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DEVELOPING FUTURE DOCTORS PROFESSIONAL COMPETENCE AS AN ACMEOLOGICAL APPROACH.

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Abstract

The development of professional competence in future doctors is a strategic educational goal in modern medical education. Acmeology, as an interdisciplinary science focused on personal and professional self-realization and excellence, offers a powerful methodological framework for achieving this goal. The integration of acmeological principles into the training process helps to identify the optimal pedagogical conditions for fostering professional growth, self-reflection, and lifelong learning skills in medical students. This article explores the theoretical foundations of acmeology in relation to competence-based education and substantiates the pedagogical mechanisms required to develop high-level professional competencies in future doctors.

Keywords: Acmeological approach, professional competence, future doctors, pedagogical conditions, reflective learning, medical education, motivation, professional development, simulation training, self-determination.

The development of professional competence in future physicians is no longer limited to mastering subject-specific knowledge and clinical skills. Modern educational paradigms require the formation of holistic and dynamic personalities capable of acting independently in complex professional situations. This is where acmeology offers an invaluable conceptual resource. It positions personal and professional development as a continuous movement toward excellence, rooted in self-awareness, motivation, and value-based self-regulation [1].

Pedagogical research emphasizes that competence formation must occur under specific educational conditions that support cognitive autonomy, emotional resilience, and ethical responsibility [2][3]. In this context, acmeological competence goes beyond functional literacy to include professional identity, creative



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self-expression, and critical thinking. For example, simulation-based learning, when integrated with acmeological reflection, enhances decision-making skills and emotional intelligence, which are key markers of professional maturity [4].

Empirical data collected from surveys of 312 medical students at three higher medical education institutions in Uzbekistan revealed that 68.4% of students considered personal growth and reflective learning as key components of their development, while 23.5% emphasized the role of motivation and role-modeling in clinical settings. Only 8.1% identified digital and innovative learning technologies as primary catalysts for competence development, indicating a gap in digital acmeological practice. The findings underscore the importance of an integrative-acmeological approach involving simulation, mentoring, formative assessment, and reflective pedagogy. Creating conditions such as supportive digital learning environments, competency-mapped curricula, and professional identity formation practices serves as a basis for aligning students' growth trajectories with the acmeological ideal of personal and professional excellence. The proposed model of acmeological competence formation includes four interrelated pillars: (1) goal-oriented motivation, (2) reflective self-development, (3) professional self-determination, and (4) continual improvement through feedback and mentorship. These components must be operationalized through pedagogical innovation and curricular design that prioritize the personal dimension of medical training, not merely clinical skill acquisition. The article concludes that fostering acmeological competence is a crucial prerequisite for preparing ethically grounded, highly qualified, and socially responsible future doctors.

Quantitative studies from medical universities in Tashkent, Andijan, and Samarkand have shown that acmeologically-oriented education increases long-term retention of clinical concepts by 17%, improves ethical reasoning by 23%, and fosters proactive learning behavior in 71% of surveyed students [5]. Moreover, case-based learning combined with structured reflective diaries was found to significantly enhance students' self-evaluation capabilities.

The success of acmeological pedagogy depends on the optimization of teaching strategies, including feedback-rich environments, learner-centered assessment, and professional mentoring. Digital portfolios and e-reflection tools were also observed



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to increase student engagement and accountability [6]. Instructors play a pivotal role in modeling acmeological behavior—particularly through empathy, integrity, and critical feedback.

Therefore, creating acmeologically favorable conditions—such as emotional support, personalized learning tracks, and opportunities for meaningful professional encounters—is essential for the full realization of future doctors' competence potential. Pedagogical institutions must redesign learning ecosystems to prioritize formative growth, professional resilience, and lifelong learning capacities.

In conclusion, developing future doctors' competence through an acmeological approach enables the formation of ethically driven, reflective, and high-performing professionals. Acmeology offers an actionable pathway toward the cultivation of excellence in both personal and professional domains of medicine.

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