practical skills, pedagogical tact, reflection, and self-development, which enriches the methodological basis of professional training.

The discussion confirms that the acmeological approach has significant pedagogical value in preschool education because it connects educational design with the educator's professional growth. Unlike traditional models that view design mainly as a procedural aspect of teaching, this approach treats the educator as an active subject of continuous personal and professional improvement. This is especially important in preschool education, where the educational process is closely linked to the educator's personality, emotional tone, communication style, and value orientation. As a result, the quality of educational design depends greatly on the educator's maturity, reflexivity, and motivation.

At the same time, implementing the acmeological approach requires changes in teacher preparation. Future educators need not only to learn how to plan lessons and organize activities, but also to reflect, assess their own growth, consciously model developmental environments, and strive for professional excellence. Therefore, the acmeological approach should be viewed not only as a methodological principle, but also as a strategic direction in the modernization of preschool pedagogical education.

In conclusion, the acmeological approach offers wide pedagogical opportunities for designing the educational process in preschool education. It turns design from a formal planning activity into a meaningful, reflective, value-oriented, and development-focused process. Its main advantages are seen in strengthening the developmental nature of preschool education, deepening reflection, enhancing internal motivation, encouraging pedagogical creativity, and

integrating value-based and competence-based dimensions of practice. Thus, it creates a strong foundation for improving both the quality of educational design and the professional maturity of future and practicing preschool educators.

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