

SELF-REALIZATION OF THE CHEMISTRY TEACHER IN THE TEACHING PROCESS THROUGH THE CREATION OF AN ACMEOLOGICAL ENVIRONMENT

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This thesis examines how creating an acmeological environment in a school or university setting supports a chemistry teacher's self-realization within the teaching process. An acmeological environment is understood as a purposeful system of conditions that stimulates professional growth, reflective practice, creative initiative, and continuous improvement. The study argues that teacher self-realization in chemistry education emerges when instructional design, collegial culture, and institutional support align with development-oriented goals. Special attention is given to interactive methodologies, inquiry-based laboratory work, and reflective feedback cycles as practical mechanisms that empower teachers to implement innovative approaches while maintaining pedagogical effectiveness. The thesis proposes key components of an acmeological environment—value-based motivation, methodological freedom, constructive professional communication, and evidence-informed decision-making—and explains how these components shape teaching quality and teacher well-being. It concludes that acmeological conditions contribute not only to personal and professional fulfillment but also to learners' engagement and achievement in chemistry [1]. In modern education, the professional self-realization of chemistry teachers is a key factor in enhancing the quality and effectiveness of teaching. Ongoing educational reforms and the integration of innovative pedagogical technologies require learning environments that support teachers' professional growth and reflective practice. An acmeological environment creates favorable conditions for strengthening motivation, methodological autonomy, and creative initiative. Therefore, this study aims to examine the theoretical foundations and structural components of an acmeological environment and to determine its role in supporting chemistry teachers' self-realization and teaching effectiveness [2].

The scientific novelty of this study lies in the conceptualization of an acmeological environment as an integrated pedagogical framework that supports the self-realization of chemistry teachers. The research systematizes the structural components of this environment and explains their role in fostering professional growth, reflective practice, and instructional effectiveness. By linking teacher self-realization to observable outcomes in chemistry teaching, the study offers a new perspective on improving both teaching quality and learner engagement. The practical significance of the study is reflected in its applicability to real educational contexts. The findings provide a foundation for enhancing chemistry teaching practices and professional development by promoting reflective competence, methodological flexibility, and creative instruction. The proposed approach can be used to inform teacher training programs, guide school-level pedagogical support, and improve student learning outcomes through more motivated and professionally fulfilled teachers [3].

The study concludes that the creation of an acmeological environment is a decisive condition for the chemistry teacher's self-realization in the teaching process. When the educational context supports professional growth through motivation, reflective practice, constructive communication, and methodological freedom, teachers are more likely to implement innovative approaches and maintain high-quality instruction. As a result, the acmeological environment not only contributes to the teacher's professional fulfillment but also strengthens students' engagement and learning outcomes in chemistry. Future research may focus on developing assessment tools for diagnosing acmeological conditions in schools and evaluating their impact on long-term teacher performance and learner achievement.

References

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