

ACMEOLOGICAL REFLECTION MECHANISMS IN THE DEVELOPMENT OF THE PROFESSIONAL MATURITY OF THE MODERN CHEMISTRY TEACHER

Hagverdiyev K. N., Ibrahimova F. V., Nagiyev K. J.

Baku State University, Baku, Azerbaijan

ferqane.i.2004@gmail.com

This study explores acmeological reflection mechanisms as a key factor in the development of the professional maturity of the modern chemistry teacher. Reflective practices grounded in acmeological principles support continuous professional growth, self-assessment, and instructional improvement. The paper highlights the role of reflection in enhancing teaching effectiveness, professional awareness, and sustainable pedagogical development in chemistry education. In modern education, chemistry teachers are expected to demonstrate professional maturity, reflective competence, and adaptability to changing educational demands. Acmeological reflection provides a structured approach to professional self-development by fostering conscious self-evaluation and continuous improvement. Therefore, investigating acmeological reflection mechanisms is relevant for improving teaching quality and supporting long-term professional growth in chemistry education. The purpose of this study is to analyze acmeological reflection mechanisms and to determine their role in the development of the professional maturity of the modern chemistry teacher. The study focuses on identifying how reflective practices contribute to teachers' self-awareness, professional growth, and instructional effectiveness. The scientific novelty of the study lies in conceptualizing acmeological reflection as a structured mechanism for developing professional maturity in chemistry teachers. The research highlights the integration of reflective practices with acmeological principles and substantiates their role in supporting continuous professional self-development and teaching improvement in chemistry education [1].

The findings of the study confirm that acmeological reflection mechanisms play a fundamental role in the development of the professional maturity of modern chemistry teachers. Purposeful and systematic reflection allows teachers to critically evaluate their pedagogical experience, align instructional practices with professional values, and consciously manage their own professional growth. Through acmeological reflection, teachers develop the ability to transform experience into professional knowledge and pedagogical improvement [2, 3].

In addition, reflective mechanisms grounded in acmeological principles support long-term professional sustainability by fostering self-regulation, adaptability, and continuous self-development. As a result, the implementation of acmeological reflection contributes not only to the personal and professional maturity of chemistry teachers but also to the overall quality of chemistry education, leading to more effective teaching practices and enhanced student learning outcomes.

References

- [1] Cole, C., Smith, S., & Wren, Y. (2022). Reflective practices as a mechanism of professional teacher development. *Frontiers in Education*, 7, 1–9.
- [2] Taber, K. S. (2023). *Chemical pedagogy: Instructional approaches and teaching strategies in chemistry education*. Cambridge: Royal Society of Chemistry.
- [3] Derzhavina, O. A. (2019). Acmeological approach to teacher self-realization in the educational environment. *European Journal of Education Studies*, 6(4), 45–53.