ACMEOLOGICAL POTENTIALS OF LEADERSHIP ACTIVITIES IN THE DEVELOPMENT OF INCLUSIVE EDUCATION

Bakayeva Nilufar Baxriddinovna
Principal, Secondary School No. 19, Bukhara City, Uzbekistan.

Abstract. The development of inclusive education requires school leaders to demonstrate not only administrative competence but also a high level of professional maturity, self-development and the ability to initiate institutional transformation. From this perspective, the acmeological approach provides important theoretical and practical opportunities for improving leadership activities. This paper explores the acmeological potential of school leadership in advancing inclusive education, focusing on professional self-improvement, reflective management, creative problem-solving and the development of an inclusive institutional environment. Drawing on scientific research from CIS countries, the paper proposes an acmeological framework for strengthening the professional capacity of school leaders and ensuring the sustainable development of inclusive educational practices.

Keywords: acmeology, inclusive education, school leadership, professional maturity, self-development, reflective management, educational transformation, leadership potential.

Introduction

Inclusive education is a continuous institutional transformation that requires changes in managerial thinking, professional relationships and educational practices. The success of this transformation largely depends on the personal and professional qualities of

school leaders. Traditional administrative approaches, which primarily focus on organizational control and the implementation of regulations, are insufficient for addressing the complex challenges of inclusive education. An acmeological approach offers a broader perspective by considering leadership as a process of continuous professional development directed towards achieving the highest possible level of professional excellence. In CIS educational research, acmeology is associated with the study of professional maturity, personal development and the conditions that enable individuals to achieve advanced levels of professional performance. Research on the development of acmeological competence among heads of general education institutions emphasizes the importance of self-development, professional motivation, reflective abilities and an organizational environment that supports professional growth. These principles are particularly relevant to inclusive education, where leaders must respond creatively to diverse educational needs.

Main Discussion

The acmeological potential of leadership activities can be understood as the combination of personal, professional and organizational resources that enable a school leader to achieve a high level of managerial effectiveness while developing an inclusive educational environment. Its significance lies in the transformation of the leader from an administrative coordinator into an active agent of institutional and pedagogical change.

The first important opportunity is the development of professional self-improvement. An inclusive school leader should continuously expand knowledge of special educational needs, differentiated instruction, psychological support and accessible learning environments. Acmeological development encourages the leader to identify

professional limitations and establish individual development objectives. Another important dimension is reflective management. The leader evaluates the consequences of managerial decisions, analyzes barriers to learner participation and identifies opportunities for improving institutional practices. Reflection transforms management from routine administration into a purposeful process of professional learning. The creative and innovative potential of leadership is expressed through the ability to develop new organizational solutions, introduce flexible support mechanisms and coordinate interdisciplinary cooperation. In inclusive schools, standard administrative procedures do not always address individual educational needs. Therefore, the leader must be capable of designing context-sensitive approaches and mobilizing available resources. The communicative and partnership potential involves establishing constructive relationships among teachers, parents, psychologists, special educators and local communities. Such cooperation creates shared responsibility for inclusive development and reduces institutional resistance to change. The organizational-development potential is reflected in the leader's ability to create an acmeological environment within the school. This environment encourages professional dialogue, peer learning, mentoring, exchange of experience and the recognition of individual achievements. Consequently, the professional development of the leader becomes closely connected with the development of the entire teaching staff. Based on these dimensions, the author proposes the ACME-INCLUSIVE leadership model, consisting of five interconnected directions: professional self-development, reflective decision-making, creative innovation, partnership-based interaction and institutional development. The model assumes that the professional growth of the leader should produce measurable changes in the accessibility of education, teacher collaboration and the participation of learners with diverse educational needs.

The practical application of this model may involve individual acmeological development plans for school leaders, reflective management sessions, inclusive-school environment assessments, mentoring programmes and regular evaluation of institutional progress. These mechanisms can help connect the leader's personal professional achievements with the wider objectives of inclusive education.

Conclusion

The acmeological approach creates significant opportunities for improving leadership activities in the development of inclusive education. It emphasizes that the effectiveness of a school leader is determined not only by administrative knowledge but also by professional maturity, self-reflection, creativity and the ability to promote continuous institutional improvement. The proposed ACME-INCLUSIVE model provides a conceptual framework for integrating these qualities into school management. Its implementation can contribute to the formation of leaders who are capable of transforming inclusive education from a formal institutional requirement into a sustainable educational culture.

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