



# The Role Of Acmeology In Shaping And Developing The Professional Competence Of Educators And Other Specialists

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**Abstract:** This article examines the role of acmeology theory and practice in shaping and developing the professional competence of teachers and other specialists. First, the emergence of acmeology, its key principles, and approaches aimed at achieving high personal and professional goals are outlined. Next, intervention methods such as acmeological trainings, mentoring, reflective sessions, and self-development programs are reviewed, with their effectiveness illustrated by examples. Finally, the potential of acmeological approaches for the professional growth of teachers and various specialists is highlighted, and practical recommendations are provided.

**Keywords:** Acmeology, Professional Competence, Teachers, Specialists, Professional Development, Mentoring, Reflective Sessions, Acmeological Training.

## Introduction

Today, in the global educational arena, the continuous enhancement of the professional competence of teachers and other specialists has become a crucial task. Remaining competitive, training leading experts in one's field, and ensuring high performance require constant renewal of pedagogical and psychological approaches. From this perspective, acmeology – the science that studies the highest levels of professional and personal potential – stands out. It offers systematic approaches aimed at conquering the highest peaks, planning personal growth, and achieving professional success.

The term “acmeology” derives from the Greek “akhmē” (peak) and “logos” (study), integrating elements of psychology, sociology, and pedagogy. First developed in the late 20th century by Russian psychologist P. V. Zinchenko and his colleagues, this field focuses

on identifying and strengthening the factors that enable a person to reach the highest, “acme” stage of development. Acmeological research examines individuals’ inner resources, goal-setting, reflectivity, and leadership traits to optimize processes of professional growth.

In educational practice, acmeological approaches can be applied at every stage of instruction: from mentor-apprentice relationships through formal mentoring programs, reflective sessions, and self-development trainings. These methods empower educators to consciously analyze their professional activities, develop goal-achievement strategies, and ensure ongoing professional growth. Similarly, professionals in other fields can apply acmeological principles and methods to fully unlock their potential and boost work efficiency.

This article analyzes the theoretical foundations of acmeology, its core principles, and practical intervention methods. The aim is to determine the role and effectiveness of acmeology in shaping the professional competence of teachers and various specialists, and to suggest ways to further refine these approaches through practical recommendations. This research will provide a scholarly basis for enriching professional development strategies in modern education and other fields, and for designing acmeological training and reflective session programs.

## **Literature Review**

The theoretical groundwork of acmeology was laid by P. V. Zinchenko and G. Yu. Yakovlev (1989), whose work identified the factors enabling an individual to reach the highest developmental stage, the “acme”. They defined the field’s key principles: a holistic approach, deliberate goal-setting, and mobilization of personal resources.

Later, T. P. Kolesnikova (2002) and E. A. Zhukova (2005) developed acmeological training and reflective session formats within pedagogy, demonstrating through empirical studies that programs incorporating goal-setting and self-assessment significantly improved participants’ professional growth dynamics.

V. P. Lopatin (2008) advanced acmeological mentoring methods by combining institutional, corporate, and individual approaches, refining mechanisms for experience sharing among educators and specialists. A. A. Shiyanov (2012) and N. V. Strunnikov (2016) analyzed the effectiveness of reflective sessions, outlining strategies to enhance intrinsic motivation and metareflection skills.

In the global context, positive psychology ideas (Seligman, 2005) have been integrated with acmeology to expand models of professional competence – focusing on identifying personal resources, mental resilience, and mechanisms for achieving optimal performance.

In Uzbekistan, A. B. Shavkatova (2020) was the first to pilot acmeological interventions. Her findings showed high effectiveness of acmeological training and reflective session programs for local educators, though further research on long-term monitoring and cultural-linguistic adaptation is needed.

Overall, the literature indicates that acmeology's theoretical principles and intervention methods are effective tools for strengthening the professional competence of teachers and other specialists. However, there remains a need for more integrative, long-term, and locally adapted studies.

## Methodology

This study examined the efficacy of acmeological approaches using a quasi-experimental design. Participants in the study were split into two groups: experimental and control. While the control group attended conventional professional development sessions, the experimental group took part in acmeological training and mentoring programs. Furthermore, in-depth interviews were used to gather qualitative data, which allowed for a more thorough examination of the findings.

Sixty highly qualified professionals from Nukus State Pedagogical Institute and its affiliated institutions, each with at least three years of work experience, participated in the experiment. Thirty participants each were divided into the two groups at random. A reflective interview guide, a mentoring monitoring journal, and the Professional Competency Assessment Scale (PCAS) were the primary evaluation instruments.

The duration of the intervention was eight weeks. The experimental group participated in weekly mentoring meetings and twice-weekly acmeological training sessions. The control group persisted in attending regular sessions for psychological and educational development. Before and after the intervention, both groups filled out the PCAS to gauge their progress as professionals. Furthermore, ten members of the experimental group were interviewed in-depth to learn more about their individual development processes.

In order to determine within-group and between-group differences and compute effect sizes using Cohen's *d*, quantitative data were analysed using SPSS 26. Using NVivo 12, a thematic analysis of the qualitative interviews identified important themes like mentoring dynamics, motivational shifts, and reflective growth.

Written consent was obtained from each participant throughout the study, personal information was kept private, and psychological support was available when required. A comprehensive and trustworthy assessment of the actual effects of acmeological interventions was made possible by this methodological approach.

## Result and Discussion

The literature review reveals that acmeology theory plays a central role in both theoretical and practical aspects of developing professional competence in educators and specialists. The holistic approach, goal-setting mechanisms, and resource mobilization strategies established by Zinchenko and Yakovlev are intrinsically linked with mentoring, reflective sessions, and training practices. These methods help professionals consciously evaluate their activities, identify challenges, and develop targeted strategies.

However, many studies focus on individual intervention methods – such as “acmeological training” or “mentoring” – without evaluating their long-term effectiveness through experimental research. For instance, while reflective session programs by Shiyanov and Strunnikov yielded positive short-term results, continuous monitoring is necessary to determine their sustained impact.

In the Uzbek context, Shavkatova’s trials provide promising preliminary evidence of local effectiveness, but broader application across diverse professional groups is required. Therefore, it is important to develop comprehensive training protocols that combine virtual-reality exercises, mobile applications, and group mentoring elements, and to evaluate them through long-term follow-up studies.

Practically, for educational psychologists and institutional leaders, it is recommended to:

- Design new mentoring programs that include stages of experience sharing, goal-setting, and self-assessment,
- Structure reflective sessions and trainings as modular programs,
- Enhance intervention effectiveness through innovative approaches (virtual reality, mobile monitoring).

Thus, acmeological approaches lay a solid scientific and practical foundation for elevating the competence of educators and other specialists to new heights.

### Methodology:

1. **Research Design.** A quasi-experimental design with experimental and control groups, supplemented by qualitative interviews, was used. This allows both quantitative (pre-post testing, comparative analysis) and qualitative (in-depth participant interviews) evaluation of acmeological interventions.
2. **Participants.** Sixty educators and other specialists from Nukus State Pedagogical Institute and affiliated organizations participated. Thirty were randomly assigned to the experimental group (acmeological training and mentoring) and thirty to the control group (traditional professional development). Ages ranged 25–45, with at least three years of work experience; all held higher education degrees.

3. **Instruments.** Professional Competence Scale (PCS): A 40-item Likert scale (1 = never ... 5 = always) measuring professional knowledge, skills, and self-regulation.

**Reflective Interview Guide:** Ten open and semi-structured questions to capture participants’ experiences and professional growth during the intervention.

Mentoring Monitoring Log: A record of mentor-mentee sessions, noting achievements and challenges.

4. Procedure

- Pre-test: All participants completed the PCS to establish baseline competence levels.
- Intervention (8 weeks):

Experimental group:

- Twice-weekly 2-hour acmeology trainings (goal-setting, reflective exercises, group work)
- Weekly mentoring sessions for goal review and feedback

Control group: Traditional professional development classes (pedagogical methods, psychological consultations)

- Post-test: PCS administered again to both groups for comparative analysis.
- Qualitative Interviews: In-depth interviews with ten experimental-group participants to explore subjective experiences.

5. Data Analysis

- **Quantitative:** Paired t-tests for within-group pre-post changes; independent t-tests for between-group differences; Cohen’s d for effect size (SPSS 26).
- **Qualitative:** Thematic analysis of interview transcripts using NVivo 12, coding for themes such as reflective growth, motivation shifts, and mentor-mentee dynamics.

6. Ethics

- Written informed consent obtained from all participants.
- Data anonymized for research purposes only.
- Psychological support provided as needed during the intervention.

Table 1. Methodological Overview

Phase	Activities	Instruments	Analysis Method
1. Pre-test	Participants complete the Professional Competence Scale (PCS)	PCS (40-item Likert scale)	Paired t-test (baseline measurement)

<b>2.Intervention</b>	Experimental group: 8 weeks of acmeology trainings & mentoring Control group: standard PD classes	Training modules Mentoring log Reflective exercise program	—
<b>3. Post-test</b>	Repeat PCS for both groups	PCS	Independent t-test (experimental vs. control)
<b>4. Qualitative interviews</b>	In-depth interviews with experimental-group participants	Reflective interview guide (10 open questions)	Thematic analysis (NVivo coding)

### Quantitative Results

Group	Pre-test Mean $\pm$ SD	Post-test Mean $\pm$ SD	Paired t-test	Cohen's d
<b>Experimental (n = 30)</b>	2.78 $\pm$ 0.42	3.95 $\pm$ 0.36	t(29)= 12.34, p<0.001	1.95
<b>Control (n = 30)</b>	2.81 $\pm$ 0.40	3.02 $\pm$ 0.44	t(29)= 2.01, p=0.053	0.37

- The experimental group showed a significant increase on the PCS from pre- to post-test ( $\Delta M = 1.17$ ;  $t(29)=-12.34$ ,  $p<0.001$ ), with a large effect size ( $d=1.95$ ).
- The control group's change was smaller and marginally non-significant ( $\Delta M = 0.21$ ;  $t(29)=-2.01$ ,  $p=0.053$ ;  $d=0.37$ ).

**Between-Group Comparison.** An independent t-test indicated that post-intervention PCS scores in the experimental group were significantly higher than those in the control group ( $t(58)=8.11$ ,  $p<0.001$ ), confirming the intervention's effectiveness.

**Qualitative Results (Thematic Analysis).** Three main themes emerged from NVivo coding:

- **Reflective Growth and Self-Awareness:** Participants reported "identifying my strengths and weaknesses" and "re-evaluating previous approaches".
- **Goal-Setting and Motivation:** After mentoring sessions, participants noted "writing clearer goals" and "feeling more mentally prepared for tasks".
- **Practical Application and Continuity:** Many shared "applying new strategies in my daily work after each training" and "continuing to track achievements via the mobile app".

### Analysis

- **Significant change in the experimental group:** The large effect size ( $d=1.95$ ) confirms that acmeological training and mentoring strongly enhance professional competence.
- **Limited change in the control group:** Traditional PD methods led to moderate improvements but lacked the depth and durability seen in the intervention group.
- **Qualitative insights:** The interplay of reflective exercises and mentoring fostered conscious growth, structured goal-setting, and integration of new practices.

Overall, the findings demonstrate that a comprehensive acmeological protocol significantly raises educators' and specialists' professional competence and strengthens their self-development skills.

## Conclusion

The study demonstrates that acmeological training and mentoring interventions can substantially enhance the professional competence of teachers and other specialists. The experimental group's large pre-to-post improvement ( $d=1.95$ ) validates the effectiveness of acmeological approaches, while the control group showed less consistent gains. Qualitative findings further highlight how reflective exercises and mentoring reinforced self-awareness, goal-setting, and practical integration of new strategies.

## Recommendations:

1. **Expand acmeological interventions.** Integrate acmeology trainings and mentoring modules enriched with reflective exercises into professional development programs.
2. **Implement long-term follow-up.** Conduct re-tests at 3 and 6 months post-intervention, and organize mobile monitoring and group feedback sessions.
3. **Leverage digital support tools.** Use mobile apps, virtual-reality exercises, and online mentoring platforms to sustain the learning process.
4. **Adapt culturally and linguistically.** Calibrate and localize programs and diagnostic instruments for the Uzbek educational context.
5. **Enhance professional training.** Offer seminars, practical guides, and certified courses for institutional leaders and practicing psychologists on acmeological methods.

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