

**EDUCATION AND THE “ACME PERSONALITY”: A SOCIO-PHILOSOPHICAL ANALYSIS**<https://doi.org/10.5281/zenodo.18601383>**Mirzaev Sobirjon Aminovich***Deputy Head of the Samarkand Regional Department of Preschool and School Education*sobir8035s@gmail.com

Abstract: This article explores the socio-philosophical foundations of the relationship between education and the formation of the “Acme personality.” The concept of acme, understood as the highest stage of personal and professional development, is analyzed in the context of modern educational systems. The study argues that education is not merely a mechanism of knowledge transmission but a socio-cultural space for the development of self-realization, responsibility, and value-oriented consciousness. Using socio-philosophical methodology, the article examines the role of education in achieving personal maturity and social harmony. The results demonstrate that the acme personality emerges through the integration of cognitive, moral, and social dimensions of education.

Keywords: education, acme personality, social philosophy, self-realization, personal development.

Annotatsiya: Mazkur maqolada ta’lim va “akme shaxs” tushunchalari o’rtasidagi o’zaro bog’liqlik ijtimoiy falsafa nuqtai nazaridan tahlil qilinadi. Akme shaxs — inson kamolotining eng yuqori bosqichi sifatida talqin etilib, uni shakllantirishda ta’limning ijtimoiy-madaniy roli ochib beriladi. Muallif ta’limni faqat bilim uzatish vositasi emas, balki shaxsiy o’zini anglash, mas’uliyat va qadriyatli ongni shakllantiruvchi ijtimoiy makon sifatida asoslaydi. Tadqiqot natijalari ta’lim orqali intellektual, axloqiy va ijtimoiy rivojlanishning uyg’unligi akme shaxsni shakllantirishda hal qiluvchi omil ekanini ko’rsatadi.

Kalit so‘zlar: ta’lim, akme shaxs, ijtimoiy falsafa, o’zini ro’yobga chiqarish, shaxs kamoloti.

Аннотация: В статье рассматривается взаимосвязь образования и формирования «акме-личности» в рамках социальной философии. Понятие акме интерпретируется как высшая стадия личностного и профессионального развития человека. Образование анализируется не только как система передачи знаний, но и как социально-культурное пространство формирования самореализации, ответственности и ценностного сознания. Результаты исследования показывают,



что акме-личность формируется в результате интеграции когнитивных, нравственных и социальных компонентов образования.

Ключевые слова: образование, акме-личность, социальная философия, самореализация, развитие личности

INTRODUCTION

In the context of rapid social transformation, education plays a decisive role in shaping the personality capable of responding to complex social challenges. Modern social philosophy increasingly addresses the problem of human perfection and self-realization, which is conceptually expressed in the idea of the “acme personality.” The term “acme” originates from acmeology and denotes the highest stage of individual development, characterized by intellectual maturity, moral responsibility, and social activity [1.26]. This article aims to analyze education as a key socio-philosophical factor in the formation of the acme personality.

METHODOLOGY

The research is based on socio-philosophical analysis, incorporating elements of hermeneutics, comparative analysis, and systems approach. Education is examined as a social institution and a value-oriented process influencing personal development. Classical and contemporary philosophical sources are used to conceptualize the acme personality within the educational context [2.41].

Education as a Socio-Philosophical Phenomenon

From a socio-philosophical perspective, education represents a

complex system that integrates knowledge, values, and social norms. It functions as a mediator between society and the individual, ensuring the continuity of cultural and moral traditions [3.58].

Education contributes to the formation of social consciousness and personal identity. Through educational practices, individuals internalize social values and develop the ability to reflect critically on reality. This reflective capacity is a fundamental characteristic of the acme personality [1.26].

The Concept of the “Acme Personality”

The acme personality is characterized by the highest level of self-realization and social responsibility. It is not limited to professional success but includes moral maturity, creativity, and civic engagement. According to socio-philosophical thought, achieving acme is a dynamic and lifelong process rather than a fixed state [4.73].

Education provides the necessary conditions for this process by fostering critical thinking, ethical awareness, and social participation. Without a value-oriented educational framework, the formation of the acme personality remains incomplete [2.41].

Education and the Formation of the Acme Personality



The relationship between education and the acme personality is dialectical. On the one hand, education shapes personal potential; on the other hand, the individual actively transforms the educational environment through creative and reflective engagement.

Modern educational systems must focus not only on competencies but also on the development of holistic personality traits. The integration of intellectual, moral, and social education is essential for achieving acme [5.19]. This integration enables individuals to reach a level of maturity where personal goals align with social values.

Analysis

From a socio-philosophical perspective, the formation of the “acme personality” cannot be understood outside the structural and value-based framework of education. Education functions not only as a system of knowledge reproduction but also as a social mechanism for shaping individual consciousness, moral orientation, and social responsibility. In this sense, education acts as a mediating space between society and the individual, where personal potential is transformed into socially significant maturity [1.26].

The concept of the acme personality implies the achievement of the highest level of personal development, characterized by self-awareness, autonomy, creativity, and ethical responsibility. Social philosophy emphasizes that such maturity is not an

isolated psychological phenomenon but a socially conditioned process influenced by cultural norms, institutional structures, and educational practices [2.41]. Therefore, the educational environment plays a decisive role in either facilitating or limiting the realization of acme.

Modern education increasingly operates within a pragmatic and competency-based paradigm. While this approach enhances professional adaptability, it often marginalizes the axiological and humanistic dimensions of education. From a socio-philosophical standpoint, this creates a contradiction between instrumental rationality and the holistic development of the individual [3.58]. The acme personality, however, presupposes the integration of intellectual competence with moral judgment and social engagement.

Furthermore, education contributes to the internalization of social values through reflective learning and dialogical interaction. These processes enable individuals to critically assess social reality and consciously construct their own life strategies. Such reflexivity is a core attribute of the acme personality, as it allows the individual to transcend passive adaptation and become an active subject of social transformation [4.73].

In addition, the social dimension of education fosters communicative competence and civic consciousness. Through participation in educational communities, individuals develop a sense of belonging and responsibility toward others. This social embeddedness



reinforces the ethical orientation of the acme personality, aligning personal aspirations with collective well-being [5.19].

Thus, the analysis demonstrates that education, when grounded in socio-philosophical principles, creates the necessary conditions for the emergence of the acme personality. It is precisely the value-oriented, reflective, and socially integrated nature of education that transforms individual development into a process of achieving the highest stage of personal and social maturity.

CONCLUSION

In conclusion, the socio-philosophical analysis demonstrates that education plays a central role in the formation of the acme personality. Education, understood as a value-oriented and socially embedded process, creates conditions for achieving the highest level of personal development. The acme personality emerges through the harmonious integration of knowledge, morality, and social responsibility. Therefore, modern educational reforms should prioritize humanistic and philosophical foundations to ensure sustainable personal and social development.

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