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III ВСЕУКРАЇНСЬКОЇ  
НАУКОВО-ПРАКТИЧНОЇ КОНФЕРЕНЦІЇ  
«МОДЕРНІЗАЦІЯ ОСВІТНЬОГО ПРОЦЕСУ  
В СУЧАСНИХ ЗАКЛАДАХ ОСВІТИ»**

Одеса  
2026

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**DIDASCOLOGICAL AND ACMEOLOGICAL APPROACHES AS  
INNOVATIVE STRATEGIES FOR CONSTRUCTING THE  
ARCHITECTONICS OF THE EDUCATIONAL AND SCIENTIFIC SPACE  
OF THE PEDAGOGICAL UNIVERSITY**

**Research Relevance.** The educational process in institutions of higher education is a purposeful, motivated, appropriately organized, and substantively enriched system of interaction between the subjects and objects of the educational process, aimed at the professional training of future specialists. The effectiveness of the educational process, as scholars affirm, is determined by internal and external criteria. Internal criteria include: learning success and academic achievement, the quality of knowledge and the degree of mastery of skills and abilities, the level of student development, and the degree of learning and erudition. External criteria comprise: the degree of adaptation of the graduate to social life and professional activity, the pace of growth of the process of self-education as a prolonged effect of learning, the level of erudition or professional mastery, and the readiness to pursue further education and self-improvement, among others.

Purpose of the article: to present the contemporary variable characteristics of the methodology for designing the innovative architectonics of the educational and scientific space of the pedagogical university.

**Presentation of the Main Material** of the article begins with an analysis of the essential foundations of the phenomenology of “methodological knowledge,” which provides a conceptual understanding of the essence of the innovatization of the educational and scientific space of the pedagogical university.

The process of scientific cognition presupposes the accumulation of factual material, which is subject to systematization and generalization through concepts, categories, and criteria [3]. Concepts represent the highest form of thought expression and reflect objects and phenomena of the world in their specific and general features, by means of which the system of scientific knowledge is constructed. Scientific knowledge constitutes a system of interrelated concepts that embody the regular process of the development of nature and society. The advancement of the system of scientific knowledge, its refinement, systematization, and validation are carried out through scientific research [3]. To study and to engage in scientific inquiry is to discover, wherein intuition, the individuality of the researcher, and experience play a significant role. Scientific inquiry relies both on empirical material and on scientific fact, presupposes the application of diverse methods of scientific investigation, and leads to generalizations at the typological level. It is invariably directed toward the enhancement of the level of scientific knowledge, the discovery of new laws of nature, and is associated with novel and original ideas.

Methodology performs regulatory and normative functions. This, in fact, constitutes its essential purpose. Methodological knowledge, however, may appear either in a descriptive form or in a prescriptive (normative) form, that is, in the form of directives and explicit instructions concerning activity. It should be noted that description (specifically, scientific-cognitive description) represents a body of knowledge within a particular domain of phenomena, including theoretical explanation, insofar as it addresses not only the experience under consideration but also the internal content (essence) of the processes being studied. Descriptive methodological knowledge (which characterizes the structure of scientific knowledge and the regularities of scientific cognition) serves as a guide for young researchers in the course of their investigations, whereas prescriptive, normative knowledge is directly oriented toward the regulation of activity [2]. In normative methodological analysis, constructive tasks predominate, associated with the development of positive recommendations and rules for conducting scientific activity. Descriptive analysis, by

contrast, deals with the retrospective description of processes of scientific cognition that have already been carried out.

In contemporary understanding, the environment is interpreted as a dynamic system of cultural spheres of varying scope and content, characterized by mutual influence and interaction among the subjects of education, who are carriers of specific cultural and subcultural experience. At the same time, the educational and scientific environment is considered part of the scientific and socio-cultural space, a zone of interaction of educational systems (of various levels and types), their elements, educational material, and the subjects of education. It is also shaped by the subject in accordance with his or her individual characteristics. The educational environment of modern educational systems is formed as the result of complex interaction – of systems, models, standards, and, most importantly, the subjects of education. The scientific component of the educational environment is reflected in the intensity of the “involvement” of the subjects of the educational system in the processes of scientific comprehension of reality.

In the context of describing the methodological dimension of designing the innovative architectonics of the educational and scientific space of the pedagogical university, attention should be paid to the correlation between the very methodology of scientific knowledge and the subjective “involvement” of specialists who implement methodological approaches in education. In this regard, the focus is on the methodological culture of the teacher as a scholar. We support the view of O. Lavrentieva[4] that the methodological actions of the researcher, as well as his or her research intentions, are realized through a certain level of methodological culture. The scholar substantiates the structural and criterial components of methodological culture: the motivational-value component (internalized socio-pedagogical and research motives, norms, and values), the intellectual-cognitive component (specialized knowledge necessary for the effective implementation of methodological activity), the activity-practical component (methodological skills and a system of methodological competencies), and the creative-reflexive component (methodological abilities and individual-gnostic traits of personality). Thus, methodological culture modernizes scientific-pedagogical thinking, which must

acquire a forward-looking orientation, enabling the forecasting of the scientific activity of the young researcher. Central to this discussion is the problem of the correlation between the empathic, reflexive, and prognostic components of the pedagogical thinking of scholars, as well as the possibilities of their guided development. One of the most important characteristics of pedagogically oriented thinking in the young researcher is his or her orientation toward modeling subject-related activity, the involvement in which ensures the emergence of projected psychological novelties.

When discussing innovative methodological approaches that characterize the educational and scientific space of the modern pedagogical university, two of the key ones are the didascological and acmeological approaches. N.Guzii defines didascological education/training of future teachers as an integrative component of the professional-pedagogical preparation of various categories of specialists in the educational sphere [1]. It objectifies established didascological knowledge about the teacher and his or her professional activity in the form of academic disciplines, the mastery of which ensures that students acquire the theoretical and technological foundations of pedagogical work and enables the effective formation of the future teacher-professional as a subject of professional growth[1]. The essence and content of didascological training of students in higher pedagogical education determine the specificity of its methodological support, which is based on personally oriented humanitarian technologies of an innovative character.

The leading idea of the acmeological approach in pedagogical education is to ensure the acmeological development of the teacher, whose subjective characteristics include: initiative, independent goal-setting, planning, anticipation; intensive involvement in activity; striving for self-regulation (self-control, self-correction, self-compensation); constant orientation of the individual toward self-development and self-renewal; aspiration to self-realization and creative activity; integration of one's professional trajectory, structuring and systematization of one's own professional experience and that of others [5]. The acmeological development of the teacher determines his or her movement toward professionalism, which, according to scholars, characterizes the qualities of a person who has reached the heights of

professional maturity and serves as the principal condition for the subjective realization of the individual – as the possibility of embodying one’s social potential and as a measure of human self-determination.

The characteristics of the acmeological approach to constructing the educational and scientific space of the pedagogical university can be identified as fundamentality, integrative nature, and humanistic orientation. The fundamentality of theoretical acmeology is manifested in its engagement with the problem of defining acmeological laws and regularities. Its integrative nature is determined by broad interdisciplinary connections that accumulate the results of complex studies in addressing the central problem – the progressive development of a mature personality striving to reach the highest achievements in this development. The humanistic orientation is expressed in the focus of acmeological research on the benefit of the individual, the harmonization of his or her development and relationships. The main priority features of the acmeological approach in pedagogical education can be defined as: orientation toward “acme” – improvement at all stages of human life and activity; comprehensive development of consciousness and activity of groups (communities); conviction in the possibility of mass improvement; an optimistic view of the human being and his or her future; and the use of acmeological design of higher achievements by individuals as well as by groups and communities.

**Conclusions.** The methodological dimension of designing the innovative architectonics of the educational and scientific space of the pedagogical university affirms the recognition of pedagogical education as a sphere of providing human capital – teachers who must demonstrate a high level of professional performance, consciously transform and develop themselves, make an individual creative contribution to the profession, and stimulate societal interest in the results of their work. The innovatization of the contemporary educational and scientific space of the pedagogical university must take into account the principles of the acmeological and didascological approaches, which reflect the projection of learner-centered education and the worldview-developmental parameters of professional self-development.

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