



Acmeological Factors In The Formation Of Students' Conflictological Competence

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ABSTRACT

This thesis examines the acmeological factors that contribute to the formation of students' conflictological competence in higher education. Conflictological competence is interpreted as an integrated personal-professional quality combining knowledge of conflict, analytical thinking, emotional self-regulation, constructive communication, responsible decision-making, and reflection. The study uses theoretical analysis, comparison, synthesis, and pedagogical modeling. The results show that professional motivation, self-knowledge, reflexivity, self-regulation, goal-setting, experience-based learning, and systematic feedback are key acmeological factors. Their integration transforms conflict-management preparation from the acquisition of isolated techniques into a process of conscious personal and professional development. The acmeological approach also enables students to use conflict situations as resources for self-correction and professional maturity.

KEYWORDS: Acmeological approach, conflictological competence, students, professional development, conflict management, reflection, self-regulation, motivation.

INTRODUCTION

Modern professional activity requires graduates to act effectively in situations involving disagreement, competing interests, emotional tension, and differences in values. University preparation should therefore develop not only knowledge about conflict but also the ability to identify its causes, anticipate consequences, regulate reactions, communicate constructively, and select an appropriate behavioral strategy. Contemporary psychological research treats conflictological competence as a complex construct whose content includes cognitive, motivational, behavioral, and reflective dimensions and may vary according to professional context [1].

The acmeological approach provides a productive basis for such development because it interprets professional education as movement toward higher levels of personal and professional maturity. In acmeological theory, self-knowledge, self-regulation, self-development, and conscious design of one's professional trajectory are important conditions of growth [2]. Conflict situations are particularly significant because they reveal the actual level of emotional stability, communication, responsibility, and reflection. The purpose of this thesis is to identify the principal acmeological factors influencing the formation of students' conflictological competence.

The research is theoretical and methodological. It is based on studies of acmeology, conflictological competence, conflict management, and professional development. The methods of theoretical analysis, comparison, synthesis, conceptual interpretation, and pedagogical

modeling were applied. Conflictological competence was examined as the ability to understand a conflict situation, regulate personal reactions, communicate constructively, choose an adequate strategy, and evaluate one's own behavior. This interpretation corresponds to research emphasizing the integrated nature of conflictological competence in students' professional and personal development [1; 3]. Acmeological factors were identified according to their capacity to support conscious and professionally oriented self-development.

The analysis shows that professional motivation is a central acmeological factor. A student is more likely to improve conflict behavior when constructive interaction is perceived as an essential component of future professional mastery rather than an additional social skill. Motivation creates an internal need to observe personal reactions, correct ineffective habits, and practice more productive forms of behavior. This principle corresponds to the acmeological understanding of professional development as a process involving active self-development rather than exclusively externally managed formation [2].

Self-knowledge is closely related to this factor. Students differ in their typical responses to disagreement: some avoid confrontation, others become overly accommodating, while others tend toward domination. Acmeological preparation encourages learners to recognize these tendencies and compare them with professional requirements. Such awareness creates a basis for individual development goals and makes the student an active subject of his or her own professional growth.

Reflection connects experience with improvement. After a simulated or real conflict, the student can analyze the causes of the situation, emotional reactions, the chosen strategy, the response of the other party, and possible alternatives. Research devoted to students' conflictological competence similarly emphasizes integrated characteristics that enable socially and morally responsible decisions, constructive interpersonal communication, and minimization of the negative effects of conflicts [3]. Reflection therefore turns ineffective behavior into information for subsequent development.

Self-regulation is another essential factor. Conflict may activate anger, anxiety, defensiveness, disappointment, or fear. Competence requires recognition of these states without allowing them to determine behavior automatically. Research among university students has demonstrated statistically significant relationships between emotional intelligence and conflict-management styles, supporting the inclusion of emotional awareness and regulation in conflictological preparation [4].

Acmeological goal-setting gives self-development a clear direction. Students may seek to express disagreement without aggression, improve active listening, reduce avoidance, strengthen assertiveness, or develop negotiation skills. Such individualized goals make progress observable and facilitate the transition from externally controlled learning to self-directed professional development. In this context, the desired professional level functions as an acmeological reference point against which students can evaluate their current competencies and determine further areas for improvement.

Experience-based practice is equally important. Knowledge becomes competence when it is applied in situations requiring immediate analysis and decision-making. Cases, role simulations, negotiation tasks, and professionally oriented scenarios allow students to test constructive responses under controlled conditions. A structured conflict-management educational intervention involving student pharmacists improved participants' confidence and

perceived ability to manage difficult conversations, indicating the developmental potential of purposeful practical preparation [5]. A randomized controlled study among medical students likewise found that targeted conflict-management instruction produced more positive attitudes toward managing conflicts [6].

Systematic feedback supports the development of conflictological competence by helping students compare intended behavior with its actual effects, identify shortcomings, test alternative strategies, and improve subsequent actions. Thus, conflict becomes a resource for professional growth rather than merely a problem to be resolved.

Conflictological competence cannot be formed through theoretical knowledge alone. Understanding conflict types, causes, and resolution strategies becomes professionally meaningful when combined with motivation, self-awareness, emotional regulation, practical experience, and reflection. Its development should also take into account the specific requirements of different professions [1].

The acmeological approach integrates these dimensions through continuous movement from the student's current level toward a higher level of personal-professional maturity. It also explains why identical educational tasks may produce different developmental results. Students enter higher education with different interpersonal experiences, emotional characteristics, conflict styles, levels of confidence, and professional goals. Effective preparation should therefore preserve common competency requirements while creating opportunities for individual correction and self-development.

Conflictological competence is a dynamic ability to analyze interpersonal contradictions, regulate one's behavior, consider others' perspectives, choose appropriate strategies, and evaluate consequences. From an acmeological perspective, its development depends on motivation, self-knowledge, reflection, self-regulation, goal-setting, practical experience, and feedback. This approach transforms conflict management into a process of continuous personal and professional growth, enabling students to use conflict experience as a resource for professional maturity.

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