

DOI 10.26886/2520-7474.2(46)2021.6

UDC 371.124

**PEDAGOGICAL ACMEOLOGY-BASED DEVELOPMENT OF SOCIO-
PROFESSIONAL MATURITY IN THE PROCESS OF MASTER'S
TRAINING**

S. O. Danylov, Postgraduate student

<http://orcid.org/0000-0001-9249-5810>

e-mail: data.data@ukr.net

Volodymyr Vynnychenko Central Ukrainian State Pedagogical University,
Kropyvnytskyi, Ukraine

In the article the author shows the peculiarities of the development of socio-professional maturity of the future pedagogue in the context of pedagogical acmeology. Therefore, there is an urgent need to optimize the process of professional training of future lecturers on the basis of a new methodology that would combine personal and professional development in the educational process, direct professional self-determination and self-improvement of the future specialist, promote their self-realization and professional development. We believe that the process of professional training of future pedagogues should be based on the developed acmeogram and profессиogram, model the professional and personal development of the specialist in accordance with the content and objectives of professional activity. This will not only direct the process of professional training to a certain ideal model of the specialist, but also to actualize the professional self-determination and self-development of the future pedagogue.

Key words: future pedagogue, activity, personality, self-determination, self-improvement, acmeology.

Introduction. Any pedagogical influence aimed at the development of students of relevant reflective knowledge and skills involves their development only through adequate actualization of their individual activity. The content of educational activities should be subjectively significant for future lecturers and line up with ways and features of their construction of their reflective activity. Self-determination of reflective activity, its dynamics should become the object of management from the lecturer's side. This managerial influence must be comprehensible to the student, and the learning activity itself must be perceived by one as "one's own".

The purpose of the article. The study of modern concepts of training future pedagogues allows us to identify the following key theoretical ideas: the process of training, which is carried out on the basis of a competency approach, is impossible without emphasizing the subjective position of the student as a future specialist; in contrast to the dominant cognitive-technological aspect, characteristic of the traditional system of vocational training, the priority is the implementation of a personalized approach associated with the development of the individual trajectory of professional development; at all levels of interaction between lecturers and students, a necessary condition is the abandonment of the traditional "super-position" of the pedagogue in favor of parity of all participants in the educational process.

Analysis of recent research and publications shows that the problem of socio-professional maturity of future pedagogues in the process of master's training is still unresolved. At the present stage of development of pedagogical sciences, such concepts as "personal maturity" (P. Halperin, P. Jacobson, K. Abulkhanova-Slavskaya, etc.); "moral maturity" (A. Belkin, V. Nesmelov, A. Derkach); "psychological maturity" (B. Ananiev, A. Asmolov, A. Bodalov, K. Abulkhanova-Slavskaya, etc.); "professional maturity" (Yu. Bardin, Yu. Kuznetsov, T. Zaslavskaya, S. Naumkina) are revealed. Some

aspects of social maturity are revealed in the works of L. Kogan, S. Ikonnikova, V. Lysovsky, V. Radul, A. Rean, E. Holovakha, and others.

In the scientific literature, a person's ascending to professionalism is called professionalization. Markova, A. K. understands professionalization as a holistic continuous process of becoming a specialist and a professional, which begins with the choice of profession, lasts throughout a person's professional life and ends when a person terminates one's professional activity. The results of professionalization can be considered becoming a professional, the development of new professionally important qualities, the transition of human to the next level of professionalism [6].

Today, pedagogical education is increasingly seen not only as the production and acquisition of pedagogical knowledge and skills, the assignment of values and meanings, but also as the disclosure of essential forces, inner potential of future specialist's personality, which allows one to competently and responsibly perform socio-professional roles, produce new ideas, solutions, thus creating real conditions for self-development of the future pedagogue's personality [8].

Thus, subject-subject relations should be built between pedagogues and students, the mechanism of which is determined by the peculiarities of social development, the interpenetration of "external influences" and "internal conditions" [9].

In our opinion, pedagogical acmeology meets these tasks. Its researchers believe that "pedagogical acmeology studies the mechanisms of achieving individual and collective activities related to solving pedagogical problems, explores the gradual formation of the pedagogue, the motives of professional achievement, the trajectory of professionalism in pedagogy, pays attention to how people learn social and professional requirements determines for oneself the optimal individual strategy (acmeogram) to reach the peaks of professionalism and maturity, taking

into account the unique combination of their needs, capabilities and abilities "[2].

Acmeogram is a comprehensive description of the professional activity of a specialist, which includes stable individual, subject-activity and personal qualities that are professionally important for this activity, ensure its success. The use of acmeogram as the most complete systematic description of the professionalism of the pedagogue allows not only to identify its desired components, but also to identify those that hinder productive activities. Such contraindications play the role of psychological difficulties, barriers, blockers. Comparison of really formed qualities of the pedagogue with indicators of the acmeogram allows to determine the level of one's professional competence, to develop a strategy for advancing to the top of professionalism, to optimal practical activity [2].

We take into account the opinion that the acmeogram is "an individual section of a potential in the pedagogue, one's opportunities, prospects. It highlights what needs to be improved to reach a high level professionalism in pedagogical activity. Acmeogram is the basis of individual professional development, because a high-class professional is a "product of unit production" [2, p.137].

In our opinion, it is appropriate to take into account the acmeological factors of professionalization of the future specialist, substantiated by Slastyonin V. O., ie the main causes of driving forces, the main determinants of reaching the peaks of professionalism [11]. The researcher considers the most important acmeological factors of professionalization as follows: individual's desire for self-realization, high personal and professional standards, high level of professional perception and thinking, the prestige of professionalism, etc. Indeed, the need for future pedagogues to change, develop appears in connection with changing requirements and expectations of society to them, changing the levels of development of

educational systems, society as a whole, ie it does not arise automatically from the need to resolve contradictions between requirements of society to the pedagogue and the current level of one's development as a person and a professional. External factors either stimulate work on oneself, encouraging development, or force the future pedagogue to use various techniques that remove these contradictions, primarily – in their mind.

It should be said that the problem of purpose and goal-setting, the problem of the relationship of the categories "goal", "means", "result" is the object of philosophical (Frolov, I. T.), psychological (Leontiev, O. M., Tikhomirov, O. O.), pedagogical (Makarenko, A. S., Sukhomlinsky V. O., Likhachev, B. T.) researches in which the relation of the purpose and goal-setting is defined, the attempt of classifications of the purposes is made, conditions of goal-setting in historical, philosophical and pedagogical aspects are considered.

From the point of view of acmeology, goal-setting is a process of making meaning that promotes the holistic development of a professional's personality, consolidation and accumulation of progressive life experience, formation of socio-professional maturity as a leading characteristic of a high level of professionalism.

Pedagogical goal-setting is represented by several directions: general pedagogical, didactic and educational. Within the process of vocational education, external orientation is carried out by means of the implementation of pedagogical technologies. According to scientists, in particular Pekhota, O. M. [7]. Sysoieva, S. O. argue that the purpose (task) of pedagogical technology is to design the desired educational environment, which would contribute to the subject-subject relations of the participants in the process, and this in turn, the implementation of personality-oriented approach in the educational process [10].

An important condition for the formation of professionalism of the future pedagogue is, in our opinion, taking into account in the training of basic acmeological laws, which according to Derkach, A. O. and Zazykin, V. G. are: 1) the law of personal and professional development and increase of personal potential, which establishes the relationship between the process of formation of professional characteristics and the formation of a holistic personality; the law of self-expression in the profession, which describes the processes and mechanisms of professional self-determination, self-affirmation, self-realization of professional image of "I", personal and professional growth in the context of self-expression in the profession [2, p. 51-52].

The implementation of these laws, in our opinion, allows us to consider training as a process of continuous professional development of the whole personality of the future pedagogue, as well as actively involve in the process of professionalism mechanisms of personal self-actualization and related internal motivation of future pedagogues.

We take into account the opinion of scientists, in particular, Bondarevskaya, E. V., Derkach, A. O., Slastyonin V. O. and believe that such an approach requires consideration of the principle of variability in the choice of means of interaction of the subjects of the educational process, ie such an organization of educational work that would meet the demands of both personality and society. The conditions for the implementation of this principle in the process of forming the professionalism of the future pedagogue are the following: reliance in education and training on practical experience, personal needs of self-development that students have; demonstration of possibilities of application of theoretical knowledge in professional activity; involvement of future pedagogues in intellectual, physical, spiritual work, public life in the academic group, at the department, at the university in order to develop a professional worldview, professional

culture, personal focus on professional activity and self-development of professionalism.

We take into account the opinion of Kuzmina, N. V. that one of the main professionally significant qualities of a pedagogue is their "personal orientation" [5]. According to the acmeological approach, personal orientation is one of the most important subjective factors for reaching the top in professional and pedagogical activities. The choice of the main strategies of activity determines, according to Kuzmina, N. V., three types of orientation: truly pedagogical; formally pedagogical; pseudo-pedagogical.

Rubinstein, S. L. argued that motives are determined by tasks (goals) no less than the task by motives. Therefore, in educational and professional activities can also be divided into two types of goals: the goal as the content of the motive (gain assessment, knowledge, experience, avoid punishment) and goals other people and society in general, which include the actual goals of the higher vocational education [9].

We share the opinion of Derkach, A. O. and Zazykin, V. G. that self-esteem is an important determinant of professional self-awareness. The scientists note that adequate self-esteem is influenced not only by performance of activities, but also social factors, evaluative judgments and attitudes of others [2, p. 173]. Since the content of self-esteem is the attitude of the future pedagogues to their own professional activities and the development of professionally important qualities and characteristics in relation to professional standards and etalons, we believe that in the process of professional training of future lecturers of pedagogy have to be showed high examples of pedagogical professionalism, criteria for the development of professional culture and professional competence of the pedagogy lecturer, formed the skills and abilities of reflection of the professional formation process and own professional activity.

We take into account the position of Slastyonin V. O., that an important component of professional and pedagogical culture (content characteristics of the professionalism of the future pedagogue) is a reflective culture that includes reflectivity as a personal quality, value-meaning life and professional guidelines, professional and personal potential, responsibility as a criterion of social and professional maturity [11, p. 38].

Slastyonin, V. O. explains that the main parameters of the molding technology reflexive culture of the future pedagogue can be represented as stages of the educational process through the prism of subjective self-realization, self-affirmation, self-realization of students [11, p. 39].

Accordingly, in the process of teaching psychological and pedagogical disciplines, future pedagogues should be showed values of professional and pedagogical culture, created conditions and applied incentives for their awareness and correlation with the model of the axiological sphere of ideal pedagogue-lecturer.

It should be also noted that in acmeology the formation of values personality orientations is associated with the formation of the meaning of life and activities. Thus, Kogan, L. N. considers the concept of "meaning" through value self-determination of a person, draws attention to the fact that one can simultaneously belong to various "microenvironments" that may have multi-vector influences. Therefore, each individual is forced to constantly find oneself in a situation of evaluation and selection of certain attitudes and values orientations from among those offered by these groups and environments. In our case, on the formation of value orientations of the individual the future pedagogue is also influenced by several socio-cultural environments – institutions of higher education, youth and vocational subculture, microsocial environment, etc., and the task of educational work in pedagogical free education is, in our opinion, precisely in the influence on the formation socially significant hierarchy of personal value orientations,

saturation of socio-cultural space of the institution of vocational training with values professional and pedagogical culture, implementation in the educational process principles of pedagogical axiology.

We share L. N. Kogan's opinion that a person cannot assimilate all the richness of human social experience, so self-determination of personality, the formation of the meaning of one's life and the corresponding motives of activity is connected with selection of those values that best meet one's individual attitudes, needs and interests [4]. In this context, if internalized universal values form the basis morality of the individual, then embedded in the professional culture of educational (pedagogical) values form the basis of the professional consciousness of the future pedagogue.

We take into account the conclusions of Derkach, A. A. and Zazykin, V. G., that valuable orientations are closely related to the professional mentality and motivational semantic sphere of personality. According to scientists, an important role in formation of professionalism is played by terminal values – material wealth, social security, career growth, personal self-realization, values of health care, etc. [2, p. 176-177].

Since high performance as a significant characteristic feature of professionalism is largely determined by the state of health, we believe that an important condition for the formation of professionalism of the future lecturer pedagogy is the education of a culture of healthy living, development physical qualities (endurance, stress resistance, hardening, etc.). A necessary condition for the effectiveness of this process is the formation of value-motivational attitude to their own health in the self-concept of professional, that includes: health self-assessment, lifestyle stereotypes, style of professional activities, ways to restore health, attitude to bad habits, ideas about standards of behavior, etc.

Based on the fact that creativity is a productive human activity, able to generate qualitatively new material and spiritual values of social

significance, Sysoieva, S. O. emphasizes that personal qualities are most strikingly manifested in creativity, which provides personality with its essential and holistic self-realization [10].

Conclusions. The priority of the training process is the development of such creative qualities of the personality of the future pedagogue, as: positive self-image (adequate assessment), desire to know oneself; creative interest, curiosity; desire to search for new information, facts; achievement motivation; courage, willingness to take risks, independence, initiative, confidence in their strengths and abilities, purposefulness, persistence, ability to get the job done, diligence, emotional activity; problem vision, the ability to put forward hypotheses, original ideas, the ability to research, developed imagination, fantasy, the ability to identify contradictions, the ability to overcome the inertia of thinking, the ability to analyze, integrate and synthesize information, the ability to communicate interpersonally; alternative-thinking, divergency, accuracy of thinking, strength and associativity of memory, integrity, syntheticity, freshness, independence of perception, search-transforming style of thinking; communicative qualities, therefore, the attitude to the future pedagogue as a socially mature person, the bearer of scientific worldview, involves the development of their reflection, promoting self-awareness as a subject of activity, bearer of certain social and professional values, socially useful personality. This, in turn, means the need to strengthen the dialogic nature of learning, special organization of pedagogical communication, creating conditions for students and opportunities to defend their views, goals, life positions in educational and upbringing work.

Література:

1. Бондаревская, Е. В. (2003). Личностно-ориентированный подход как технология модернизации образования. *Методист*, № 2. С.2–6.

2. Деркач, А., Зазыкин, В. (2003). *Акмеология*. Учебное пособие. Спб. Питер.
3. Деркач, А. А., Сайко, Э. В. Деятельность как основание акмеологического развития субъекта и ситуативная активность субъекта как действенный фактор ее развития. *Мир психологии*, № 2. М. С.193–200.
4. Коган, Л. Н. (1984). *Цель и смысл жизни человека*. М. Мысль.
5. Кузьмина, Н. В. (1970). *Методы исследования педагогической деятельности*. Л. Изд-во ЛГУ.
6. Маркова, А. К. (1996). *Психология профессионализма*. М. Знание.
7. Пехота, О. М., Єрмакова, І. П. (2012). *Основи педагогічних досліджень: від студента до наукової школи*. Навчально-методичний посібник. Миколаїв. Іліон.
8. Радул, В. В. (2017). *Соціальна зрідість особистості монографія*. Харків. Мачулін.
9. Рубинштейн С. Л. (1989). Принцип творческой самодеятельности. *Вопросы философии*, № 4. С. 39–53.
10. Сисоєва, С. О. (2011). *Інтерактивні технології навчання дорослих: навчально-методичний посібник НАПН України*. Ін-т педагогічної освіти і освіти дорослих. Київ. ВД “ЕКМО”.
11. Слостенин, В. А., Мажар, Н. Е. (1991). *Диагностика профессиональной пригодности молодежи к педагогической деятельности*. М. Прометей.

References:

1. Bondarevskaja, E. V. (2003). *Lichnostno-orientirovannyj podhod kak tehnologija modernizacii obrazovanija* [Personality-oriented approach as a technology of modernization of education]. *Metodist*, No. 2. Pp.2-6.
2. Derkach, A, Zazykin, V. (2003). *Akmeologija* [Acmeology]. Uchebnoe posobie. Spb. Piter.

3. Derkach, A. A., Sajko, Je. V. *Dejatel'nost' kak osnovanie akmeologicheskogo razvitija subjekta i nasituativnaja aktivnost' subjekta kak dejstvennyj faktor ee razvitija* [Activity as the basis of acmeological development of the subject and onsituational activity of the subject as an effective factor of its development]. *Mir psihologii*, No. 2. Moscow. Pp. 193–200.
4. Kogan, L. N. (1984). *Cel' i smysl zhizni cheloveka* [The purpose and meaning of human life]. Moscow. Mysl'.
5. Kuz'mina, N. V. (1970). *Metody issledovanija pedagogicheskoy dejatel'nosti* [Methods of research of pedagogical activity]. L. Izd-vo LGU.
6. Markova, A. K. (1996) *Psihologija professionalizma* [Psychology of professionalism]. M. Znanie.
7. Pekhota, O. M., Yermakova, I. P. (2012). *Osnovy pedahohichnykh doslidzhen: vid studenta do naukovoï shkoly: navchalno-metodychnyi posibnyk* [Fundamentals of pedagogical research: from student to scientific school. Training manual]. Mykolaiv. Ilion.
8. Radul, V. V. (2017). *Sotsialna zridist osobystosti monohrafiia* [Social mediocrity of the individual monograph]. Kharkiv. Machulin.
9. Rubinshtejn, S. L. (1989). Princip tvorcheskoj samodejatel'nosti [The principle of creative independent activity]. *Voprosy filosofii*, No. 4. Pp. 39–53.
10. Sysoieva, S. O. (2011). *Interaktyvni tekhnolohii navchannia doroslykh: navchalno-metodychnyi posibnyk NAPN Ukrainy* [Interactive technologies for educating adults: a basic methodical book of NAPS of Ukraine]. In-t pedahohichnoi osvity i osvity doroslykhiu. Kyiv. VD “EKMO”.
11. Slastenin, V. A., Mazhar, N. E. (1991). *Diagnostika professional'noj prigodnosti molodezhi k pedagogicheskoy dejatel'nosti* [Diagnostics of the professional aptitude of young people for teaching.]. M. Prometej.

Citation: S. O. Danylov (2021). PEDAGOGICAL ACMEOLOGY-BASED DEVELOPMENT OF SOCIO-PROFESSIONAL MATURITY IN THE PROCESS OF MASTER'S TRAINING . Frankfurt. TK Meganom LLC. Paradigm of knowledge. 2(46). doi: 10.26886/2520-7474.2(46)2020.6

Copyright L. Ametova ©. 2021. This is an openaccess article distributed under the terms of the Creative Commons Attribution License (CC BY). The use, distribution or reproduction in other forums is permitted, provided the original author(s) or licensor are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution or reproduction is permitted which does not comply with these terms.