

Development of acmeological competencies of future preschool organisation teachers

Laura Anarbek^{1*}, Abai Kazakh National Pedagogical University, Institute of Pedagogy and Psychology, Pedagogy of preschool education and training, , Address: 13, Dostyk avenue, Almaty city, Kazakhstan <https://orcid.org/0000-0003-4061-3760>

Gulnara Sarsenbayeva², American University of Malta, Department of Pedagogical Sciences, PhD (Ed), Quality Assurance Manager, Triq Dom Mintoff, Bormla, BML 1013, Malta <https://orcid.org/0000-0002-0077-9486>

Elmira Uteubayeva³, Non-Profit Limited Company Karaganda Buketov University, Faculty of Foreign Languages, Adress: 28, Universitet street, Karaganda city, Kazakhstan <https://orcid.org/0000-0002-1648-114X>

Nabat Abuova⁴, Non-Profit Joint-Stock Company "Kyzylorda University Named After Korqyt Ata", Editorial And Publishing Department, Address: 29A Aiteke bi street, Kyzylorda city, Kazakhstan <https://orcid.org/0000-0002-5366-8800>

Zhanar Tolybayeva⁵ Abai Kazakh National Pedagogical University, Department of Design, Institute of Art, Culture and Sports, Address: 13 Dostyk Ave., Almaty city, Kazakhstan <https://orcid.org/0000-0002-0351-5160>

Suggested Citation:

Anarbek, L., Sarsenbayeva, G., Uteubayeva, E., Abuova, N. & Tolybayeva, Z. (2022). Development of acmeological competencies of future preschool organisation teachers. *Cypriot Journal of Educational Science*. 17(8), 2593-2604. <https://doi.org/10.18844/cjes.v17i8.7823>

Received from April 27, 2022; revised from June 10, 2022; accepted from August 15, 2020.

©2022 Birlesik Dunya Yenilik Arastırma ve Yayıncılık Merkezi. All rights reserved.

Abstract

The research aimed to develop the acmeological competencies of future preschool organisation teachers. The research was applied in the spring term of 2021–2022. The study, which was carried out with the participation of 228 pre-service teachers, was carried out in the survey model. In the study, acmeological education was given to pre-service teachers with 4-week distance education. To collect data in the study, the 'activating potential and competence' data collection tool developed by the authors of the study was used. The findings collected from the data collection tool used in the research have been added to the research in the form of tables and comments. When the results obtained are taken into consideration, it is seen that the acmeological status of the pre-service teachers participating in the research was improved and they will use this field in their education.

Keywords: Acmeology, teacher candidates, distance education, potential data;

* ADDRESS OF CORRESPONDENCE: Laura Anarbek, Abai Kazakh National Pedagogical University, Institute of Pedagogy and Psychology, Pedagogy of preschool education and training, , Address: 13, Dostyk avenue, Almaty city, Kazakhstan
Email address: Laura.Anarbek@abaiuniversity.edu.kz

1. Introduction

Knowledge is one of the most important elements in the progress of societies. Building knowledge requires the transformative power of creative thinking to generate new ideas and projects and activate talent. It is known that reaching innovative information in all areas of life is possible when individuals use their creative thinking skills (Fani et al., 2022). For this reason, integrating imagination and creative thinking into children's early education experiences will provide rich foundations for children to build the future (Britwum, Obed Amoah, Acheampong, & Adjei, 2022). It has been seen that many potential difference definitions have been made by researchers to date, and creativity is sensing problems or gaps in knowledge, forming thoughts or hypotheses, testing and developing hypotheses and communicating data (Mohadesi, 2021). When potential difference and acmeological definitions are examined in general, common points such as creating innovation, producing different ideas and trying the unconventional draw attention are determined. As creativity includes the skills of fluency, flexibility, originality and elaboration in thought, it enables the person to make connections between ideas that seem independent or unrelated (Olimov, Khimmataliev, Ashurova, Gaffarov, & Karimova, 2020). Individuals with creative thinking skills are aware that every idea is valuable. They are open and respectful to different questions and opinions; besides, creativity is a skill that is necessary not only for generating ideas, but also for personal happiness, for better coping with stress or difficult problems (Kryvylova, Sosnickaya, Oleksenko, Oleksenko, & Khavina, 2021). A person who has reached this awareness individually can play a transformative role in his interaction with the environment. It can have the power to change culture by explaining the world in original ways, creating new perspectives, judgments and insights (Nuraliyevna, 2021). This shows that it will make them more sensitive to the environment.

For education to keep up with the changes in society over time, and for individuals to adapt to change, they need to use their creative thinking potential (Uzunboylyu & Demir, 2021). Since creativity is an innate skill, all individuals have a certain level of creativity. However, although creativity is innate, it becomes atrophied when not developed. For this skill not to disappear and develop over time, it should be supported (Romanova et al., 2022). Studies on this subject show that providing an appropriate education and training environment is effective on the creativity of preschool children. Teachers have the biggest responsibility to support children's creative thinking skills. The educator's attitude and belief towards creativity determine whether a child's creativity is recognised, developed or weakened and suppressed (Buschkühle, 2020). Teachers themselves must have this skill to support children's creative thinking skills. They need to be able to prepare an educational environment that can improve their creative thinking skills and be a suitable model for children in this regard (Yolanda, 2020). Since traditional methods used in education are insufficient to develop creativity, teachers' ability to reveal their potential by using new approaches and creating a classroom environment that activates creative thinking can only be realised if they have creative thinking characteristics (Savluk, Polovina, Kondratets, & Dovbnia, 2021). The teaching profession is a profession that requires using creativity at every stage of education. Teacher creativity can also be seen as trying originality, using imagination and problem-solving abilities (Supkhonovna, 2021). Determining the different teaching methods to be used, planning activities that will attract the attention of children, providing effective classroom management, organising the classroom environment to encourage learning and determining the most appropriate assessment method that can evaluate each child require the use of creative thinking skills (Fortygina et al., 2022).

1.1. Related research

In their study, Mamurov et al. (2020) presented an analysis of the formation of a healthy lifestyle for students, gave a pedagogical interpretation of a healthy lifestyle and aimed to formulate the conditions for using the acmeological approach to the formation of a healthy lifestyle, and as a result, the subjects of the education process were presented better. They concluded that acmeological conditions that contribute to the formation of lifestyle are shown.

Kryshtanovych, Bilyk, Tkachov, Gontar, and Tkach (2021) aimed to examine a system to diagnose whether a future teacher is ready for self-development in the context of COVID-19, and as a result, the effectiveness value paradigm of modern education and the existence of the teacher's subjective position concerning his development are associated with acmeological currents. It is seen that they have reached their values of strengthening.

Shanskova (2020) aimed to address the possibilities of applying the acmeological approach to the management of pre-school education institutions in her study, and as a result, the management levels of the teaching staff of the pre-school education institution know that the concept of 'acmeological' can be defined, as well as the approach to the management of pre-school educational institutions proposes ways to implement it, achieving results as demonstrated.

1.2. Purpose of the study

In this study, it was aimed to develop the acmeological competencies of future preschool organisation teachers and the answers to the following questions were sought for the determined general purpose:

1. What is the use of acmeological competence activities of the participant group participating in the research?
2. What is the status of the participant group participating in the research to spare time for live events?
3. What is the purpose of using the acmeological competence of the participant group participating in the research?
4. Is there a significant difference between the acmeological proficiency statuses of the participant group participating in the research according to the gender variable?
5. What are the opinions of the participant group participating in the research on acmeological competencies before and after the study?

2. Method

This section informs about the formation of the values given in the research.

2.1. Research model

It is seen that the model used in the research was helped by the screening model, which is included in the quantitative research method. When this research model is considered, it is known that it is used in studies aimed at revealing and defining what events, people, visual dimensions, ideas, sub-order and various fields are. In addition, this method is used to illuminate a situation and evaluate and define the relationship between events (Prevalla Etemi, Uzunboylu, & Hamiti, 2021). In

this context, it is seen that the work on the development and patterning of the acmeological competencies of the future preschool organisation teachers will continue.

2.1.1. Working group/participants

It is seen that the participants in the study were selected and formed from the 2021–2022 spring academic year. The activity was given to the participant group of the research by using the distance education method.

2.1.2. Gender

In this section, the gender divisions of the participant group included in the study are given (Table 1).

Table 1. Distribution of the participant group participating in the research by gender variable

Gender	Male		Female	
	F	%	F	%
Variable	117	51.32	111	48.68

As seen in Table 1, it is seen that the distribution of the participant groups included in the study according to the gender variable has been added and given in Table 1 after examining the added information. It is seen that 48.68% (111 people) are female participants. In the gender section, the findings reflect the actual gender distribution.

2.1.3. Acmeological competence activities usage times of the participant group participating in the research

In this section, acmeological competence activities were created as live events for the people participating in the research, and daily usage periods were examined, requested and researched. Detailed information is given in Table 2.

Table 2. Acmeological proficiency activities' usage times of the participant group participating in the research

Acmeological competencies	1–2 hours		3–4 hours		5 hours or more	
	F	%	F	%	F	%
Variable	23	10.09	47	20.61	158	69.30

When Table 2 is examined, it is seen that information on the acmeological activity usage times of the participant groups regarding the problem situation of the research is examined and the numerical values are given. 20.61% (47 people) stated that they spared between 3 and hours and 69.30% (158) stated that they spared 5 hours or more. It is seen that the usage amounts of 5 hours or more are mostly preferred by the participant groups.

2.1.4. Time allocated to live events by the participant group participating in the research

In this section, the time allocated to live events by the participant group participating in the research was evaluated following the problem situation of the research and detailed information is given in Table 3.

Table 3. Time allocated to live events by the participant group participating in the research

Live event reservation	1–2 hours		3–4 hours		5 hours or more	
	F	%	F	%	F	%
Variable	15	6.58	68	29.82	145	63.60

When Table 3 is examined, it is seen that the daily usage situations of the participant group participating in the research of the live activities are examined and detailed information is given. In this context, 6.58% (15 people) stated that they spared 1–2 hours for live events, 29.82% (68 people) stated that they spared between 3 and 4 hours and 63.60% (145 people) stated that they spared 5 hours or more for live events, which appeared to be preferred.

2.1.5. Age status

In this section, the age information of the primary school teachers in the study group was examined and detailed information is given in Table 4.

Table 4. Distribution of primary school teachers by age

Age	18–23		24–28		29 and above	
	F	%	F	%	F	%
Variable	184	80.70	36	15.79	8	3.51

When Table 4 is examined, the distribution of the participant group participating in the research according to their age status is taken into consideration and information about their age status is added to the table. In this context, 80.70% (184 people) are between the ages of 18 and 23, 15.79% (36 people) are between the ages of 24 and 28 and 3.51% (8 people) are 29 years and above. The findings in this section reflect the actual distribution.

2.3. Data collection tools

When the data collection tool used in the research is considered, it is seen that a data collection tool developed by the people who created the problem situation of the research was formed and used in the research. The data collection tool was examined by acmeological and potential development experts specifically for the participant group that made up the study and the unsuitable items were removed from the study and simplified. It is seen that the personal information form called ‘potential mobilisation and competence’, which was applied to the participants and developed by the researchers, was used. The content validity of the developed measurement tool was examined by three experts with the title of a professor working on acmeology and activating potential difference; unnecessary items were removed from the measurement tool and the data collection tool was rearranged.

1. Personal information form (demographic data): In the personal information form, information such as gender, age, acmeological usage times and live activity usage time is included.

2. Potential mobilisation and competence data collection tool: A 5-point Likert-type data collection tool was prepared to obtain information about acmeological and potential difference-making competency opinions to create some values in the participant groups. 17 items of the 23-item measurement tool were used and 6 items were extracted from the measurement tool, thanks to the opinion of the experts in acmeology. The opinions of the participants participating in the research were consulted from two factorial dimensions, such as 'acmeological' and 'potential difference'. The Cronbach alpha reliability coefficient of the measurement tool as a whole was calculated as 0.83. The measuring tool was in the range of 'strongly disagree' (1), 'disagree' (2), 'undecided' (3), 'agree' (4) and 'strongly agree' (5). The measurement tool was also collected from the participants included in the research in the form of an online environment.

2.4. Application

The application part is known as the part where some causes and results are combined. It is seen that information about the application part of the study is provided. With the help of the zoom application video conference programme, live events were carried out with the participants weekly. It is seen that while each value in the research is aimed to be a voice for the participants, ensuring participation is supported by points. During the 4-week training, live lessons such as acmeological approaches and potential difference competence, i.e., 'use of distance education' and 'acmeological methods', and information such as distance education were given to the people who participated in the research and they were expected to participate in this subject every week. After the 4-week training, the online measurement tool and information form were applied to the participants and the data are given in the findings section in the tables. The training was distributed in three sections over the zoom video conferencing application programme used by most schools, and each determined section was arranged to be limited to a maximum of 70 participants, distributed over the weeks. In the online training, people who participated in the research were expected to participate using their own devices. The measurement tool applied to the people participating in the research was collected using an online questionnaire and transferred to the SPSS programme by coding in the computing software environment.

2.5. Analysis of the data

In this section, the statistical data obtained and included in the research were analysed in the Statistics programme using frequency (f), percentage (%), mean (M), standard deviation (SD) and t -test, respectively. The numerical values of the data obtained from the programme are given in the tables, accompanied by comments in the Findings section.

3. Findings

The numerical values of the data obtained from the programme are provided and accompanied by comments in this section.

3.1. Acmeological competence use purposes of the participant group participating in the research

The purpose of using the acmeological training received by the participants of the research was investigated and detailed information is given in Table 5.

Table 5. Acmeological competence use purposes of the participant group participating in the research

Variable		F	%
Acmeological education purpose of use	Preparing education for my students	131	57.46
	Uncover potential states of awareness	80	35.08
	Other	17	7.46
	Total	228	100

When Table 5 is examined, it is seen that the participant group participating in the research have chosen the options for which field they will use this training they have received and the relevant information has been added to the table. 35.08% of the people chose the field of revealing the potential state of awareness and 7.46% (17 people) chose the other field. In this context, it can be said, based on table 5, that most people tend to the problem situation according to the problem situation of the research, which they will use to explain acmeological approaches to the students in the educational environment and to support their potential awareness.

3.2. Acmeological sufficiency status of the research participant group by the gender variable

In this section, the data obtained from the research and the participant group participating in the research were compared according to the gender variable according to the acmeological proficiency status and detailed information is given in Table 6.

Table 6. Acmeological sufficiency status of the research participant group by gender variable

	Gender	N	M	SD	Df	t	p
Acmeological qualifications	Male	117	4.48	0.17	228	-372	0.360
	Female	111	4.42	0.20			

When Table 6 is examined, the acmeological competence status of the groups participating in the study was examined according to the gender variable and it was found that there was no significant difference according to the gender criterion [$df(228) = -372, p < 0.05$]. When the acmeological proficiency status of the groups of participants participating in the study is examined, it is seen that male participants have an average score in this field ($M = 4.48$), while female participants have an average score in acmeological proficiency status ($M = 4.42$). In this context, it can be said that there is no difference between the acmeological proficiency status scores of male participants compared to female participants. In this study, the scores related to the field are high.

3.3. Acmeological competence opinions of the study participant group before and after the study

Table 7. Opinions of the study participants' acmeological competence before and after the study (pre-test-post-test)

No	Variable	Pre-test-1		Post-test-2		df	t	p
		M	SS	M	SS			
1	I can generate new ideas with preschool	3.52	0.91	4.42	0.51	228	-3.747	0

	education with acmeological educational technologies							
2	I use acmeological education to reveal and produce a potential difference and increase my interest in the field of education	3.32	0.91	4.46	0.52	228	-3.477	0
3	I think that combining my courses with acmeological education will make my future students and me happy	3.48	0.81	4.31	0.62	228	-3.388	0
4	I understand acmeological education better thanks to live events used in distance education	3.58	0.77	4.48	0.67	228	-3.887	0
5	Thanks to the acmeological competence approach, I will work harder to explain the course I will teach in the future more successfully	3.47	0.74	4.44	0.71	228	-4.046	0
6	I saw that there is an opportunity to teach acmeological educational practices and learning opportunities	3.28	0.81	4.34	0.72	228	-3.013	0
7	I can express my ideas very comfortably with the help of technology in the education of potential difference qualification situations	3.35	0.75	4.36	0.62	228	-2.389	0
8	I watch videos of the acmeological education I received and the advantages of distance education over and over again	3.61	0.85	4.43	0.67	228	-2.998	0
9	I would like to use acmeological education not only in preschool education classes but also in different subjects	3.45	0.96	4.34	0.51	228	-2.853	0
10	I can connect to acmeological and potential difference training from any smart device I want	3.58	0.82	4.36	0.58	228	-3.203	0
11	With acmeological education, I saw that there was an opportunity to do it again for my own field	3.57	0.82	4.51	0.74	228	-2.436	0
12	Acmeological education The education I receive in classes allows me to improve myself	3.42	0.73	4.41	0.61	228	-3.766	0
13	With acmeological education and potential difference education, my old habits against the field gained a difference	3.62	0.84	4.39	0.58	228	-3.739	0
14	I use acmeological education to be more successful in preschool classes and take more responsibility	3.57	0.81	4.31	0.64	228	-3.544	0
15	Using the method of learning acmeological education with live events allows me to better understand the lesson	3.42	0.78	4.53	0.59	228	-6.393	0
16	I believe that thanks to the acmeological education I have received, a positive bond will be formed between me and my students decently	3.44	0.74	4.46	0.59	228	-4.323	0

17	I would love to see this educational model I received again in different areas	3.53	0.92	4.52	0.54	228	-5.465	0
	Overall average	3.48	0.82	4.41	0.61	228	-3.6862	0

As shown in Table 7, participants are surveyed about the opinions of akmeolojik competencies' pre-test–post-test results. Among the pre-test and post-test scores of the study, a significant difference was observed with the post-test having higher values than the pre-test ($p < 0.005$). A case is made up of all expressions in a meaningful value. According to the latest results, 'Thanks to the acmeological competence approach, I will work harder to explain the course I will teach in the future more successfully' had a pre-test score of $M = 3.47$ and a post-test score of $M = 4.44$. In addition, one of the most obvious statements of the participants participating in the research in the preliminary test is 'Using the method of learning acmeological education with live events allows me to better understand the lesson', which had a pre-test score of $M = 3.42$ and a post-test score of $M = 4.53$. In addition, it is seen that 'I saw that there was an opportunity to do it again for my own field with acmeological education' had a pre-test score of $M = 3.47$ and a post-test score of $M = 4.51$.

Although positive results are seen in each item of the survey, the opinions of the research participants on 'I understand acmeological education better thanks to live events used in distance education' had a pre-test score of $M = 3.58$ and a post-test score of $M = 4.48$. Akmeolojik awareness training is good and the potential is observed. In addition, among the opinions of the participants participating in the research, 'I use acmeological education to reveal and produce a potential difference and increase my interest in the field of education' was observed that the average pre-test score of $M = 3.32$, while the average score of the final test is $M = 4.46$. Also, in the opinions of the research participants, 'I believe that thanks to the acmeological education I have received, a positive bond will be formed between me and my students decently' had a pre-test score of $M = 3.44$ and a post-test score of $M = 4.46$. Finally, the surveyed participants' overall pre-test average score was $M = 3.48$ and the post-test points averaged $M = 4.41$. The educational qualification of the participants who developed their ideas with akmeolojik research is positively shown in Table 7.

4. Discussion

Kalaur, Slozanska, and Honcharuk (2022) in the year of the work they have done according to the need to develop competencies in the system of postgraduate training sought to determine the container, and as a result, the study of teachers in the formation of the adequacy of the container under the organisation of the educational process and the features of graduate education in the centre of the container also focused on the analysis of the effectiveness of the implementation of the competencies that are useful in the formation of akmeolojik observed that the approach achieves the result. In this context, the results of the research using this value, when combined with akmeolojik of time during the day and up to 5 hours of training, it is seen that the above conclusion is reached, and professional competence and inclusive akmeolojik education with training can be argued based on the related studies.

Sydooriv (2022) in the work carried out in educating the challenges and barriers to implementing inclusive education in the school types intended to highlight the ongoing mainstreaming in research, and as a result, for the effective implementation of various aspects of teacher candidates emphasised the need for the growing outlined to be addressed. It has been concluded that the

potential awareness levels of the participant groups are high and they wanted to combine education with acmeological education within the scope of a preschool organisation. In this context, it can be said that the research is similar to each other.

Serikbaykyzy, Nurbolatovich, Zhubatyrykizy, Zhanbolat, and Zhandos (2022) imagined future physical education teachers in the work they have conducted on psychological and pedagogical competencies development and aimed at studying the status of the issue in the literature, and as a result, future physical education teachers are also students who need the approval of their actions and social continuously, colleagues and social environment that have an impact on emotional and psychological, should be developed for the purpose stereotypical that they achieved. In this context, it is seen that when this value is combined with the results of the research it is concluded that acmeological values have high values. In this respect, it has been concluded that inclusive education and acmeological values are important.

While it is seen that this method used in the research provides meaning in the groups of participants participating in the research, it is expected that acmeological and potential difference situations are the method that understands the new generation growing up and where to use it, and this situation will benefit the future. In addition, it is among the expectations that this research will shed light on other research.

5. Conclusion

Finally, when the results part is considered, it is seen that the priority is the group of participants participating in the research. In this context, it is seen that the results of the 228 voluntary participants participating in the research have been achieved. Another value of research showed that the participant group was examined concerning the research problem of event time, and as a result, 5 hours and above was the preferred outcome seen in the participant group. Another value of the research discussed the time separation of the participant group surveyed on live events, and as a result, they preferred to use it daily for up to 5 hours and more. It is seen that this value is supported and gains meaning when the research is combined with the previous values.

When another value of research is discussed, the group of participants are surveyed for the training they receive and how they intend to use it for relevant information in light of the students towards the educational environment in the state akmeolojik explains the problem and potential approaches to support their state of awareness, it is seen that the conclusion is reached that they will use. Another value of the research discussed showed that the acmeological competence status of the groups participating in the research was examined according to the gender variable and it is seen that there is no significant difference according to the gender criterion. In addition, when the final value of the study is discussed, the study participants' opinions of akmeolojik qualification pre-test–post-test results were examined and pre-test and post-test scores between the tests are useful and show a significant difference. According to the conclusion, high values are reached and the research is evolving in a positive direction of akmeolojik educational qualification ideas.

When the results obtained with acmeological education are taken into account, it is seen that the acmeological status of the participant group participating in the research has improved, with the results that they will use this field in their education being achieved.

References

- Britwum, F., Obed Amoah, S., Acheampong, H. Y., & Adjei, E. (2022). Self-esteem as a predictor of students' academic achievement in the colleges of education. *International Journal of Learning and Teaching*, 14(1), 29–40. <https://doi.org/10.18844/ijlt.v14i1.6302>
- Buschkühle, C. P. (2020). Artistic projects as the practice of artistic education. In C. -P. Buschkühle (Ed.), *Joseph Beuys and the artistic education: Theory and practice of an artistic art education* (Vol. 6, pp. 75–139). Leiden, Netherlands: Brill. https://doi.org/10.1163/9789004424555_005
- Fani, H., & Armağan, F. Ö. (2022). Science teachers' opinions on socio-scientific issues. *Contemporary Educational Researches Journal*, 12(3), 184–196. <https://doi.org/10.18844/cej.v12i3.6932>
- Fortygina, S. N., Korchemkina, Y. V., Sterligova, E. A., Belousova, N. A., Permyakova, N. E., Andreeva, E. V., & Shulgina, T. A. (2022). Management of students' self-organization in the context of the development of information and analytical skills in the digital environment. *International Journal of Early Childhood Special Education*, 14(1). <https://doi.org/10.9756/INT-JECSE/V14I1.221035>
- Kalaur, S., Slozanska, H., & Honcharuk, N. (2022). The development of inclusive competence in the system of postgraduate education: Theoretical, methodological and practical aspects. *Social Work and Education*, 9(2), 305–316. <https://doi.org/10.25128/2520-6230.22.2.10>
- Kryshtanovych, M., Bilyk, V., Tkachov, A., Gontar, Z., & Tkach, I. (2021). *Diagnostics of the readiness for self-improvement of the future teacher in the conditions of COVID-19*. Retrieved from <http://sci.ldubgd.edu.ua:8080/jspui/handle/123456789/9227>
- Kryvylova, O., Sosnickaya, N., Oleksenko, K., Oleksenko, R., & Khavina, I. (2021). The acmeological framework for modern higher education as a step towards sustainable development of society. *Linguistics and Culture Review*, 5(S3), 55–64. <https://doi.org/10.21744/lingcure.v5nS3.1369>
- Mamurov, B., Mamanazarov, A., Abdullaev, K., Davronov, I., Davronov, N., & Kobiljonov, K. (2020). Acmeological approach to the formation of healthy lifestyle among University students. In *III international scientific congress society of ambient intelligence 2020 (ISC-SAI 2020)* (pp. 347–353). Atlantis Press. <https://doi.org/10.2991/aebmr.k.200318.043>
- Mohadesi, E. (2021). An examination of the relationship between social intelligence and organisational commitment among the school managers of Kashmar and Khalilabad. *Global Journal of Guidance and Counseling in Schools: Current Perspectives*, 11(2), 98–109. <https://doi.org/10.18844/gjgc.v11i2.5705>
- Nuraliyevna, Q. D. (2021). Approaches to the development of inclusive competence in preparation of future teachers for professional activity. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(10), 2314–2320. <https://doi.org/10.5958/2249-7137.2021.02408.3>
- Olimov, K. T., Khimmataliev, D. O., Ashurova, S. Y., Gaffarov, F. H., & Karimova, N. N. (2020). Competent training of future specialists on the basis of acmeological approach. *Journal of Critical Reviews*, 7(15), 2476–2483. <https://doi.org/10.31838/jcr.07.14.20>

- Anarbek, L., Sarsenbayeva, G., Uteubayeva, E., Abuova, N. & Tolybayeva, Z. (2022). Development of acmeological competencies of future preschool organisation teachers. *Cypriot Journal of Educational Science*, 17(8), 2593-2604. <https://doi.org/10.18844/cjes.v17i8.7823>
- Prevalla Etemi, L., Uzunboylu, H., & Hamiti, M. (2021). *Content analysis of research papers on flipped learning*. <http://dx.doi.org/10.6018/red.451551>
- Romanova, E., Kolokoltsev, M., Dunaeva, M., Ivanitskiy, V., Vorozheikin, A., Faleeva, E., ... Aganov, S. (2022). The efficiency of a remote tutor-program at increasing the professional competences of a swimming coach. *Journal of Physical Education and Sport*, 22(5), 1120–1125. <https://doi.org/10.7752/jpes.2022.05141>
- Savluk, H., Polovina, O., Kondratets, I., & Dovbnia, S. (2021). Fostering artistic reflection skills in student pre-school educators seen as artistic competence development. *European Journal of Educational Research*, 10(3), 1303–1315. <https://doi.org/10.12973/eu-jer.10.3.1303>
- Serikbaykyzy, Y. G., Nurbolatovich, S. R., Zhubatyrkizy, O. S., Zhanbolat, B., & Zhandos, A. (2022). Components of image competencies of future physical education teachers. *Cypriot Journal of Educational Sciences*, 17(5), 1715–1726. <https://doi.org/10.18844/cjes.v17i5.7340>
- Shanskova, T. I. (2020). Acmeological approach to the management of the institutions of preschool education. *Научный взгляд в будущее*, 3(17), 31–34. <https://doi.org/10.30888/2415-7538.2020-17-03-018>
- Supkhonovna, H. N. (2021). Technology for the development of the qualities of pedagogical competence in future teachers. *Asian Journal of Multidimensional Research*, 10(5), 372–382. <https://doi.org/10.5958/2278-4853.2021.00416.X>
- Sydoriv, S. (2022). Pre-service training of elementary school teachers for organization of inclusive learning environment. *Journal of Vasyl Stefanyk Precarpathian National University*, 9(1), 169–179. <https://doi.org/10.15330/jpnu.9.1.169-179>
- Uzunboylu, H., & Demir, B. (2021). *A content analysis study for instructional technology themed TUBITAK projects*. <https://doi.org/10.18421/TEM104-25>
- Yolanda, E. (2020). Professional and pedagogical competence of early childhood education teachers in the millennial era. *Advances in Social Science, Education and Humanities Research*, 449, 66–70. <https://doi.org/10.2991/assehr.k.200715.013>