ABSTRACT

of the dissertation by Anarbek Laura «Development of Acmeological Competence of Future Preschool Teachers» submitted for the degree of Doctor of Philosophy (PhD) in the educational programme 8D01201 – «Preschool Education and Upbringing», Abai Kazakh National Pedagogical University

Research topic: Development of Acmeological Competence of Future Preschool Teachers.

Research aim: to substantiate theoretically and methodologically the development of acmeological competence of future preschool teachers, to design a structural and content model and a methodological complex ensuring its purposeful development, and to verify their effectiveness through experimental work.

Research objectives:

1. On the basis of the analysis of the concepts «acmeology» and «acmeological competence», to determine the theoretical and methodological foundations, essence and structure of the development of acmeological competence of future preschool teachers;
2. To substantiate the prerequisites and the potential for developing acmeological competence in the context of professional training at a higher education institution;
3. To design a structural and content model for the development of acmeological competence of future preschool teachers;
4. To verify experimentally the effectiveness of the methodological complex aimed at developing acmeological competence of future preschool teachers and to prepare recommendations for its implementation.

Research object: the process of professional training of future preschool teachers at a higher education institution.

Research methods:

Theoretical methods: analysis, synthesis, comparison, generalisation and systematization of philosophical, psychological, pedagogical and acmeological literature on the research problem; content analysis of scientific sources; analysis of regulatory documents and educational programmes; pedagogical modelling of the process of developing acmeological competence.

Empirical methods: questionnaires, testing, pedagogical observation, expert assessment, solving situational tasks (cases), analysis of project work and professional portfolios, study of reflective journals; pedagogical experiment.

Diagnostic methods: application of diagnostic instruments including author questionnaires and an author test; mathematical and statistical analysis of the quantitative and qualitative results obtained.

Main provisions submitted for defence (proven scientific hypotheses and other conclusions constituting new knowledge):

1. Acmeological competence of future preschool teachers is an integrative professional and personal quality that enables the teacher to plan, carry out and evaluate his or her own professional and personal development consciously, taking into account the educational needs, individual characteristics and interests of the child. Its structure comprises four interrelated components: the motivational-value (axiological) component serves as the driving force of professional self-improvement, the cognitive component forms the scientific basis of acmeological development, the operational-activity (practical) component ensures the practical application of knowledge, skills and ways of acting, and the reflective-evaluative component ensures understanding, self-assessment and correction of the individual development trajectory. The theoretical basis for developing acmeological competence is the integration of philosophical concepts of the human striving for perfection (Aristotle, al-Farabi, Zh. Balasaguni, Abai, Shakarim Kudaiberdiuly), provisions of the theory of professional teacher education (V.A. Slastenin, N.V. Kuzmina, Sh.T. Taubayeva), psychological concepts of personal development and self-actualization (B.G. Ananyev, L.S. Vygotsky, A. Maslow) and the fundamental principles of acmeology (A.A. Bodalev, A.A. Derkach, A.K. Markova).

2. The development of acmeological competence of future preschool teachers is based on a set of socio-normative, scientific-theoretical, psychological, pedagogical and practical prerequisites. At the general scientific level the methodology of the research comprises the systemic and synergetic approaches, and at the specific scientific level the leading acmeological approach in conjunction with the competence-based, person-centred, activity-based and reflective approaches. The analysis of the educational programme «6B01201 – Preschool Education», academic disciplines and professional practice showed that their acmeological potential is realized unsystematically and indirectly; content, motivational-value and integration deficits limiting the purposeful development of acmeological competence were identified. Three levels of response to professional stress were distinguished – professional burnout, striving for acme and attainment of acme – and the role of stress management, resource conservation, optimism and leadership qualities in attaining acme was substantiated.

3. The structural and content model for the development of acmeological competence of future preschool teachers is a holistic system of target, regulatory, theoretical, methodological, methodical and evaluative blocks and a result; criteria, indicators and levels of development (high, medium, low) were defined for each component. The model integrates the unsystematic acmeological potential of professional training into a holistic system through the consistent implementation of the stages «learning – modelling – practice» and the spiral reflective cycle «Acme-ALACT», adapted from the model of F. Korthagen. The effectiveness of the model is ensured by four pedagogical conditions: integration of acmeological content into professional training through an elective course; continuity of the types of professional practice in accordance with the stages «learning – modelling – practice»; subject-subject interaction and support of students by the lecturer and the methodologist; systematic joint monitoring of individual achievements on the basis of an individual professional development plan and an acmeological portfolio.

4. The educational and methodological complex, comprising the programme and the collection of lectures of the elective course «Theory and Practice of Developing Acmeological Competence of Future Preschool Teachers», the study guide «Acmeology», the «Acmeological Dictionary», methodological guidelines for implementing the spiral model «Acme-ALACT» and author diagnostic instruments, implemented through acmeological training, case technology, micro-teaching, reflective technology, portfolio, project and digital technologies, ensures positive dynamics in all components of acmeological competence of future preschool teachers, which is confirmed by statistically significant differences between the experimental and control groups at the control stage of the experimental work.

Description of the main research results: the results of the research are characterized by the correspondence of the scientific apparatus to the content of the research; the philosophical, psychological, pedagogical and acmeological validity of the work; the concrete specification of the systemic, synergetic, acmeological, competence-based, person-centred, activity-based and reflective approaches and principles applied; the effective use of a set of theoretical and empirical methods and of standardized and author diagnostic techniques; the reliability and validity of the data collected; a comprehensive analysis of the scientific ideas of foreign and domestic scholars concerning the concepts «acmeology» and «acmeological competence», supplemented with the author's own definitions; mathematical and statistical processing of the results of the experimental work; the comparative effectiveness of the indicators at the ascertaining and control stages of the experiment; and the confirmation of the scientific hypothesis of the dissertation research.

Substantiation of the novelty and importance of the results obtained and of their correspondence to the directions of the development of science or state programmes: the degree of novelty of each scientific result formulated in the research is as follows:

Result 1 – new. For the first time, acmeological competence of future preschool teachers was defined as an integrative professional and personal quality enabling the teacher to plan, carry out and evaluate his or her own professional and personal development consciously in accordance with the interests of the child. Its structure, including the motivational-value (axiological), cognitive, operational-activity and reflective-evaluative components, eight criteria and twenty-four indicators, was substantiated. The general scientific (systemic, synergetic) and specific scientific (acmeological, competence-based, person-centred, activity-based, reflective) approaches and the principles arising from them were substantiated: integrity, support of self-organization, continuous self-development and self-improvement, professional orientation, subject-subject interaction, innovative orientation and acmeological monitoring. The concepts «child-oriented acme», «acme-trajectory», «acme-competence», «zone of proximal professional development», «acmeological reflection» and the regularity of the «double mirror» were proposed and introduced into scientific use.

Result 2 – new. The socio-normative, scientific-theoretical, psychological, pedagogical and practical prerequisites for the development of acmeological competence of future preschool teachers were determined; contradictions between the demands of society and the possibilities of professional training at a higher education institution were identified. On the basis of the analysis of the educational programme «6B01201 – Preschool Education», academic disciplines and professional practice, it was established that their acmeological potential is realised unsystematically and indirectly; the zones of its content, motivational-value and integration deficits were identified. Three levels of response to professional stress were distinguished: maladaptive (professional burnout), adaptive (striving for acme) and proactive (attainment of professional acme); the role of stress management, resource conservation, optimism and leadership qualities in attaining acme was substantiated.

Result 3 – new. A structural and content model for the development of acmeological competence of future preschool teachers was developed, consisting of target, regulatory, theoretical, methodological, methodical and evaluative blocks and a result. Its distinctive feature is the integration of the unsystematic acmeological potential of professional training into a holistic system through the consistent implementation of the stages «learning – modelling – practice». Four pedagogical conditions for implementing the model were substantiated. The spiral model «Acme-ALACT», adapted from F. Korthagen's ALACT model, was proposed as a mechanism of systematic reflection in practice; unlike the original, it places the professional ideal (acme) at the centre of the cycle, includes the child's actions and emotional state in the stage of looking back, and gives the cycle a spiral character. Criteria, indicators and levels of development (high, medium, low) were defined for each component.

Result 4 – new. An author educational and methodological complex aimed at developing acmeological competence of future preschool teachers was developed and introduced into the educational process: the programme and the collection of lectures of the elective course «Theory and Practice of Developing Acmeological Competence of Future Preschool Teachers», the study guide «Acmeology», the «Acmeological Dictionary», methodological guidelines for implementing the spiral model «Acme-ALACT», a diagnostic complex (the author test «Acmeological Knowledge», the author questionnaires «Professional-Acmeological Motivation», «Value Attitude to the Profession and Professional Responsibility», «Professional Reflection and Self-Regulation», situational tasks, an observation map), and templates of an individual professional development plan and an acmeological portfolio. The complex was implemented through acmeological training, case technology, micro-teaching, reflective technology, portfolio, project and digital technologies; its effectiveness was confirmed by the results of the experimental work.

Correspondence to the directions of the development of science or state programmes: the dissertation research was carried out in accordance with the priority directions of state policy aimed at developing the education system of the Republic of Kazakhstan and with the regulatory legal documents in force. In

particular, the research was guided by: the Constitution of the Republic of Kazakhstan adopted at the republican referendum on 15 March 2026; the Laws of the Republic of Kazakhstan «On Education» and «On the Status of a Teacher»; the Addresses of the Head of State K.K. Tokayev to the people of Kazakhstan (2019, 2020 and 2025 – «Kazakhstan in the Era of Artificial Intelligence»); the Resolution of the Government of the Republic of Kazakhstan «On Approval of the Model for the Development of Preschool Education and Upbringing»; the Concepts for the development of preschool, secondary, technical and vocational education and for the development of higher education and science in the Republic of Kazakhstan for 2023-2029; the state compulsory standards of preschool education and upbringing and of higher and postgraduate education; the Standard curriculum of preschool education and upbringing; the professional standard «Teacher» and professional standards for teachers of educational organizations; the Rules for organizing mentoring; the Concept for the modernization of teacher education of the Republic of Kazakhstan; the national report of the Ministry of Education of the Republic of Kazakhstan «Quality and Accessible Education for All»; the Code of Ethics for Education Researchers of the Republic of Kazakhstan and the Unified Upbringing Programme «Adal Azamat».

Description of the doctoral student's contribution to the preparation of each publication (the author's share is given as a percentage of the total volume of the publication). Sixteen scientific works have been published on the topic of the dissertation, including 2 articles in international scientific journals indexed in the Scopus database, 4 articles in journals recommended by the Committee for Quality Assurance in the Sphere of Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan, 1 article in a foreign scientific journal, 1 article in a domestic scientific journal and 1 article in the proceedings of an international scientific and practical conference; as well as 1 study guide, 1 terminological dictionary, methodological guidelines and the collection of lectures of the elective course «Theory and Practice of Developing Acmeological Competence of Future Preschool Teachers»:

1.A study of acmeological competencies among pre-service teachers through psychometric and demographic lenses. Educational Process: International Journal, Volume 14, 2025. pp. 1-18. (Scopus) DOI: 10.22521/edupij.2025.14.14. *The article examines the acmeological competencies of pre-service teachers from the perspective of psychometric and demographic indicators and analyses their level of development.* The doctoral student's contribution is 70% (co-authors: G. Sarsenbayeva – 10%, E. Uteubayeva – 10%, K. Moldabek – 5%, A. Kozybay – 5%).

2.Development of acmeological competencies of future preschool organization teachers. Cypriot Journal of Educational Sciences, Volume 17, Issue 8, 2022. pp. 2593-2604. (Scopus) DOI: 10.18844/cjes.v17i8.7823. *The article considers the development of acmeological competencies of future preschool teachers.* The doctoral student's contribution is 70% (co-authors: G. Sarsenbayeva – 10%, E. Uteubayeva, N. Abuova – 10%, Zh. Tolybayeva – 10%).

3.Жаңартылған білім беру мазмұны жағдайында мектепке дейінгі ұйым педагогтарының акме дайындығы. Абай атындағы ҚазҰПУ, Хабаршы журналы, «Педагогика ғылымдары» сериясы, №1(65), 2020. 40-43 б. DOI: 10.51889/2020-1.1728-5496.06. The article considers the essence and features of the acme-readiness of preschool teachers in the context of the updated content of education. The doctoral student's contribution is 80% (co-author: A.E. Mankesh – 20%).

4.Болашақ педагогикалық мамандарды кәсіби даярлаудың акмеологиялық тәсілдері. Л.Н. Гумилев атындағы Еуразия ұлттық университетінің хабаршысы. Педагогика сериясы, №2(147), 2024. 219-229 б. DOI:10.32523/2616-6895-2024-147-2-219-229. The article analyses acmeological approaches in the system of professional training of future teaching staff. The doctoral student's contribution is 80% (co-authors: G.M. Sarsenbayeva – 10%, G.B. Issayeva – 10%).

5.Formation of pedagogical thinking of future specialists based on the acmeological approach. Абай атындағы ҚазҰПУ, Хабаршы журналы, «Педагогика ғылымдары» сериясы, №4(84), 2024. 119-128 б. DOI: 10.51889/2959-5762.2024.84.4.011. The article considers the theoretical foundations and ways of forming the pedagogical thinking of future specialists on the basis of the acmeological approach. The doctoral student's contribution is 70% (co-authors: G.M. Sarsenbayeva – 15%, G. Yucel – 15%).

6.Применение акмеологического подхода в системе повышения качества профессиональной подготовки будущих педагогов. Российская академия образования. Московский психолого-социальный университет. Научно-практический журнал «Новое в психолого-педагогических исследованиях. Теоретические и практические проблемы психологии и педагогики», №1(64), январь-март, Москва, 2022. С. 40-44. The article considers the possibilities of applying the acmeological approach in the system of improving the quality of professional training of future teachers. The doctoral student's contribution is 70% (co-author: A.S. Moskvina – 30%).

7. Факторы развития акмеологической компетентности будущих педагогов в дошкольном образовании. Костанайский региональный университет имени Ахмета Байтурсынулы. Многопрофильный научный журнал. №2, 2025, С. 11-18. DOI: 10.52269/RWEP252211. *The scientific article is devoted to the identification of internal motives and learning conditions that contribute to the achievement of the pinnacle of professional excellence (acme) by future teachers of preschool organizations.* The contribution of the doctoral student is 70% (co-authors: U. Kyyakbayeva - 15%, A. Iskakova - 15%).

8.Formation of the skills pedagogical acmeology in the system of training future teacher. Bulletin of Korkyt Ata Kyzylorda University, №4(59), 2021. Pp. 296-301. DOI:10.52081/bkaku.2021.v59.i4.125. *The article considers ways of forming the skills of pedagogical acmeology in the system of training future teachers.* The doctoral student's contribution is 80% (co-author: A.E. Mankesh – 20%).

9. The modern conditions of preschool education in Kazakhstan. XI International Scientific and Practical Conference "Innovative activity in preschool education", Moscow-Pushkino, 2020. pp. 129-135. *The article is devoted to the analysis of the directions of development of the preschool education and training system in the country, the results of government programs and innovative transformations in kindergartens. The paper considers the issues of updating the content of education and increasing the innovative activity of teachers*. The contribution of the doctoral student is 70% (co-authors: N. Zhaksylykova - 15%, A. Kozybay - 15%).

10. Acme qualities of preschool teachers according to the updated training program. International School and University cluster "Professional teacher development" "Education in the XXI century", Irkutsk city, Russia, 2020. pp. 407-413. *The article describes the acme qualities of preschool teachers in the context of the updated curriculum.* The contribution of the doctoral student is 80% (co-author: A.E. Mankesh - 20%).

11. The specifics of the activities of preschool organizations in Kazakhstan. Actual problems of theory and practice of psychological, psychological, pedagogical and pedagogical research. International scientific and practical Conference "XV Leviticus Readings". Moscow, 2020. p. 27. *The article examines the specifics of the activities and current trends in the development of preschool organizations in Kazakhstan.* The doctoral student's contribution is 100%.

12. Structural analysis of communication of older preschool children. The driving force of science and trends in its level development. I International Scientific and Theoretical Conference. Coventry, 2021, p. 117-120. *The article analyzes the communication structure of older preschool children.* DOI: 10.36.074/29.01.2021.V2. The contribution of the doctoral student is 60% (co-authors:S. Yerkebayeva - 10%, U. Kyyakbayeva - 10%, S. Oshakpayeva - 10%, A. Tussupova - 10%).

13. "Acmeology". The training manual. - Almaty: “Lantar books” LLP, 2026. 210 p. *The textbook systematizes the theoretical and methodological foundations of acmeology, the essence of the concept of "acme" and the acmeological patterns of professional development of a teacher.* The contribution of the doctoral student is 70% (co-authors: A.E. Mankesh - 10%, U.K. Kyyakbayeva - 20%).

14. "Acmeological dictionary". Terminological dictionary. - Almaty: “Lantar books” LLP, 2026. - 71 p. *The dictionary contains definitions of basic concepts and terms in the field of acmeology and acmeological competence.* The contribution of the doctoral student is 80% (co-author: U.K. Kyyakbayeva - 20%).

15. Methodological recommendations for the implementation of the spiral model "Acme-ALACT". Methodological recommendations. Almaty: IE "Imanel", 2026. 48 p. *The methodological recommendations present ways to apply the spiral model "Acme-ALACT" to organize systematic reflection in educational and professional practice*. The doctoral student's contribution is 100%.

16. "Theory and practice of developing the acmeological competence of future teachers of preschool organizations" (collection of lectures). The training manual. - Almaty: “Lantar books” LLP, 2026, 120 p. *The collection of lectures*

discusses the theoretical foundations and practical issues of developing the acmeological competence of future teachers of preschool organizations. The contribution of the doctoral student is 80% (co-author: U.K. Kyyakbayeva - 20%).