THE BUILDING PERSONAL COMPONENT IN THE STRUCTURE OF PHYSICAL EDUCATION SPECIALISTS’ ACMEOLOGICAL COMPETENCE

Tetyana Dereka
Borys Grichenko Kyiv University, Kyiv, Ukraine
tanyadyba@mail.ru
ORCID: 0000-0001-8636-0792

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Abstract. The paper analyzes the structure and components of teacher’s acmeological competence. There are traits of physical education specialist’s personality that contribute to reach the heights of professional excellence and fulfillment in the profession activity defined. The educational process should be aimed at developing of physical education specialists’ acmeological competence (its motivational, cognitive, activity, personal components), development of professionalism and their ability to self-improvement. Specialist’s acmeological competence is the integrated personality-activity quality that allows him to set and effectively solve the different levels complexity problem for the sake of self-improvement and self-realization in different spheres of life, especially in the professional.

Keywords: acmeology, acmeological competence, continuous training, traits of personality, specialist, physical education.

Introduction

Considering acmeology as the science of «patterns of human development achievements created activities, self-creativity», N. Kuzmina isolates a purposeful personality on the productive stage of maturity when processes of self-education, self-education are the most successful as a subject acmeological researches. In accordance with researcher the modern acmeology is a branch of science and a complex of scientific disciplines whose object of study is the human dynamics actualization of creativity, self-development, self-improvement, self-determination in various spheres of life, independent professional activity and system of continuous training (Kuz'mina, 2002). As the researcher noticed the acmeology subject is conditions, factors and incentives of human creative potential fulfillment throughout the life course, the development of creative readiness for future activities, achievement the heights of life and professional activities. V. M. Maksymova determines that acmeology is the science of the summit and the highest achievements in life and human development (Maksimova, 2002).

Acmeological competence, after A. A. Derkach is a multi-level integral personal-activity trait that allows one to set and effectively achieve the challenges and problems of different difficulty levels for self-actualization, self-improvement and self-realization in different spheres of human’s activity and especially in the professional sphere [4]. Acmeological competence describes professional’s maturity as the subject of professional self-development and reflects its ability to build (to plan) a gradual development in various spheres of life with a constant complication of tasks and increasing level of achievement that allows to realize the psychological and acmeological resources of human more fully. Acmeological competence of physical education specialists, according to our research, has several components such as motivational, cognitive, activity and personal building (Dereka, 2015).

Let us consider the following important component of acmeological competence such as personal traits that ensure human’s development towards the planned achievements.

The essence acmeological approach to talent nature researches is to examine the individual as a holistic phenomenon in one's essential unity parts (individual, personality, individuality, life entity); human orientation to continuous self-development and self-improvement, motivation of high achievement, aspiration good results and life success; creative organization of the individual’s activity at all stages of lifelong education, creation of necessary conditions for the fulfillment of its creative potential. Providing the acmeological approach usage the dominating role plays issues of specialists' creative abilities development taking into account various aspects of their training and improvement.
Method
O.E. Antonova identified factors that contribute to the development of educational endowments and establishment of teacher talent using biographical method to highlight the qualities of a gifted teacher (considering the example of J. A. Comenskii, K. D. Ushinskii, A. S. Makarenko) (Antonova, 2012) such as:
- inspiring educational environment (family and school);
- thorough higher education and not always in educational field;
- conscious choice of teaching profession;
- broad-minded, encyclopedic knowledge;
- hard work, perseverance;
- the desire for self-education;
- creativity (reformist spirit, new ideas, creative use of educational ideas predecessors);
- the ability to start everything from the very beginning to overcome difficulties will power;
- the impact of strong personalities;
- oratorical gift;
- literary gift;
- love for children.

Results
V. A. Polochek’s researches point to the high importance of socio-historical and cultural conditions that influence the dynamics of professionalism formation, one’s career and life in general. The researcher also found the role of some acmeological factors, such as some of “general” conditions of human life that selectively detect the high determining force in certain periods of life in certain conditions of human activity. All this allows to define human’s social typology based on the criteria “acme” dynamics as an integral index of the level and quality of socialization. The researcher allocated five levels of human adaptation to society (Polochek, 2016):
1) those «reaching the bottom» are ones which don’t hold the "social limits" for various reasons (legal, ethical, group norms, assistance and support of loved ones); a persons characterized by deviant behavior;
2) "planning one" is a person who clearly regressing in comparison with either relative’s achievements or their own potential, obviously using existing personal and social potential unproductively. The results of professional activity serve them as a purposeful activity model quite rarely;
3) «planets» are people who «circle the orbit», given them by external conditions, not leaving their starting social niche, they are often qualified specialists, thou however they can’t be distinguished by extraordinary or high professional achievements. They are often focused more on the process but not on the result of activity, they «follow the life» but not «walk through it»;
4) «second magnitude stars» are people who have achieved significant heights in professional and personal development. This type is often presented in two subtypes: the «harmonious» one in terms of comprehensive social adaptation, successfully realizing itself in different spheres of life at the same time; and «workaholic» one focused exclusively on professional activities;
5) «the stars of the first magnitude» are people whose professional achievements are the highest in the scale of humanity and often associated with some social inadaptability of gifted man.

And so, summarizing the above factors (allowing to achieve significant progress in the creative professional activities), they can be grouped as follows: the ability to carry out educational activities (love for children, oratorical gift and literary gift); creativity; intellectual ability (wide horizons, encyclopedic knowledge, the desire for self-education); professional orientation (love for children, a conscious choice of teaching profession, thorough higher education); personal traits (hard work, perseverance, the ability to start everything from the beginning to overcome difficulties will power); some other external and internal factors (favorable educational environment, the impact of strong personalities) (Quennerstedt, Larsson, 2015).

Researchers notice that up-to-date teacher of physical education should be inherent in such personality traits as (Myckan, 2012):
- knowledge of the subject (the teacher should operate the information freely and flexibly, see the links in the complex structure of the evidence to be able to give students knowledge easily and guide them to possess them);
– to conduct teaching students in accordance with high methodical and scientific level and according to the program and methods of physical training, using the most effective methods and teaching aids;
– the desire for self-education (which is closely related to the interest of the teacher, his inspiration to work and for its part, promotes teacher’s emotional and volitional impact on students);
– love for children (each student has to be treated with the best faith that he may become better!);
– reasonable demands (it disciplines students, makes them think about their behavior, inhibits the negative and stimulate positive actions);
– a sense of proportion (it is important to be able to put yourself on the student’s place before setting requirements);
– pedagogical tact (which is manifesting in the teacher’s ability to create a foundation of healthy relationships);
– a personal example (which is shown in relation to the work, to the calling, to children, the ability to respect and both to demand and to help);
– the ability to control their activities and behavior (self-control, patience, balance, objectivity, delicacy, kindness, sincerity);
– the ability to observation (it helps the teacher by some external signs, some hints to see and understand the student "from the inside");
– creativity (it helps neutralize the negative reaction of the student, to restore friendly relations);
– the ability to use voice, facial expressions, gestures;
– pedagogical intuition (as an ability to identify and recognize some possible difficulties during the upcoming meeting with students, as well as in direct sports and recreational activities to prevent or neutralize their undesirable behaviors, the possibility of recording changes in children development and creating on this basis a system of deliberated and reasonable own activity).

Discussion

Nowadays, physical education specialist faces with an important task to promote harmonious development of student's personality. Therefore, in our opinion, the teacher should have the following professionally important traits: well developed integrated mental properties of the individual (attention, memory, thinking), psychological characteristics (emotional warmth, patience), personal and professional skills (being well organized, communicative, responsible, discipline, initiative), volitional qualities.

So, according to A. O. Derkach, teacher's personality acme-professionalism is a productive usage of «all internal resources (true pedagogical orientation, pedagogical skills, self-learning) for the students' development as a personality and preparation them for successful entry into the next educational system» (Derkach, 2007).

In accordance with V. D. Gladkov, S. D. Pozharsky, it is important to consider the professionalism acmeological invariants as basic properties, quality and professional skills, which provide high efficiency and stability of the activity, regardless of its content and specificity (Gladkova, Pozharskyj, 2011).

Professionalism acmeological invariants (from the French “invariant” means permanent) are basic qualities, skills and internal motives that provide high performance and stability of activity, regardless of its content and specificity, as well as active professional self-development and the implementation of its creative potential (Derkach, 2007).

Author Disclosure

Thus, the overall acmeological invariants include the strength of the individual; developed anticipation; high level of selforganization; ability to make decisions; timeliness; non-standard; creativity; efficiency; high and adequate achievement motivation. Special (specific) acmeological invariants are such as: competence; communicative; communication; social and perceptive insight; the ability to exert a psychological influence. Single acmeological invariants reflect the individual need in the active purposeful development and creative potential realization. The researchers note that the professionalism acmeological invariant concept enables to accelerate specialist's personal and professional development significantly (Gladkova, Pozharskyj, 2011).

Thus, the professional competence in the acmeological sense is the main cognitive component of personality professionalism and activity subsystems, the field of permanent interests, the range of current issues, knowledge system being constantly expanding, and makes it possible to carry out professional activity with high productivity.
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