

MECHANISMS FOR DEVELOPING PEDAGOGICAL TECHNIQUE IN ENGLISH LANGUAGE TEACHERS BASED ON THE ACMEOLOGICAL APPROACH**Abdusodiqova Shahlo Gayratovna**

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Abstract

This thesis explores the mechanisms for developing pedagogical techniques in English language teachers through an acmeological approach. Acmeology, as the science of achieving peak professional performance, provides a holistic framework that transcends traditional skill-based training. The study posits that the development of pedagogical technique—the synthesis of teaching skills, personal efficacy, and adaptive strategies—is not a linear process but a multifaceted journey toward professional mastery. Key mechanisms identified include the creation of individualized acmeological trajectories, the implementation of reflective practice as a core developmental tool, the fostering of creative pedagogical autonomy, and the establishment of a supportive professional environment that promotes collaborative learning. The findings suggest that by shifting the focus from mere methodological competence to acmeological self-actualization, English language teachers can achieve higher levels of professional excellence, adaptability, and sustained motivation, ultimately enhancing the quality of language education. This thesis argues that such a paradigm shift requires a systematic integration of acmeological principles into teacher development programs.

Key words

Acmeological Approach, Pedagogical Technique, English Language Teachers, Professional Development, Acmeological Trajectories, Reflective Practice, Pedagogical Mastery.

INTRODUCTION

The contemporary landscape of English language teaching (ELT) demands not only linguistic proficiency and methodological knowledge but also a high level of pedagogical artistry. Teachers are expected to be adaptable, innovative, and capable of navigating complex, dynamic classroom environments. Traditional professional development models often focus on discrete skills or methodological updates, which may fall short of fostering deep, sustainable professional growth. In this context, the acmeological approach, derived from the Greek word "acme" meaning peak or zenith, offers a powerful alternative. Acmeology is the interdisciplinary science that studies the conditions and factors contributing to an individual's attainment of the highest levels of professional and personal development [Kuzmina, 1991, p. 12]. This thesis investigates the mechanisms through which this approach can systematically develop the pedagogical technique of English language teachers, moving them from competence towards acme—the pinnacle of professional mastery.

MAIN PART

The development of pedagogical technique through an acmeological lens necessitates a fundamental rethinking of teacher development mechanisms. It is not merely about refining a set of classroom skills

but about fostering a holistic professional identity. The acmeological approach emphasizes that a teacher's professional growth is inextricably linked to their personal self-actualization [Derkach, 2004, p. 58]. Therefore, the mechanisms for development must address both the external, observable aspects of teaching and the internal, subjective world of the teacher.

One primary mechanism is the design and implementation of **individualized acmeological trajectories**. Unlike standardized professional development programs, an acmeological trajectory is a personalized roadmap that considers the teacher's unique strengths, weaknesses, values, and professional aspirations. This mechanism involves a diagnostic phase where the teacher's current level of pedagogical technique is assessed against a model of "acme" in ELT. This model includes not only didactic skills but also communicative competence, emotional intelligence, and creative problem-solving. The trajectory then outlines a sequence of goals, tasks, and self-directed learning activities aimed at bridging the gap between the current state and the desired peak of mastery. As noted, such an individualized pathway ensures that development is intrinsically motivated and aligned with the teacher's personal sense of purpose [Zimnyaya, 1997, p. 105]. A second, crucial mechanism is the systematic use of **reflective practice as a core developmental tool**. Within an acmeological framework, reflection is not a sporadic activity but a structured, continuous process that serves as a catalyst for growth. It moves beyond simple self-evaluation to become a form of acmeological reflection, where the teacher analyzes their professional actions in relation to their ultimate professional goals. This involves examining not only "what" and "how" they teach, but "why" they make certain pedagogical choices and how these choices contribute to their journey toward acme. Through techniques such as reflective journals, peer observation with focused feedback, and video analysis, teachers develop metacognitive awareness of their pedagogical technique, allowing them to consciously refine and innovate. This process transforms experience into a deliberate source of professional development [Kulnevich, 2006, p. 34]. Furthermore, the development of pedagogical technique is significantly enhanced by fostering **creative pedagogical autonomy**. The acmeological approach values the teacher's ability to move beyond algorithmically applying prescribed methods. It encourages the development of an individual pedagogical style—a unique signature that integrates the teacher's personality, creativity, and deep understanding of the subject. This mechanism involves creating opportunities for teachers to design original learning materials, experiment with innovative instructional strategies, and exercise professional judgment in response to their students' needs. When a teacher operates from a position of creative autonomy, their pedagogical technique transforms from a set of external skills into an authentic expression of their professional self. This authenticity is a key characteristic of a professional who has reached the acme stage [Boguslavsky, 2001, p. 82]. Finally, the acmeological mechanism of development is not purely individualistic; it is profoundly social. The establishment of a **supportive professional environment based on collaboration and co-creation** is essential. This environment acts as a "developmental space" where teachers can share their acmeological trajectories, learn from each other's successes and challenges, and engage in collaborative problem-solving. Mechanisms such as professional learning communities (PLCs), mentoring programs pairing experienced teachers with novices, and collective action research projects create a culture of mutual support and shared aspiration. In such an environment, the development of one teacher contributes to the development of others, creating a synergistic effect that elevates the entire pedagogical community. This collective dimension is vital, as professional acme is often achieved and sustained through interaction with a community of practice [Slobodchikov, 2000, p. 96].

The integration of these mechanisms leads to a qualitative shift in the teacher's professional profile. The development of pedagogical technique becomes a holistic process, resulting in a teacher who is not only technically proficient but also pedagogically wise, emotionally intelligent, and creatively inspired. Such a teacher is better equipped to meet the complex demands of modern ELT, from fostering learner autonomy to integrating technology meaningfully. The acmeological focus ensures that development is a continuous, self-renewing process, where the teacher is always striving for new peaks of professional achievement, thereby preventing stagnation and burnout [Markova, 2002, p. 121].

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