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# MECHANISMS OF DEVELOPING PEDAGOGICAL TECHNIQUE IN ENGLISH LANGUAGE TEACHERS BASED ON THE ACMEOLOGICAL APPROACH

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**ABSTRACT:** This thesis analyzes the theoretical and practical mechanisms of developing pedagogical technique in English language teachers based on the acmeological approach. The relevance of the research is determined by the fact that the quality of teaching foreign languages directly depends not only on the teacher's theoretical knowledge, but also on their high pedagogical technique and personal-professional perfection. The acmeological approach manifests itself as the main mechanism guaranteeing educational effectiveness by mobilizing the teacher's internal resources and directing them toward continuous self-development. The thesis covers the structural components of pedagogical technique, acmeological development mechanisms, and their specific features in the activity of English language teachers. A step-by-step model of developing pedagogical technique based on acmeological principles is also proposed.

**Keywords:** acmeological approach, pedagogical technique, English language teacher, professional skill, acme, communicative competence, self-development.

## INTRODUCTION

In the era of globalization and digital transformation, the quality of teaching foreign languages directly depends not only on the teacher's theoretical knowledge, but also on their high pedagogical technique and personal-professional perfection. In the world educational community, preparing a teacher not merely as a knowledge transmitter, but as a creative individual striving for the highest point of their professional activity — the level of "Acme" (from Greek acme — peak, flourishing period) — has become a priority direction. The acmeological approach is aimed at achieving the highest peak of the teacher's personal and professional development, and it consists of a complex of principles, methods, and mechanisms ensuring the full realization of the teacher's potential. In the educational process, the acmeological approach consists of comprehensively studying the student's personality as a subject of learning, creating pedagogical conditions for stimulating achievement motivation and actualizing the striving for creative achievements, and evaluating the quality of education from the perspective of self-development and self-improvement criteria. Pedagogical technique, in turn, is a complex of methods organizing the teacher's behavior and conduct, expressed through verbal communication — namely speech — and non-verbal communication — gestures, facial expressions, and pantomime. In the activity of an English language teacher, pedagogical technique is of particular importance, since the process of teaching a foreign language is aimed at forming communicative competence, which directly depends on the teacher's communication culture, speech technique, and emotional expressiveness. The aim of this research is to identify and substantiate effective mechanisms for developing pedagogical technique in English language teachers based on the acmeological approach.


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**MAIN PART**

The essence of the acmeological approach lies in the fact that it studies the processes of a person's professional and personal development as a whole and offers methods for their effective application in pedagogical practice. This approach is aimed at harmonizing internal and external factors that ensure the teacher achieves the highest results in professional activity.

**Structural components of pedagogical technique.** Pedagogical technique includes two main structural components. The first component is related to the teacher's ability to manage their own behavior, which includes facial expressions, pantomime, and emotional control, being free from excessive psychological tension, organizing a creative state, as well as speech technique — breathing, voice production, pronunciation, and speech tempo. The second component is related to the teacher's skills of influencing an individual and a group, encompassing didactic, organizational, constructive, and communicative abilities, and managing pedagogical relationships.

In modern research, the structure of pedagogical technique is interpreted in a more expanded form. In particular, personal-pedagogical components include the teacher's mimetic and pantomimic movements, emotional control, psychological stability and reflection skills, attention, observation, and social-perceptive abilities, as well as speech technique. Technological-pedagogical components include didactic, constructive, communicative, and organizational abilities, planning, monitoring, and evaluating the pedagogical process, and maintaining and managing pedagogical communication with students in balance.

**Acmeological development mechanisms.** Developing pedagogical technique based on the acmeological approach is carried out through several interrelated mechanisms.

The first mechanism is the mechanism of self-actualization. This mechanism requires creating trusting relationships between the teacher and the student, showing respect for the student, recognizing their potential abilities, and helping them understand their uniqueness. For an English language teacher, this mechanism is of particular importance, since the language learning process largely depends on the student's self-confidence and communicative readiness. The second mechanism is the mechanism of developing special intellectual abilities. This mechanism involves developing abilities such as understanding, reviewing, losing the authority of previous meanings, searching for sources of meaning, and establishing causal and intuitive connections between meanings. For an English language teacher, this mechanism plays an important role in forming the ability to deeply understand various layers of meaning in the context of intercultural communication. The third mechanism is the mechanism of using problem-based teaching methods aimed at developing creative thinking. This mechanism should become the main method of organizing the study of pedagogical, psychological, acmeological, and other sciences. Methods such as problem-based, inversion methods, debates, competitions, and analysis are effective tools in developing the teacher's pedagogical technique.

**Stages of development based on acmeological principles.** Developing pedagogical technique based on the acmeological approach should be carried out step by step. The first stage is the stage of diagnostics and self-assessment, in which the teacher determines the current state of their pedagogical technique and analyzes its strengths and weaknesses. At this stage, reflective skills and self-observation abilities are developed. The second stage is the stage of goal-setting and designing an individual development trajectory. In the acmeological approach, each teacher's individual development path is of particular importance. An English language teacher must set clear goals to achieve their professional "Acme" peak and plan the stages of achieving these goals.


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The third stage is the stage of practical development. At this stage, acmeological technologies are applied, including game technologies, training technologies, developmental learning technologies, critical thinking technology, and the project method. For English language teachers, innovative acmeological technologies aimed at improving linguistic competence are of particular importance. The fourth stage is the stage of monitoring and correction. At this stage, the teacher evaluates their development, makes necessary adjustments, and moves to the next development cycle.

**Specific features of developing pedagogical technique in English language teachers.** Developing pedagogical technique in English language teachers has a number of specific features. First, the speech technique of a foreign language teacher is of particular importance, since it is not only a means of teaching but also the subject of study. Second, an English language teacher, as a mediator of intercultural communication, must also know and be able to apply non-verbal communication tools characteristic of various cultures. International studies show that internal and external factors can hinder the professional self-realization of foreign language teachers. Internal factors include the lack of orientation toward developing one's potential, weakness of will in self-improvement, and the lack of intuition and forecasting in discovering one's potential. External factors include the indifferent attitude of administration and colleagues toward professional development, excessive workload with various tasks, and the underdeveloped system of encouraging teachers. In the process of developing pedagogical technique based on the acmeological approach, compliance with the following psychological and pedagogical conditions ensures success: humanization of the educational and upbringing process, creating an innovative educational environment, developing a subjective position and personal meaning in education and future professional activity, using problem-based teaching methods, self-actualization, and dialogic relations.

## CONCLUSION

Developing pedagogical technique in English language teachers based on the acmeological approach is a multifaceted and step-by-step process aimed at fully realizing the teacher's personal and professional potential. The effective mechanisms of this process include self-actualization, developing special intellectual abilities, and using problem-based teaching methods aimed at developing creative thinking. Harmonious development of the personal-pedagogical and technological-pedagogical components of pedagogical technique enables the English language teacher to improve communicative competence, establish effective communication with students, and organize the educational process at a high level. The acmeological approach serves as an important factor ensuring the quality of teaching foreign languages by forming the teacher's need for continuous self-development and directing them toward the professional "Acme" peak. Future research should focus on developing a practical model of developing pedagogical technique based on the acmeological approach and experimentally testing its effectiveness.

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