

# Professional Growth Trajectory Of Teachers Based On The Acmeological Approach

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## ABSTRACT

This article aims to substantiate the professional growth trajectory of teachers based on the acmeological approach by identifying its structural stages, driving forces (motivation, reflection, competence integration), and conditions leading to peak professional performance. The analysis of scientific literature demonstrates that acmeology interprets teachers' professional development within the triad of "continuous growth–self-regulation–performance effectiveness." Professionalism is understood not merely as a set of knowledge and skills, but as a stable system of personal-axiological orientation, reflective management, and creative productivity.

In the CIS scientific school, the criteria and conditions of teachers' professional development—particularly methodological foundations, determinants of professionalism, and personal-professional maturity—have been thoroughly elaborated, with special emphasis on acmeological factors, conditions, and diagnostic approaches. In Uzbek research, the acmeological approach has been enriched through practical instruments such as the "acmeogram," which supports the design of professional trajectories by enhancing pedagogical mastery, reflection, and competencies.

Within the national context, regulatory documents on institutional support for continuous professional development create an organizational basis for implementing professional growth trajectories in practice. As a result, a conceptual model of teachers' professional growth trajectories (including stages, indicators, mechanisms, and influencing factors) and practical recommendations for educational institutions are proposed.

**Keywords:** Acmeology, acmeological approach, teacher personality, professional growth, career trajectory, reflection, acmeogram, continuous professional development.

## INTRODUCTION

Modern education systems require teachers not only to possess strong methodological preparation but also to continuously enhance their professional competence, manage their activities reflectively, and adapt to innovative challenges. Therefore, the concept of a "professional growth trajectory" has gained significance as a conceptual model for planning, assessing, and managing teachers' career development in a systematic manner.

The acmeological approach explains this process through mechanisms, factors, and conditions that enable individuals to achieve peak professional performance (acme). It links professional growth with the mobilization

of personal resources and self-development technologies.

In Uzbekistan's educational policy, the introduction of continuous professional development systems and the modernization of curricula based on advanced international experience have been prioritized. This requires scientific justification and practical tools for designing and implementing professional growth trajectories.

The purpose of this study is to conceptualize teachers' professional growth trajectories based on the acmeological approach through the analysis of scientific literature and to develop a model and recommendations adapted to the

national practical context.

#### Research Questions

How does the acmeological approach explain teachers' professional growth?

How does the CIS scientific school substantiate the determinants and conditions of professional trajectories?

What practical tools do Uzbek studies propose for designing professional trajectories?

#### METHODOLOGY

This study employed a systematic literature review and comparative content analysis as its main research design. Sources were classified into three groups:

Foreign and general theoretical studies (methodological interpretations of acmeology and professional development);

CIS research (personal-professional development of teachers, acmeological factors and conditions, management and diagnostic issues);

Uzbek studies and regulatory frameworks (application of the acmeological approach to pedagogical competence, acmeogram, continuous professional development policies).

The analysis was conducted using the following criteria:

- a) mechanisms leading to acme,
- b) stages of professional trajectories,
- c) indicators and diagnostic tools,
- d) institutional conditions,
- e) applied technologies.

#### RESULTS

##### 1. Conceptual Core of the Acmeological Approach: Acme and Managed Growth

The analysis indicates that the acmeological approach views teachers' professional development as a progressive,

intensive, and inherently continuous process aimed at achieving peak performance. Personal life-career context, values, and reflection occupy a central role in this process.

CIS sources emphasize the strong relationship between personal-professional development and effective management of pedagogical activities, highlighting the importance of "development management."

##### 2. Determinants of Professional Trajectories in CIS Research

CIS scholars identify key acmeological determinants influencing teachers' professionalism:

Internal factors: motivation, professional orientation, interests, personal resources;

External conditions: creative environment, reflective analysis, methodological support, developmental diagnostics.

The concept of "acmeological potential" is interpreted as an integrative resource enabling continuous self-improvement.

##### 3. Practical Instruments in Uzbek Research: Acmeogram and Trajectory Design

Uzbek studies demonstrate that the acmeological approach has been enriched through practical diagnostic tools such as the acmeogram. This instrument systematically evaluates knowledge, skills, and personal qualities to identify "growth points" and construct individualized professional development roadmaps.

Moreover, several studies analyze the patterns of teachers' professional development using acmeological principles.

##### 4. National Institutional Context: Continuous Professional Development System

Regulatory documents in Uzbekistan emphasize the implementation of continuous professional development systems, modernization of training programs based on international experience, and improvement of retraining and in-service training. This requires viewing professional trajectories not merely as individual choices but as institutionally supported systemic processes.

#### DISCUSSION

**Integrative Model of Teachers' Professional Growth Trajectories**

Based on the literature analysis, teachers' professional growth trajectories are conceptualized as follows:

**A) Stages (Dynamics)**

**Diagnostic-Start Stage:** self-assessment, competence mapping (acmeogram), goal setting.

**Resource Mobilization Stage:** motivation, values, personal resources, educational environment support.

**Competence Integration Stage:** coordinated development of methodological, communicative, reflective, and research competencies.

**Innovative-Practical Peak Stage:** creative outcomes, pedagogical mastery, stabilization of effectiveness (acme).

**Transmission and Mentoring Stage:** dissemination of experience, peer development, collective professional growth.

**B) Indicators (Assessment Criteria)**

Reflective competence (ability to analyze one's activities);

Methodological and technological mastery;

Innovative productivity (lesson design, projects, performance outcomes);

Acmeological potential (readiness for self-development and integration of resources).

**Practical Implications**

At the institutional level: development and annual monitoring of individualized professional growth maps based on acmeograms.

In professional development systems: strengthening reflective, research-oriented, and innovation-focused components within modular-credit frameworks.

At the personal level: implementation of the "goal–action–reflection–correction" cycle and systematic planning of professional resources.

**CONCLUSION**

The findings demonstrate that the acmeological approach explains teachers' professional growth through the integration of personal resources, reflective management, and institutional support. CIS studies have theoretically enriched the determinants of professional trajectories, while Uzbek research has introduced practical instruments such as the acmeogram for trajectory design and assessment.

Regulatory policies on continuous professional development provide a favorable foundation for systematic implementation of professional growth trajectories. Future research should empirically test the proposed model, examine different trajectory types (rapid growth, stable growth, stagnation), and statistically model influencing factors.

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