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DOI <https://doi.org/10.24195/2617-6688-2025-1-1>**Artemieva Inna***PhD in Pedagogy (Candidate of Pedagogical Sciences), Associate Professor,**Associate Professor at the Department of Pedagogy**State Institution "South Ukrainian National Pedagogical University named after K.D. Ushynsky", Odesa, Ukraine**E-mail: a_i_s2020@ukr.net**ORCID ID: <http://orcid.org/0000-0003-3628-4802>***Halitsan Olha***PhD in Pedagogy (Candidate of Pedagogical Sciences), Associate Professor,**Associate Professor at the Department of Pedagogy**State Institution "South Ukrainian National Pedagogical University named after K.D. Ushynsky", Odesa, Ukraine**ORCID ID: <https://orcid.org/0000-0003-2542-649X>**Researcher ID: DUS-9161-2022**Scopus: 57219142476***The potential of the acmeological approach in the training of future teachers: theoretical basis and modern discourse**

The paper is devoted to highlighting the specifics of the implementation of the acmeological approach in the system of future teachers training. According to the results of the analysis of scientific sources, the authors recorded the ambiguity of the positions of scientists regarding the essence of the main categories of acmeology (acmepedagogy and acmeological pedagogy; acmeogenesis and professional formation), inconsistency in the interpretation of the acmeological approach in its methodological meaning (symmetry of the acmeological and acme-synergetic approaches), multi-vectority in the interpretation of technological and implementation aspects of the acmeologization of education. It has proved that in the projection of theories of personality formation, "acme" is an attributive sign of a harmonious, creatively self-realized, self-actualized personality, an organic and holistic individuality, which is able to harmonize and optimize all spiritual-moral and practical-professional dimensions of the personality. It has been found out that the integrative nature of acmeology, determined by a wide range of interdisciplinary connections, accumulates the results of comprehensive studies in solving an extremely urgent problem – the progressive continuous development of the personality of a teacher who strives to reach the heights in professional pedagogical activity. It has been proved that in the context of training future teachers, the acmeological approach acts as a structural-worldview strategic vector that reorients the plane of the pedagogical process (content, structural organization, development methodology) to the acmeological (creative-realizing, professionally-self-actualizing, personality-oriented and self-realizing) quality of human development, that is, to achieving acme-peaks of worldview-spiritual, value-moral and professional-pedagogical development. The modern discourse has been analyzed and trends and variants of taking into account the principles of the acmeological approach in the training of future teachers have been formulated. In particular, it has been determined that in modern educational practices the use of various acmeological pedagogical technologies is being activated and the methodology of constructing an acmeological environment in a pedagogical university is being popularized. It has been determined that taking into account the acmeological approach in the training of future teachers stimulates the independence, initiative and innovative orientation of future teachers, helps them to reveal and develop their creative potential, find their own "style" in pedagogical activity, optimize personal and professional intentions, and adapt them to social requirements and challenges of modern educational practice.

Keywords: *acmeology, pedagogical acmeology, acme, acme-peak, acmeogenesis, acmeological approach, acmeological environment, acmeological technologies, acme-synergistic approach, acmepedagogy, acmeprofessional, acmeological growth, acme-orientation of the value sphere, training of future teachers, professional development of a teacher, professional formation of a teacher, self-development, self-realization, self-actualization, self-determination, self-projection, professional maturity.*

Introduction. The acmeological approach to the content of education, upbringing and development of future specialists makes it possible to improve the educational process in higher education institutions as a whole, determines the improvement of the quality of education – it becomes not a formality, but an internal need, since creative rethinking of reality becomes leading. The need for an acmeological approach in the educational process of higher education institutions is undeniable, since modern globalized society expects graduates to be flexible, mobile, competent, sociable, creative, and strive to achieve professional and personal success. Acmeology successfully solves the problem of achieving the heights of mastery and professionalism by means of training and formative influence on the personality, contributes to the formation of a value attitude towards self-improvement and self-development.

In modern discourse, the subject of acmeological research is the laws and regularities, conditions and factors that determine the path to achieving perfection by an individual and society. Acmeological scientists distinguish several groups of current tasks of acmeology as a field of scientific activity: tasks related to the scientific disclosure of the phenomenology of “acme”, further development of the theoretical and methodological foundations of acmeology, determination of its status in the system of human-focused sciences; tasks aimed at studying the general and individual regularities of achieving acme, determining the commonality inherent in all individuals who have achieved outstanding results as subjects of activity, and at the same time analyzing the special, inherent in a specific type of human activity; tasks focused on developing acmeological models of professionalism for various types of socially useful activities (pedagogical, medical, military, etc.); tasks aimed at developing acmeological technologies for the purposeful development of the individual and communities of people.

The acmeological approach to teacher training has repeatedly become a subject of scientific interest for scholars representing various branches of scientific knowledge.

The theoretical foundations of the concept of acmeological formation are found in the well-founded works of O. Dubaseniuk, who developed a sectoral division of pedagogical acmeology: fundamental acmeology, applied acmeology, synergistic acmeology. The studies of V. Vakulenko highlight effective acmeological, psychological and pedagogical conditions that influence the dynamics of teacher professionalism. Within the framework of acmeology of higher pedagogical education, the training course “Acmeological foundations of higher pedagogical education” was developed. V. Hladkova has worked out methodological approaches to the acmeological formation of a future education manager. For the first time, the essence of the acme-synergetic approach has been thoroughly described. In subsequent scientific studies, O. Dubaseniuk, O. Antonova, S. Vitvitska continued to prove the relationship between acmeological and synergetic approaches in the process of forming the value sphere of the individual. N. Machynska put forward the basic principles of pedagogical acmeology: a person has potential that they can improve; a person has an inherent need to realize their own potential; the form of human realization is their ascent to individuality; individuality is a higher level of human development; the formation and realization of individuality occurs in the process of spiritual and practical activity. I. Bekh reflected on the technologies of acme pedagogy as “value education”, which is based on the higher psychological mechanisms of consciousness, self-awareness, and sociogenic emotional experiences. A unanimous understanding of acme pedagogy is found in the studies of S. Sysoieva. V. Ohneviuk formulated the provisions of the acmeological concept of the formation of professional consciousness and represented acmeology as a science of the 21st century. L. Rybalko studied the acmeological aspect of the methodological and theoretical foundations of the professional and pedagogical self-realization of a future teacher.

The modern discourse on acmeological issues is represented by the studies of H. Rebrova, D. Kibich, who focused on the variants of the application of acmeological technologies in the training of future teachers; I. Kniazheva, Li Linyi, who highlight the functional role of the acmeological approach in the training of a modern teacher.

Therefore, we can say that the issue of acmeological coordinates of the professional formation of a teacher does not lose its relevance at the modern level of scientific discussion. However, the analysis of scientific sources shows the ambiguity of the positions of scientists regarding the essence of the basic concepts of pedagogical acmeology, inconsistency in the interpretations of various concepts, and most importantly – scientists from different perspectives use the potential of the acmeological approach to teacher training, which requires an additional appeal to its essence in order to fix a unified algorithm for the application of its principles.

Aim and objectives of the study. The aim of the study is to highlight modern interpretations of the acmeological approach and its potential for training future teachers. In accordance with the aim, a number of tasks have been formulated: to record the theoretical and methodological basis of the acmeological approach in education; to identify trends in understanding the essence of the acmeological approach and its derivatives; to describe the modern pedagogical discourse on the variants of applying the principles of the acmeological approach in the training of future teachers.

Materials and methods. The study employs the method of systematization of scientific information to analyze different positions of acmeologists and reveal trends in understanding the phenomenology of pedagogical acmeology. The method of generalization and deduction made it possible to formulate the specifics of using the principles of the acmeological approach in the training of future teachers.

Results of the study. The object of acmeology (from the Greek *acme* – peak, summit, maturity, and *logos* – knowledge, science) as a science is a mature personality that is progressively developing and reaching peaks in their activity, as well as human communities, and its subject is the laws and patterns, conditions and factors that contribute to the progressive development of both an individual and society. The internal conditions for achieving professional acme are motivation, activity, determination, the ability to mobilize professional opportunities, concentrate on the goal, the desire to preserve and increase one's achievements. The external conditions for the manifestation of acme in professional development are a favorable environment that encourages the personality to reveal its true professional opportunities, as well as the presence of events that can become an impetus for culmination in professional development.

We agree with I. Bekh's opinion that acmeology is an interdisciplinary science about the regularities and factors of achieving the peaks of professionalism, creative longevity of a person (Bekh, 2022: 48).

I. Kniazheva and Li Linyi stand on a unanimous position, calling acmeology an interdisciplinary science about the regularities, conditions and mechanisms of achieving the peak, the peak of personality development, professional mastery, creative potential, etc. Such a "peak", that is, "acme", according to the researchers, is a semiotic, symbolic-figurative multifunctional phenomenon, the plot of which is the history of professional formation (Kniazheva, Li Linyi, 2024).

O. Dubaseniuk's research analyzed general world trends in the field of pedagogical education in the context of the acme-synergetic approach; studied priority areas of modern psychological and pedagogical science: fundamental acmeology (theoretical principles of professional and pedagogical training of future teachers); applied acmeology (history and achievements in the field of professional and pedagogical training of future specialists); synergistic acmeology (theoretical and applied aspects) (Dubaseniuk, 2011: 141).

Therefore, we can argue that acmeology focuses on the study of the period of the highest development and achievements of a person, which allows us to understand how they reach their peak potential in various aspects of life, including professional, creative, personal and spiritual development.

Following O. Dubaseniuk, O. Vozniuk, Yu. Kostushko, O. Popovych claims that interdisciplinary acmeology studies: the laws of self-realization of people's creative potential in the process of creative activity on the way to higher achievements (peaks) (Popovych, 2024: 129); objective and subjective factors that contribute to or hinder the achievement of peaks in the process of self-realization of the individual; the laws of teaching how to reach the peaks of life and professionalism in activity (Dubaseniuk, 2020: 211); self-education, self-organization and self-control; the laws of self-improvement, self-correction and self-reorganization of an individual's activity under the influence of new and often critical requirements that are implemented both from the outside and come from the profession and society, the development of science, culture, technology, and from the inside – from one's own interests, needs, psychological orientations and attitudes (social attitudes), a person's awareness of the limits of their life resources – their abilities and capabilities, the advantages and disadvantages of their own life activity.

In the context of theories of personality formation, acme is an attribute of a harmonious, creative, self-actualized personality, which as a holistic being reveals the harmonious coordination of all spiritual and practical dimensions of the human personality, which constitute its vital completeness. It is this understanding of a person's acme that allows us to formulate the main principle of the formation of a competent specialist (Rybalko, 2007: 311).

The characteristics of acmeology in modern interdisciplinary discourse, according to S. Vitvytska, are fundamentality, integrative nature and humanistic orientation. The fundamentality of theoretical acmeology is manifested in the fact that it approached the problem of determining acmeological laws and patterns. Herewith, the author emphasizes that the integrative nature of acmeology is determined by broad interdisciplinary connections that accumulate the results of complex research in solving the central problem – the progressive development of a mature personality who strives to reach the peaks in this development. And the humanistic orientation of acmeology, according to S. Vitvytska, is reflected in the focus of acmeological research on the benefit of a specific individual, the harmonization of his or her development and relationships (Vitvytska, 2012: 115).

S. Vitvytska's standpoint is symmetrical to the views of O. Vozniuk, because the leading priority features of the acmeological approach in pedagogical education are also defined as: orientation on acme – improvement at all stages of human life and activity; comprehensive development of consciousness and group activity; belief in the possibility of mass improvement; an optimistic view of man and their future, expressed in anthropological

acmeism, the use of acmeological design of higher achievements by individuals and groups (Vozniuk, 2018; Vitvytska, 2012).

According to N. Shkvyr, N. Kazakova, the conceptual essence of the acmeological approach to the training of future specialists lies in the study of the student's personality as a holistic phenomenon in the unity of its essential aspects (individual, personality, individuality, subject of life activity); their orientation towards constant self-development and self-improvement, motivation for high achievements, striving for high results, life successes; organization of creative activity at all stages of their continuous education, creation of necessary conditions for self-realization of their creative potential (Shkvyr, Kazakova, 2021: 134). At the same time, the state of maturity does not appear in a person immediately: it depends on all their previous life activity how they will approach the stage of maturity, what will form the basis of their personality and what abilities, stock of knowledge, skills and abilities will characterize them as a subject of activity when they become an adult (Radul, 2011: 16).

In the process of gradual training of future teachers, the acmeological approach appears as a strategic guideline that directs the educational process towards achieving peaks in physical, spiritual-moral and professional development by future teachers in accordance with each level of education (Machynska, 2011). It makes it possible to study the gradual training of future teachers as a holistic process, to determine ways of pedagogical compensation for what was not achieved at the previous stage of training, to model the trajectories of students' personal and professional self-development in accordance with each level of education (Sysoieva, 2016: 256). The acmeological approach involves creating the necessary conditions at each stage of training for the development of future teachers' ideas about personal and professional success. It directs future teachers to self-improvement in the educational environment. Within the framework of this approach, the features of the fullness of the gradual training of a teacher as a professional are outlined; it is determined which pedagogical system a person should be included in, in order to turn from culmination to culmination in personal and professional development (Ohneviuk, 2014).

We agree with the opinion of O. Pynzenyk and V. Orban that the acmeological approach in modern discourse appears as a methodological reference point for significant achievements in the holistic development of the individual in the conditions of educational institutions (Pynzenyk, Orban, 2024). The implementation of the acmeological approach in education involves: firstly, a holistic study of the student as a personality, individuality and subject of life activity in the educational environment; secondly, the creation of pedagogical conditions for the subjects of the educational process for motivating success, actualizing the need for achievements, striving for high results, for creativity and imagination; thirdly, the organization of creative activity as a variable educational space in which the intellectual and creative potential of each individual develops; fourthly, assessing the quality of education from the standpoint of criteria for self-development and self-improvement of the teacher and the student (individuality, health, creativity, maturity, professionalism, spirituality, etc.).

According to M. Yevtukh, T. Skoryk, acmeology of higher pedagogical and professional education creates productive models of educational systems that implement the acmeological concept of education, the acmeological approach to education as a project-oriented creative activity and the sphere of self-organization of the socio-cultural life of students (Yevtukh, Skoryk, 2020: 9).

We agree with I. Kniazheva and Li Linyi that the conceptual essence of the acmeological approach in higher pedagogical education is to deeply study the personality of a professional teacher as a holistic phenomenon in the context of practical professional and pedagogical activity, to determine patterns and develop methods and approaches that contribute to achieving the peak in the field of educational activity. The provisions of the acmeological approach are aimed at the need to take into account the individual characteristics of students, their learning pace, information perception style and other factors. This allows future teachers to more effectively "learn to teach", constantly improve their skills, acquire new knowledge, which allows them to effectively implement innovative methods and technologies in their pedagogical practice, to adapt their pedagogical activity to the needs of each specific student. We are impressed by the researchers' opinion that by stimulating independence, initiative, and openness to new ideas, this approach helps future teachers to unleash their creative potential and find their own style in pedagogical activity, adapting it to new challenges and opportunities that arise in the educational sphere (Kniazheva, Li Linyi, 2024: 23).

Developed professional skills and creative professional activity allow us to create a model of an acme professional who carries out innovative activities with high productivity; has innovative thinking, the ability to skillfully realize themselves in the conditions of constantly changing life (Hladkova, 2011: 46).

An acme professional knows how to feel like a socially significant person; professionally mobile; capable of self-development and self-improvement throughout life. Flexible skills and abilities are acquired in the process of activity, manifest themselves in the form of a single system of generalizing and special knowledge

and abilities, combined with the ability to creatively, non-standardly and effectively solve professional tasks (Vakulenko, 2006: 123).

Based on the opinion of leading scientists in the field of pedagogical acmeology and taking into account the principles of innovation in the system of training future teachers, we will formulate the trends in the implementation of the acmeological approach in the system of higher pedagogical education. We associate the first trend with the fact that the acmeological approach to the training of future teachers at the current stage of development of higher pedagogical education is implemented by constructing a special acmeological environment. The organization of a special acmeological environment, in which the development of the teacher's professionalism is a value, tradition, requirement, reality and ideal, contributes to the professional growth of students as a subject of pedagogical activity and the educational process. A specially created acmeological environment is characterized by: interpersonal cooperation, during which the essential strengths of the teacher as a subject of professional activity are reproduced; affirmation of one's own acmeological position, that is, orientation towards achieving high results in one's own professional activity, provided that moral and legal norms of behavior and spiritual and moral values are observed; development of the innovative creative potential of the teacher in the system of formal, non-formal and informal education; self-educational activity of the teacher as an important indicator of the quality of education, readiness for self-learning and self-assessment, an important criterion of life creativity; drawing up a self-improvement plan: studying the best practices of colleagues, conducting open lessons, self-analysis of lessons, discussion of lessons attended, participation in competitions, etc.; self-realization of one's own creative potential, which reflects the teacher's ability to fully present their capabilities and apply them in the process of productive activity.

Herewith, the acmeological self-realization of a teacher's own personal and professional potential has various forms of manifestation: the disclosure of one's creative potential during practical activities, perseverance in the implementation of life and professional plans, the ability to defend one's standpoint.

Thus, the systematic design of an acmeological educational environment in an institution of higher pedagogical education involves the development of students' internal desire for success, creativity during their education. At the same time, we consider it necessary to supplement the creation of an acmeological environment with the development of acmeological support for the educational process (the introduction of innovative forms and methods of cooperation between teachers and students, which are based on acme-motivation and acme-support).

We associate the second trend in the implementation of the acmeological approach in the system of higher pedagogical education with the rapid development of acmeological technologies, which are increasingly becoming a significant basis for innovation and technologization of the system of higher pedagogical education.

We support the opinion of D. Kibich that the main object of acmeological technologies are personal zones of human development. These are those spheres of life in which an individual can form and develop their abilities, skills and character traits, self-actualize their personal and professional "Self" (Kibich, 2024: 248). The use of acmeological technologies in pedagogical education contributes to the self-determination of future teachers, the formation of a desire for self-affirmation and self-cognition on humanistic principles, their general cultural and professional development and self-realization.

Thus, acmeological technologies in content and form correspond to the specifics of the direction of professional training of future teachers, its informational and targeted tasks and contribute to their creative self-realization in the changing conditions of the modern socio-cultural environment, create conditions for gaining experience in constructing and implementing creative self-development, encourage self-expression and achieving the highest possible level of personal and professional development at the stage of professional training, including such an aspect as the culture of communication; are characterized by the dominance of communication as a type of activity on the basis of culturally appropriate norms and traditions in conditions of freedom of choice (Kibich, 2024: 249).

According to H. Rebrova, acmeological technologies are characterized as a systemic process of targeted organizational and methodological influence on students in order to encourage them to self-development, self-cognition, self-disclosure, and achieve a higher level of professional self-realization on the path from the real to the desired state of competence and competitiveness, which is guaranteed to be provided by the algorithm of using effective forms, methods, "trainings, game resources" (Rebrova, 2018: 214). The most common acmeological technologies used in the vocational education system are: acme trainings as a means of preparing future teachers for professional and pedagogical activity; acme trainings and techniques aimed at forming the culture of future teachers (acme-communicative, modelling, instrumental (mini-corporate; participatory; edhocratic); figurative and virtual trainings (self-referentiality); intellectual and game trainings; webinars; personal design practices. In addition, acmeological and developmental potential is distinguished by techniques of self-development, self-cognition, self-regulation; methods of self-programming;

psychotechnologies of individual development; social and perceptual exercises; pedagogical technologies of correctional and developmental training; time management technologies; practical courses for rationalizing professional activity.

Conclusions. The results of the analytical work made it possible to fix the theoretical and methodological basis of the acmeological approach to the training of future teachers. We see the potential of the acmeological approach in education in its active influence on the personal and professional development of all subjects of the pedagogical process. In the context of the training of future teachers, the acmeological approach acts as a structural and ideological strategic vector that reorients the plane of the pedagogical process (content, structural organization, development methodology) to the acmeological (creative-realizing, professionally-self-actualizing, personally-self-realizing) quality of human development, that is, to achieving the acme-peaks of worldview-spiritual, value-moral and professional-pedagogical development. The modern discourse is analyzed and the trends and variants of taking into account the principles of the acmeological approach in the training of future teachers are formulated. In particular, it was determined that in modern educational practices the use of various acmeological pedagogical technologies is being activated and the methodology for constructing an acmeological environment in a pedagogical university is being popularized.

The research carried out does not exhaust all aspects of the problem of acmeologization of the training of future teachers. The prospects for further consideration of the problem lie in the detailing of the mechanisms for implementing the principles of the acmeological approach in the training of teachers of various profiles.

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Потенціал акмеологічного підходу в підготовці майбутніх викладачів: теоретичні засади та сучасний дискурс

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Статтю присвячено висвітленню специфікантив реалізації акмеологічного підходу в системі підготовки майбутніх учителів. За результатами аналізу наукових джерел зафіксовано неоднозначність позицій вчених щодо сутності основних категорій акмеології (акме педагогіка й акмеологічна педагогіка; акмеогенез і професійне становлення), неузгодженість у трактуванні акмеологічного підходу в його методологічному значенні (симетрія акмеологічного та акме-синергетичного підходів), різновекторність у тлумаченні технологічних і реалізаційних аспектів акмеологізації освіти. Доведено, що в проєкції теорії становлення особистості «акме» є атрибутивною ознакою гармонійної, творчо-самореалізованої, самоактуалізованої особистості, органічної та цілісної індивідуальності, яка здатна гармонізувати й оптимізувати всі духовно-моральні та практично-професійні виміри особистості. Встановлено, що інтеграційний характер акмеології, що детермінується широкою палітрою міждисциплінарних зв'язків, акумулює результати комплексних студій у розв'язанні вкрай актуальної проблеми – прогресивного неперервного розвитку особистості вчителя, який прагне

досягати вершин у професійно-педагогічній діяльності. Доведено, що в розрізі підготовки майбутніх учителів акмеологічний підхід виступає конструкційно-світоглядним стратегіальним вектором, що переорієнтовує площину педагогічного процесу (зміст, структурна організація, методологія розвитку) на акмеологічну (креативно-реалізувальну, професійно-самоактуалізувальну, особистісно-самореалізувальну) якість становлення людини, тобто на досягнення нею акме-вершин світоглядно-духовного, ціннісно-морального та професійно-педагогічного розвитку. Проаналізовано сучасний дискурс і сформульовано тенденції та варіативи врахування принципів акмеологічного підходу в підготовці майбутніх учителів. Зокрема, визначено, що в сучасних освітніх практиках активізується використання різноманітних акмеологічних педагогічних технологій і популяризується методологія конструювання акмеологічного середовища в педагогічному університеті. Визначено, що врахування акмеологічного підходу в підготовці майбутніх учителів стимулює самостійність, ініціативність та інноваційну спрямованість майбутніх педагогів, допомагає їм розкрити та розвинути креативний потенціал, відшукати власний «стиль» у педагогічній діяльності, оптимізувати особистісні та професійні інтенції, адаптувати їх до суспільних вимог і викликів сьогоденної освітньої практики.

Ключові слова: акмеологія, педагогічна акмеологія, акме, акме-вершина, акмеогенез, акмеологічний підхід, акмеологічне середовище, акмеологічні технології, акме-синергетичний підхід, акмепедагогіка, акмепрофесіонал, акмеологічне зростання, акмезорієнтованість ціннісної сфери, підготовка майбутніх учителів, професійний розвиток педагога, професійне становлення вчителя, саморозвиток, самореалізація, самоздійснення, самовизначення, самопроєктування, професійна зрілість.

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