

**SPECIFIC ASPECTS OF THE ACMEOLOGICAL APPROACH IN DEVELOPING STUDENTS'
REFLECTIVE COMPETENCE**

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Annotation: *The article analyzes the specific aspects of the acmeological approach in developing students' reflexive competence. This approach helps students enhance their self-awareness and ability to analyze their activities. The pedagogical conditions of the acmeological approach in promoting personal and professional development are discussed.*

Keywords: *acmeological approach, reflexive competence, self-development, reflection.*

Today, the education system requires students not only to possess knowledge and skills but also to be able to apply them in practice. Simultaneously, an individual's ability for self-awareness, critical approach to their activities, and reflexive competence are considered important elements of modern education. The significance of the acmeological approach in developing reflexive competence lies in its capacity to ensure an individual's professional and personal growth, as well as the full realization of their potential. This article is dedicated to studying the specific aspects of developing reflexive competence in students based on the acmeological approach. Reflection, from Latin "reflexio" meaning "to turn back," is a form of theoretical activity aimed at comprehending the actions and patterns of a comprehensively developed person. It is an activity directed towards self-knowledge and self-awareness, revealing the hidden characteristics of an individual's spiritual world. The concept of reflection first emerged in ancient Greek philosophy, referring to the process of an individual contemplating their own thoughts and analyzing the content of their mind (Descartes). Socrates, Plato, Locke, and other Greek philosophers emphasized that reflection is an activity directed at self-knowledge, aimed at recognizing one's own capabilities and potential.

⁸⁴Reflection in the educational process is necessary to perform the following functions:

⁸⁴ Akramov A.A. Improving the organizational and methodological foundations for developing the civic position of future teachers based on student-centered educational technologies: Doctoral dissertation in Pedagogical Sciences. – Tashkent, 2016. 282 p.

- Diagnostic - to reveal the degree of interconnection between participants in the educational process and obtain accurate information about the effectiveness of this interconnection;
- Planning - to design and model the intended educational process, develop lesson types, formats, styles, and methods suitable for all participants in the educational process;
- Constructive - to create conditions for the effective organization of a constructive and efficient educational process and relationships among its participants;
- Communicative - to create an objective and transparent environment between teachers and students;
- To present the content of relationships;
- Function of generating interest, ensuring that the lesson process is directed towards a specific goal;
- correctional - creates a foundation for participants in the educational process to reassess their behavior, emotions, and learning activities based on the requirements of the general environment [4; 282],

As a result of the proper implementation of reflection, the following skills and learning abilities are developed in students:

- identifying known and unknown topics;
- defining a specific educational task and creating a short-term program for its implementation;
- ability to apply adopted decisions and developed plans to the educational process, for example, searching for necessary literature beyond the teacher's recommendations;
- comparing their learning activity with peers and determining the effectiveness of their actions;
- comparing achievements with self-set goals;
- identifying further directions for self-improvement

The methodological foundations of the acmeological approach to developing reflexive competence are based on scientific research and psychological-pedagogical experiences.⁸⁵ The concept of "acmeology" (derived from the Ancient Greek word "acme," meaning the highest point, flowering, maturity, or prime time) was introduced into scientific terminology in 1928 by N.A. Ribnikov, referring to the maturity period in age-related psychology. The subject of acmeology encompasses professional growth, the creative longevity of specialists, as well as subjective and objective factors that contribute to improving the professional skills of future specialists, enhancing and refining their activities. Objective factors include the quality of education received. Subjective factors comprise an individual's skills and abilities, their sense of responsibility, competence, and capacity to effectively solve problems. The most important factors in achieving

⁸⁵ Tillayeva G. Fundamentals of Acmeology: textbook /. Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan. – T.: "Tafakkur Bo'stoni," 2014. 192 p.

professional excellence are talent, ability, aptitude, family upbringing conditions, educational institutions, and one's own initiative. The advantage of acmeology over existing human sciences is that it studies a person's entire life and professional path. Additionally, acmeology examines the issues of improving and refining professional activity. Acmeology is based on the premise that individuals reach the heights of professionalism through their own efforts.

In this regard, ⁸⁶Xatima Shayxova states: "Acmeology is a modern, emerging science. Its crucial task is to study various aspects of elevating a particular profession to a higher level." The essence of acmeology lies in a person's deep mastery of each profession through knowledge, and a profound understanding that it serves to strengthen the positive impact on societal development, national prosperity, well-being, and the economic, political, spiritual, and legal aspects of social progress. It involves learning to achieve perfection and maturity in order to dedicate one's creative activity to fulfilling professional duties and responsibilities [6;115]. At the core of this approach is not only the acquisition of certain knowledge by an individual but also the goal of developing competence through analyzing one's activities, self-awareness, and self-development. The acmeological approach primarily focuses on the process of personal growth and achieving professional maturity. This process is realized through the analysis of students' learning activities and their timely recognition of their achievements and mistakes.

Therefore, to develop reflexive competence, it is necessary to create opportunities for students to engage in self-monitoring, self-assessment, and self-improvement. When the formation and development of reflexive competence is carried out in conjunction with the acmeological approach, the intellectual, psychological, and personal growth of the student accelerates. The effectiveness of this process depends on the student's ability to analyze their mistakes during the learning process, correctly set their goals, and independently find ways to achieve them. In developing reflexive competence, the application of interactive methods in the educational process is of great importance. Through these methods, students gain the opportunity to apply their knowledge in practice, reflect on their activities, and take important steps in self-development (N.A. Ivleva). In the process of developing students' reflexive competence based on the acmeological approach, several important aspects stand out.

Firstly, this approach not only develops knowledge and skills in students but also enhances their ability to independently choose ways to achieve goals and analyze their own activities.(N.V. Kuzmina). Secondly, the distinctive feature of the acmeological approach is associated with a deep psychological approach to the process of personal development. By timely recognizing their capabilities, students become able to manage and develop themselves. Research conducted by Morozova L.V. and Tazheva I.Yu.

⁸⁶ Shayxova X.A. Spirituality - a Mirror of Perfection. - T.: G'afur G'ulom NMIU, 2009. 115 p.

demonstrates that developing reflexive competence based on the acmeological approach significantly impacts students' professional maturity. Through personal and professional reflection, students increase their level of self-awareness, which is crucial for the results achieved in the learning process and their future activities.

In conclusion, it can be stated that the acmeological approach develops reflexive competence in students.

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