



## **THE ACMEOLOGICAL APPROACH TO DEVELOPING THE CREATIVITY OF FUTURE SPECIALISTS**

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### **Abstract**

This article examines the role of the acmeological approach in developing the creativity of future specialists within the higher education system. Acmeology, as a science of personal and professional development, focuses on achieving the highest level of individual potential. The study highlights the pedagogical significance of acmeological principles in fostering creative thinking, self-development, and professional competence among students. The article analyzes theoretical foundations of the acmeological approach and identifies effective pedagogical conditions for enhancing creativity in future specialists. The results emphasize that integrating acmeological strategies into the educational process contributes to the formation of competitive, innovative, and self-realized professionals.

**Keywords:** Acmeology, creativity development, future specialists, professional competence, creative thinking, higher education.

### **Introduction**

In the context of rapid social, economic, and technological changes, modern society demands highly qualified specialists who are not only professionally competent but also creative, independent, and capable of innovative thinking. Higher education institutions play a crucial role in preparing future professionals who can adapt to changing conditions and actively contribute to societal development. Therefore, the issue of developing students' creativity has become one of the key priorities of contemporary pedagogy.

The "Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030", approved by the Decree of the President of the Republic of Uzbekistan Sh. Mirziyoev dated October 8, 2019 No. PF-5847, stipulates the modernization of higher education, the development of social and



economic sectors through the implementation of advanced educational technologies, and the bringing to a qualitatively new level the process of training highly qualified specialists with modern knowledge and skills, independent thinking and critical views. At the same time, special attention is paid to the formation of the ability to independently search and analyze information, and the development of mechanisms for selecting talented young people for higher educational institutions.[1; P.14]

It is important for higher educational institutions to find innovative solutions to existing problems at the regional level and play a leading role in the development of science in the region. It is necessary to create sufficient conditions for the development of science and the integration of research with production, to create opportunities for talented students to conduct scientific research. For this purpose, it is important to pay special attention to pedagogical creativity.

It is necessary to widely use the acmeological approach in the development of pedagogical creativity of future teachers, to increase their competence in information and communication technologies, to create modern didactic tools designed to develop pedagogical creativity, and to improve pedagogical mechanisms for training competitive specialists in special conditions.

Creativity is understood as the process of organizing existing experience in a new way, creating knowledge, skills and products in new combinations, in fact, creating new material and spiritual values. There are different levels of creativity: at one level, the scope of their application is expanded using existing knowledge; at a higher level, a new approach is created that completely changes the usual view of an object or area. [2; P.11] One of the effective methodological approaches to addressing this issue is the acmeological approach. Acmeology studies the laws and mechanisms of achieving the highest stages of personal and professional development. From an educational perspective, this approach emphasizes self-improvement, self-realization, and continuous professional growth. Applying acmeological principles in higher education creates favorable conditions for nurturing students' creative potential and achieving professional excellence.

This article aims to analyze the theoretical foundations of the acmeological approach and its role in developing the creativity of future specialists.



Theoretical Foundations of the Acmeological Approach. Acmeology originated at the intersection of psychology, pedagogy, and philosophy, focusing on the peak development (“acme”) of an individual’s abilities. [3; P.28] According to acmeological theory, professional success is not accidental but the result of purposeful self-development, motivation, and favorable educational conditions. The acmeological approach in education emphasizes the following principles:

- orientation toward personal and professional self-realization;
- recognition of individuality and creative potential of each student;
- integration of self-reflection, goal-setting, and self-assessment;
- continuous improvement and lifelong learning. [4; P.54]

These principles create a pedagogical environment that stimulates creativity and encourages students to seek innovative solutions in their professional activities.

Creativity as a Key Quality of Future Specialists. Creativity is considered one of the most important qualities of a modern specialist. It involves the ability to generate original ideas, think flexibly, solve problems creatively, and adapt to new situations. In professional training, creativity enables future specialists to move beyond standard approaches and develop innovative methods in their fields.

Developing creativity in students requires purposeful pedagogical strategies that promote independent thinking, experimentation, and reflection. Traditional reproductive teaching methods are often insufficient; therefore, modern education increasingly relies on active and student-centered approaches. In this context, the acmeological approach provides a comprehensive framework for nurturing creativity through personal growth and professional development. [5; P.45]

The acmeological approach for a modern educational institution is currently promising and promising, its essence is that in order to influence the achievement of high goals, a comprehensive examination of the subject is carried out and its integrity is restored, and in the transition to maturity, its characteristics as an individual, person and subject-activity are studied together with all the interrelationships and provoking reasons. This is one of the innovative approaches in education, in which a student, in order to determine his personal acme, develops strong motivating motives for his chosen specialty, and in life, a motive for achieving success or the need for achievement. When preparing a student for professional activity, his personal qualities and virtues are manifested in his individual image. [6; P.22]



Acmeological abilities are of great importance in the process of human life and activity, but their rapid development occurs as a result of the development of autopsychological competence. Modernization of higher educational institutions and the educational process in them, improvement of the quality monitoring of the system of training pedagogical specialists, equipping future teachers with modern professional knowledge, qualifications and skills, and the formation of acmeological motivation in them for professional activity are important tasks in the process of forming the professional training of pedagogical specialists.

**Pedagogical Conditions for Developing Creativity Based on the Acmeological Approach.**

Effective implementation of the acmeological approach in higher education requires the creation of specific pedagogical conditions. These include:

- a supportive educational environment that encourages initiative and creativity;
- the use of problem-based and project-based learning methods;
- integration of reflective practices and self-evaluation;
- encouragement of independent research and creative tasks;
- collaboration between teachers and students based on partnership and trust. [7; P.55].

Such conditions help students to identify their strengths, set professional goals, and actively engage in creative activities. As a result, future specialists develop confidence, responsibility, and readiness for professional challenges.

**The Role of Teachers in Acmeological Creativity Development.** Teachers play a crucial role in applying the acmeological approach to creativity development. Their task is not only to transmit knowledge but also to guide students toward self-discovery and self-improvement. Teachers act as mentors and facilitators who support students in achieving their professional “acme.” [8; P.57]

By modeling creative behavior, encouraging innovative thinking, and providing constructive feedback, teachers can significantly influence students’ creative development. The acmeological approach thus requires a high level of pedagogical competence and creativity from educators themselves.



## **Conclusion**

In conclusion, the acmeological approach serves as an effective methodological basis for developing the creativity of future specialists. By focusing on personal and professional self-realization, this approach fosters creative thinking, innovation, and continuous self-development among students. The integration of acmeological principles into higher education contributes to the preparation of highly qualified, competitive, and creative professionals capable of meeting modern societal demands. Therefore, the acmeological approach should be considered a priority direction in modern professional education, aimed at unlocking students' creative potential and guiding them toward professional excellence.

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