
Cultural aspects of pedagogical acmeology

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Abstract: The relevance of the study is that the educational acmeology is very important in the process of the professional development of teachers. The purpose of the article is to consider pedagogical acmeology as the science of how to achieve professionalism and competence in the work of the teacher. It was reflected the preliminary results of the research work of acmeology of general and professional education. The results of a study of pedagogical acmeology are presented in two directions: cultural aspects of pedagogical acmeology and integrative communication of pedagogical acmeology. Recourse to unresolved and controversial issues of pedagogical acmeology allows the representatives of different scientific areas to broaden the horizons of scientific fields – perhaps the development of ecolinguistic, econosphere pedagogics and acmeology of management and many others.

Keywords: self-knowledge; self-regulation; self-realisation; competence; functionalism; humanism.

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1 Introduction

The need to improve professional training defines the tasks to improve psychological and pedagogical skills of teachers of higher, secondary and primary professional education as enhancing their professional competence in the field of modern achievements of pedagogy, psychology and acmeology. Qualification and professional retraining of education workers in conditions to detect new personal resources and their more

productive use in order to build effective strategies for professional growth of the modern teacher. Acmeology – the science of achievement vertices (gr. akme – the highest degree of smth., apex, blooming strength + logos – word, speech, study). The acmeology as a concept that refers to the psychology of maturity or adulthood introduced N.A. Rybnikov (Krotova and Akhmetzyanova, 2019), the further development of acmeology as a science is connected with the works of Ananiev (2000) and continued by Bodalev (1998). Derkach (2004) called acmeology science, comprehensively studying the development of an adult. Human health should be considered on the basis of feasibility of the generalised potential of a person (individual, personality, subject of activity and individuality) (Shtal et al., 2019).

Acmeological concept of human health combines it with enlightenment and education. In the characteristics of health its biological, psychological, pedagogical and medical aspects are integrated. Acmeological conception of health assumes its constructiveness and dynamism: the preservation and promotion of health on physical, mental, spiritual and other levels. Practical tools are methods of acmeological designing, maintenance and consulting. Acmeological design is used for individual work related to the definition of strategies of life, behaviour, or professional development. Acmeological support is used in serving the various organisational and pedagogical activities. Acmeological business is an individual work with teachers related to helping them to achieve their own peaks of professional activity, pedagogical skills, formation and implementation of self-concept, etc.

Professionalism from the perspective of acmeology is the property of self-developing of the person performing the movement to ‘the acme’ or the pinnacle of excellence in the profession. Acmeology as the science of studying the major approaches to professional development, as well as those factors, conditions, mechanisms that determine the success of the improvement and self-identity, completeness of self-realisation in profession and life in general. The study of the theoretical foundations and practical development of acmeological technologies of self-knowledge, self-regulation and self-realisation help to identify strategies and tactics to achieve high professional skill of the teacher needed in the global development of the education sector, as well as receiving the experience of designing the process of professional and personal self-development in the process of professional growth and achievement of professionalism. Pedagogical skills and professionalism of the teacher is integral characteristics of the personality of the teacher. The pedagogical challenges that teachers face to are flexible and multifunctional. Teaching activities include the manifold types and directions of activity: educational, developmental, educative, diagnostic, corrective, consultative, managerial, organisational, reflective, etc. Improving the training and retraining of specialists associated with a conscious person climbing to a high level of competence and professional skills. This is possible with the use of new and perspective science – pedagogical acmeology.

2 The notion of teachers’ professionalism

One of the central concepts of pedagogical acmeology – the notion of teachers’ professionalism. It is an integral characteristic of the personality of the teacher, involving a knowledge of several types of professional activity and pedagogue combinations of

professionally important psychological qualities, which provide effective solution of professional tasks according to the training and education of students (Derkach, 2002).

According to Markova (1996) professionalism of a teacher should meet a number of criteria, including:

- Objective criteria – The effectiveness of educational activities (its major types – training, developing, educating, and supporting the work of the teacher – diagnostic, correctional, consulting, organisational management, self-education, etc.).
- Subjective criteria – Sustainable pedagogical orientation (the desire to remain in the profession), an understanding of value orientations of the teaching profession, a positive attitude towards oneself as a professional job satisfaction.
- Procedural criteria – The use of socially acceptable, humanistically oriented methods by teacher, and technologies in his\her work.
- Scoring criteria – Achievement of results in pedagogical work demanded by society (the formation of personal qualities of students, ensuring their preparedness for life in a rapidly changing society) (Derkach, 2004).

The levels of professionalism of the teacher are the steps, stages of its movement to high levels of pedagogical work:

- The level of mastering the profession, adapting to it, the primary assimilation of rules by teacher, necessary techniques and technologies.
- Level of pedagogical excellence as performing at a good level the best examples of the pedagogical experience acquired in the profession.
- Owning available in the profession methods of individual approach to the learners, the methods of predecisional.
- The implementation of student-centred learning, etc.
- The level of teacher's self-actualisation in the profession, awareness of the opportunities of the teaching profession to develop their personality, self-development with the help of tools of the profession, conscious strengthening of their positive qualities and mitigating negative, and enhance individual style of activity.
- Level of pedagogical creativity as the enrichment of the educational experience of their profession through personal creative contribution, the making of the author's proposals as for certain tasks, techniques, tools, methods, forms of organisation of accounting process, and creating new methods of training and education.

To achieve a high level of professionalism of the teacher of course needs special teaching abilities that define the totality of individual psychological characteristics of personality of a teacher meeting the requirements of the teaching activities and determine the success in mastering this activity. Of course, that special teaching ability is closely connected with the common powers of person, which provide relative ease and efficiency in the acquisition of knowledge and implementation of pedagogical skills. Unlike teaching abilities from teaching skills is that teaching skills is the peculiarities of personality and

pedagogical skills is the separate acts of teaching activities undertaken by the person at a high level.

Group teaching abilities primarily include: pedagogic observation, pedagogic imagination, perfectionism as a character trait, a pedagogical step, organisational skills, simplicity, clarity and persuasiveness of speech. Pedagogical observation is the ability of the teacher to discern the essential, the characteristic, even subtle properties of the trainees. Pedagogical tact is the observance by the teacher of the principle of action in dealing with learners in a variety of fields of activity, the ability to choose the best option protecting relationship to the personal dignity of the learners. This monograph is devoted to the consideration noted and other problems of pedagogic acmeology. The authors are members of the chair of acmeology of general and professional education of the faculty of advanced training and professional retraining of workers of education of Russian state professional-pedagogical university (Derkach and Zazykin, 2003; Blonskii and Bogomolov, 2000).

3 The characteristic of acmeology

Acmeology also recognise moral education along with other established areas of education required to achieve the 'acme'. That is another line of cooperation between pedagogics and acmeology is being opened. Recognising that acme of the person consists of many systems of public relations, public ties (I – my friends, I and my family, I and my workforce, I – inhabitants of my city, I – the citizens of my country, etc.) (Bestuzhev-Lada, 2000), it is legitimate to speak of acmeological potential of education in general as far as education is the inculcation of the correct person from the point of view of morality, norms of man's relationship to himself, others, society as a whole. In this sense, in the definition of acmeology, according to the pedagogical encyclopaedic dictionary, it is said correctly words that acmeology also deals with the problem of dependence between the features of professionalism of the person and his behaviour outside the sphere of professional activity. That is to say, it is assumed that acmeologic-pedagogical understanding of professionalism, deduced from the status of 'things in themselves', making it open to relations with other spheres of activity and qualities of the person.

Another task of acmeology is defined by the authors of the articles about it presented in the present encyclopaedic dictionary, mainly – the development of methodological tools that help to organise optimal conditions for achieving the levels of professionalism by people in all spheres of human activity, for the manifestation by them their social and creative qualities. Whether it is mainly engaged in professional pedagogy, serving professional education? In particular, initial vocational education (IVE), aimed at the training of skilled workers in all socially useful activities on the basis of basic education? (Behterev, 1991).

Thus, the analysis shows the following: current definitions of acmeology ambiguously characterise this phenomenon. According to acmeologists in a narrow sense, the subject of acmeology is the search for laws of self-development and improvement of a mature personality, self-realisation in different spheres, self-education, self-correction and self-organisation. In the broadest sense, processes and mechanisms to improve the individual personality of the subject of work and personal life, profession,

communication, and leading to optimum ways of self-realisation. At the same time, it is recognised (and this is probably more narrow understanding): at the present stage acmeology is primarily the science of professionalism. That is, however, the potential and the actual definition of acmeology are given.

In general, however, acmeology appears as a science:

- About professionalism, about adulthood, about the laws of the progressive development of the person, an individual as a whole, the subject of work, personality and individuality.
- About the regularities of progressive human development at the stage of its maturity, and especially when it reaches the highest level in this development.
- About optimisation and usage of intellectual-creative abilities of people of mature age, about the professionalism as the highest stage of human development.
- About the optimisation of learning technologies in the context of contradictions between the growing amount of information on the one hand, and the time needed to master it.
- About the study of human potential at any age stage of one's development with the aim of aiding in the implementation of the accumulated potential at the stage of maturity; of moral and spiritual foundations of the progressive development of professionalism, etc.

Not easy to determine the subject of acmeology as a whole, moreover, it is difficult to decide on a subject of pedagogical acmeology. Because all of these characteristics of acmeology, anyway, can enter the subject of the latter. At the same time, authors believe (Behterev, 1997) that the above characteristics of acmeology, given in pedagogical sources, in many of its provisions represent characteristics that can be attributed primarily to the pedagogical acmeology. Based on them, one can surely only repeat what it has been said above: pedagogical acmeology does not fit within the limits of the science of how to achieve professionalism in the work of the teacher. Pedagogical acmeology, like acmeology in general, should not be limited by the development of professionalism. Even if we are talking about progressive development. Generally, about development, one should say that it refers to the number of words and words-brands that seem to speak for themselves: we are good. But the development is not a goal of human existence.

We have to evolve, of course, but we need to know for what to develop. It is very important to know the criteria of development, the source points and its expected consequences. Even with a progressive development it is not so clear as it seems. For example, the disease can progress. In political science and social philosophy, there is already known to us, the term 'progressive deregulation'. Pay tribute to acmeology. They accurately chart the development guidelines, its focus on positive, public and social significance. Which, by the way, because of its bias was pretty lost in our pedagogy under the influence of functional and even of humanistic psychology. It most carelessly used word-trap, that is to say, trusted to the ear. There is a large degree of heuristic and the intellectual bias of our education. An interesting example is cited repeatedly in the book of Derkach and Zazykin (2003).

Recognising the proximity of acmeological look to the ideas of humanistic psychology, they do not consider them identical. The watershed between the acmeological understanding of self-development and understanding of self-development.

Researches by Maslow (2003) are in line with the direction of this development. “In acmeological understanding the main content of the development should be progressive and humanistic (and not some other, especially egoistic) self-actualization and personal fulfillment” (Derkach and Zazykin, 2003; Blonskii and Bogomolov, 2000). Listing self-actualised signs presented in the works of Maslow (2003), the authors note: “these characteristics are unstructured in form and content set, not the system, which reduces the value of information. But this is not important. The founder of humanistic psychology in the characterization of the most valuable for him self-actualized personality, did not noted his humanistic orientation. Thus, it appears that such a person develops only for himself, focusing on himself” (Derkach and Zazykin, 2003; Bodalev, 1998; Petrovskii, 1962).

Here is a good example to follow, especially for educators. Because it is often the main criterion of usefulness of the idea for teachers is its visual appeal or even more powerful ‘argument’: the whole world lives it. Pedagogy is becoming increasingly dependent on a different sort of world poetry, as indeed, our entire educational system. Intellectual-heuristic slavery slightly sweeter than political and ideological dependence. And maybe bitterness. Whatever you say, some ideological ‘innovation’ is pressed forcibly in our heads, but, as it turns out now, and it is easier to treat us. Today, right after thriving voluntary personal and public slavery to all overseas, in the first place, of course, Western. One can think that voluntary slavery is a very bad thing. In such cases, the medical term ‘diagnosis’ is used for the characteristics of the phenomenon. The positive trend in the development of the person as personality, the subject and individuality should be a key indicator of pedagogical acmeology. And of course, installation on a holistic multidimensional human, taken together all its internal and external connections and relationships, phylogenetic and ontogenetic characteristics.

4 To the problem of identification of pedagogical acmeology

4.1 Acmeology as a study of professional development

Assuming the characteristics of the pedagogic acmeology as a science about how to achieve professionalism in the work of the teacher (Derkach, 2002; Alekseyev, 1997), we have a certain right to say: the real design of acmeology as a disciplinary area has begun since the birth of pedagogical acmeology. And acmeologists do not deny it. They assume that the first stage of becoming the object of acmeology was mainly the professionalism of the teachers.

At this point, they point to the proceedings of book by N.V. Kuzmin, “which became a landmark for the approval of acmeology” (Shtal et al., 2019). In them, according to Derkach and Zazykin (2003), they are highly authoritative researchers of problems of acmeology, for the first time “acmeological knowledge was convincingly presented as an urgent, independent and efficient”. Moreover, “despite the fact that these books were about the professionalism of the teachers and masters of industrial training, it became obvious that the suggested principles and approaches described regularities are fair for study and skill development and other activities” (Derkach and Zazykin, 2003; Albuhanova-Slavskaiya, 1980). Of course, it is possible to notice that the study of the problems of professionalism was not only in the framework of the analysis of pedagogical activities. Questions of professionalism (professional formation) in

psychology, psychophysiology, psychology of labour, and professional pedagogy were posed and resolved not only in works of teachers, but also in works of workers, pilots, etc. (Ananiev, 2001). But even in this case, in studies of this kind, one way or another, pedagogical component, and even dominant made itself felt. As an example, it was mentioned the work of the Central Labour Institute, under the leadership of A.K. Gastev, it was developed effective technologies for the professionalisation of workers, their achievement of high professional indicators through the rational organisation of training and labour (Sagdullae et al., 2018).

Pedagogy, adults learning optimisation problems and use intellectual-creative abilities of people of mature age, also represented the basis of pedagogical acmeology, namely, the use of intellectual and creative abilities of people (Amosov, 1987). In fact, detailed picture of the subject of pedagogical acmeology is presented in a pedagogical encyclopaedic dictionary (Ananiev, 2000). It has a main area of research of pedagogical acmeology, which is related to the study of professionalism as the highest stage of human development. The authors mean acmeology as a whole. But acmeologists, although determined in the most general form of the acmeology as a science, and studying the patterns and phenomena of progressive development of person as a whole on the stage of its maturity especially, however, clearly indicate that at this stage, acmeology acts primarily as a science of professionalism (Derkach and Zazykin, 2003; Andreyeva, 1998). That is to say, sometime in the future, it is possible that this approach will cease to be relevant. For teachers, it is also not certain: why is it necessary to study the regularities and phenomena of the progressive development of a person especially when it reaches a high level in its development? After all, if a person has reached a high level of development, what is also needed from him? As they say, the best is the enemy of the good. Millions of those adults need even basic professionalism.

According to Bodalev, “the country has a huge number of people who are engaged in politics, economics, management, science, in many other areas and are not professionals in all sense of the word. And, stacking, such a lack of professionalism leads to huge losses in construction, in foreign and domestic policy, in industry and in agriculture, in management, in the field of education and in all other areas of life of the people” (Bodalev, 1998; Anisimov, 1998). Although it may be that there is misunderstand? In the definition of acmeology, according to a given pedagogical encyclopaedic dictionary, it is not about achieving the highest 28 level of professionalism (or, say, the subjective or personal development), and the study of professionalism as the highest stage of human development. With this opinion one can agree, other can argue, but the main thing – whole person put forward on the first place. He is the source and end-point of development. Moreover, people are such a phenomenon that stands above its development. He/she is as an integral organism specifies its development, not the development sets him/her.

Otherwise, the tail will wag the dog. Further, in the present pedagogical encyclopaedia, it is argued that acmeology examines the problems of contradictions between the growing amount of information on the one hand, and on the other hand, the time needed to master it. This task also contains a powerful pedagogical context. Its solution has a long philosophical and pedagogical history. Scientists, philosophers, and teachers have consistently pointed out themselves the pedagogical means to solve this problem. So, Dobrov (1968) emphasised the fact that the saturation of science more and

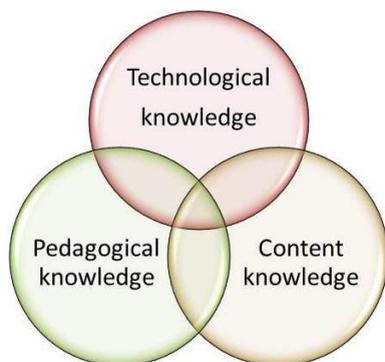
more knowledge of different origin poses a training challenge to take effective countermeasures, enabling them to provide a synthetic perception of this knowledge:

- a the decision in the learning process as applied problems and theoretical problems
- b the widespread use of cybernetic machines in the educational process
- c the active application at all stages of learning techniques, providing skills for independent acquisition of knowledge, etc. (Kirillova et al., 2017).

4.2 Methods of acmeology

Based on the provisions of Sichivica (1972) concludes that the well-known effects can be achieved using teaching methods, which are based on some peculiarities of the higher nervous activity of man (hypnopaedia) or other complex phenomenon, the study of which is engaged in parapsychology (Tsvetkova, 2016). Further, emphasising the seriousness of the situation caused by rapid growth of amount of information, the researcher adds that great prospects are open on the path to creation of the general theory of simplification in scientific knowledge, the development of which has already been put on the agenda. The same problem worries Sukhanov (2012), pointing to the contradiction between the increasing volume and complexity of knowledge and traditional methods of transmission (Sobyanin et al., 2016). As a means of resolving this conflict, he offers ‘special teaching methods’ problem, programmed instruction, methods of acmeology and flexible training system. At the same time in the fundamental textbook on general acmeology as key elements of acmeological technologies acmeologists include methods: identifying and exploring the hidden psycho-physiological capacities and reserves of the individual professional, the conditions of their manifestation and activation.

Activation of reserve possibilities of the person (activation of the unconscious processes of mental activity, using methods of self-regulation and self-improvement using feedback on performance of self-regulation) comprehensive revitalisation of creative activity (using the psychological techniques of collective psychology, including suggestive and gaming forms of creativity). The important role of acmeological technology plays techniques of ‘brainstorming’ (Anisimov, 1999). As you can see, the similarities between the above mentioned methods, attributed to pedagogy, and acmeological methods are obvious. On the level of technology, a ‘meeting’ happens of acmeological and pedagogical worlds. Acmeology just cannot do without pedagogical support. Similarly, pedagogy is in need of acmeological instruments. One must say that the technology of game modelling, suggestive training, and training methods in pedagogy are solved from the very beginning of its existence. The first form of pedagogical interaction was a game based on the modelling situation. In fact, all learning is a process of modelling reality, the process of virtual mediated entry into reality. Therefore, in the personality oriented teaching, the great emphasis is put on training and simulation technologies. Not accidentally, in the definition of educational technology given by specialists of UNESCO, it is characterised as a systematic method of evaluation of the whole process of teaching and learning by taking into account human and technical resources and the interaction between them to achieve a more effective form of education. The main components of acmeology can be seen in Figure 1.

Figure 1 The main components of acmeology (see online version for colours)

And finally, not by chance, the goals of educational technology are the acmeological goal in essence: the actualisation of personal and professional development, professional development of personality, the formation of meta professional entities: generalised knowledge, abilities, skills and action competencies, experience of the qualified performance of professional activities, and ensuring the subject-subject interaction of all participants in professional educational process (Ananiev, 2000; Asmolov, 2004). Therefore, agreeing with the opinion of acmeologists on the approximation of acmeology and pedagogy at the process line (for example, it is recognised that pedagogy has developed a set of reflexive, games, training practices, combining learning, teaching and personal development), at the same time, authors strongly disagree with their position, namely, that psychology, in contrast to pedagogy, aims not only obtaining a knowledge by person, but improving it the most, its thinking skills and abilities (the generalists). In this position, apparently, reflected today's belief that, say, was education, which was given to people only knowledge, but the personality, its creative, I mean creative and other qualities, was not engaged.

In this position, apparently, reflected the current wisdom about the education, that was given to people only knowledge, but the personality, its creative, one means creative and other qualities, was not engaged. One can be surprised that pedagogy for thousands of years was wrong, but now there was a miracle innovators and everything put in its place. But even Democritus said, many have no mind, thus emphasising that knowledge alone is not enough for a person, it is necessary that this knowledge could 'work'. And knowledge should not be neglected. Another genius Antiquity Socrates generally believed that knowledge is the best human virtue. Moreover, it is possible when higher education officials almost their innovative achievement is the invitation because of not having their foreign professors. Moreover, it is possible when higher education officials almost with their innovative achievement consider invitation because of not having their foreign professors. It goes without saying that the sin is not that foreign professors are invited. The scientific community needs to cooperate with each other. But the focus on the alleged inability of our scientists is to adequately educate the current generation.

And most importantly, these plans are based on politics, which, according to the words of Z. Gippius can be called 'destruction ahead' (Sagdullae et al., 2018). In modern language, it can be called planning of the process for 'progressive deregulation'. Actually, the incapacity of our scientists is planned. In practice, this has led to a sharp decrease in the quantitative and qualitative potential of our science. It pays

tribute to, probably, ideological moments. The current level of indoctrination in our 'de-ideologised' country has reached its 'acme'. It comes to the fact that a child of six years to the advice of his mother how to brush your teeth, can answer: mom, do not tell me to brush teeth as cleaned under the Soviet regime. It comes to the fact that a teacher with half a century of experience can say that in these communists he was supporting notes, and now he is busy with modular technology. One can hope that in the latter case, we deal with irony. But it is also revealing. In the analysed encyclopaedic dictionary, it is emphasised that acmeology reveals common and different features, manifested in people in the course of their activities, and also explores the factors that determine qualitative and quantitative characteristics of 'acme'. Very importantly, these factors and at the same time characteristics include the moral education (Bazarnyi, 2004).

Pedagogic acmeology should deal with the consistent pattern of progressive positive development in the socio-cultural sense of the word not only of the teacher but of all the subjects of acmeological pedagogical interaction, including students and even the process of education itself, which also needs a progressive 36 positive development. In characterising pedagogical acmeology, in our opinion, it is necessary to consider also the position of Fromm (2006) about the fundamental incompleteness of human development. "Human tragedy, wrote the greatest humanist of the XX century – is the fact that its development is never completed, even under the most favorable conditions a person implements only a fraction of its capabilities, or the person manages to die before to be born" (Petrovskii, 1976, 1982; Mesheryakov and Zinchenko, 2003).

5 Conclusions

The understanding that acme is the highest stage of development – is similarly relative category, like everything in the world. It is necessary to reach the top, but avoid the temptation to think that we will achieve it. Especially because we never know how high is our top. What would be a clever tool for measuring acme invented by the scientists, they (the tools) will only testify to our ability to get closer to the truth through their calculations. And more: the man specifies the norm himself. Even if, it will deal with a host of attendants among psychologists, acmeologists, or teachers.

As a result, pedagogical acmeology, authors define it as the science of regularities and ways the maximum possible disclosure of a person's potentials and achievements on this basis, the most optimal results in its progressive positive development as a personality, subject, individual and individuality – as a holistic multidimensional human in conditions of specially organised educational process. Authors understand that it was not avoided the ambiguities and contradictions, in our judgements about the pedagogical acmeology. It had not been provided a matrix of its determination. Only the thought of reaching heights of acme in any case soothes, in essence, the goal is unattainable. But still the person moves to it, overcoming one level after another.

Problems of the scientific phenomenon of pedagogical acmeology will be long attracted by the attention of educators, psychologists, linguists, as there is no clear view on this science, principles, and methods of pedagogical acmeology were not developed. Recourse to unresolved and controversial issues of pedagogical acmeology allows the representatives of different scientific areas to broaden the horizons of scientific fields –

perhaps the development of ecolinguistic, econosphere pedagogics and acmeology of management and many others.

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