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Akmeological approach in professional training of the undergraduates in terms of postgraduate education

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Abstract

In this article the issues related to the implementation of the acmeological approach problem in the content of undergraduates preparation are reviewed; the psycho-pedagogical conditions of acmeological approach implementation, centered to the formation of acmeological orientation of the individual graduate are identified, and the structure and content of acmeological direction of the teacher is described, the specific experimental data demonstrating the effectiveness of the implementation of this approach in the training of graduate students in postgraduate education is provided. Personally centered potential providing for progressive development of personality in the process of professional activity is being reviewed as the basis of personality professionalism enhancement by completion of the series of akmeological invariants of the professionalism. The main directions of personality potential realization are considered to be outside, directed to the biosphere, society, technosphere, infosphere; inner related with the personality direction and having the hierarchy structure which unites different levels of potentiality (biological, psychological, and personal) and based on the movement of enegetical self regulation of the individual to the valuable meaningful personality self management.

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1. Introduction

The Republic of Kazakhstan enters in a new quality of the society life, which needs in human capital of economic maintenance. The changing in the system of public relations makes a great impact on education and requires the adequate answer on the realija of a new historic stage. This identifies the search of new approaches to the professional development, the content of which will be directed first of all to the personality formation, who is

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ready to act effectively in a constantly changing social economic conditions, to the creative personality, professionally mobile and being able to constant professional self development and self enhancement.

Three-staged higher education in Kazakhstan (a bachelor degree, magistracy – the doctoral studies) at a postgraduate stage assume specialized preparation of masters and doctors of PhD capable to research of psychology-pedagogical problems of an education system, to pedagogical and scientific activity in higher educational institutions. The master of pedagogic should be prepared to solve the professional and educational tasks corresponding to his degree (qualification) that assumes: development of methodology of pedagogical science and the skills of independent research and pedagogical activity demanding wide education in the corresponding direction; possession of abilities to formulate and solve the problems arising during professional activity to process the received results, to analyze and comprehend them taking into account available data etc.

By the European Qualifications Framework of the Higher Education ("Dublin descriptors ") a master degree student is characterized as a graduate student, who is able to demonstrate a deep current knowledge in the specialized field / discipline: knowledge of the latest theories and their interpretations, methods and techniques to evaluate critically and interpret the developments of the theory and practice, own methods for conducting independent research and interpret their results, make their own original contribution to the field (thesis), demonstrate originality and creativity in fulfilling the activity in a particular area.

We believe that the implementation of acmeological aspect in the current system of postgraduate education will encourage the realization of creativity potential, the fruitful usage of personal resources to succeed in the professional activity of the future teacher.

2. Discussion

The all above mentioned specifies the high degree of urgency of akmeology centered system creation for the future teacher preparation and predetermined also a choice of a subject of our research «Akmeological approach in professional training of the undergraduates in terms of postgraduate education». The research aim consists of theoretic-methodological justification and scientific methodical ensuring akmeologic preparation of scientific and pedagogical staff. The research object is the process of postgraduate education. The research tasks are:
- to define the akmeology as a science, studying of personality professionalism high level reachment;
- to specify the essence of pedagogical acmeology;
- to define the methodological approaches to research of akmeologic preparation of masters;
- to identify the akmeological factors, contributing to the formation of postgraduates professional competence;
- Opening the core of the definition «akmeologic preparation», and to prove its importance in professional development of undergraduates. Akmeologic ideas of personality development were expressed by many philosophers of an ancient time. For example, the basic akmeologic concept of personality creative potential self-realization is closely related to the concept of "self-movements" in the meaningful relation, which was introduced by Platoon. And the concept "akmeology" was introduced at first time by N.A.Rybnikov in 1928, for designation of the special section of age psychology – maturity and adulthood psychology. This term appeared in rough intellectual and social search of the 20th when such scientific branches as an evrilogiya (P. Engelmeyer), an ergonologiya (V.N.Myasishchev), a reflexology (V.M.Bekhterev) appeared.

The Akme is a multidimensional condition of a person, even though it includes significant extent of his life stage, but it always really shows, as far as the person was formed as the citizen, as a professional – actor (Derkach). The step of a professional maturity of the person and so-called top of this maturity (akme) is a multifunctional condition of the person which doesn't appear unexpectedly and at once. All previous life of the individual "works" for it, including deeply scientifically and professional education, checked on efficiency. As a result it will define what kind of knowledge graduate of professional school will have in a step to active maturity, what valuable orientations, relations and abilities will compose his the center of the person, and what kind of knowledge and skills as well as reserve will characterize him as the creator and professional actor. High professionalism and creative skill of experts is one of the major human resources which becomes a factor of the optimum solution of pressing global and crisis problems. In this socio-cultural context a new science akmeology has a special value (from Greek word akme, which means top, peak, a dawn). It studies regularities and technologies of professionalism and
creativity development as akme-forms of optimum implementation of every possible types of professional activity. About the pedagogical akmeology, about its main categories. Pedagogical akmeology is a science about the ways of professionalism and competence reachment in the work of a teacher. Fundamental categories of pedagogical akmeology at the real stage of development are: "skill", "competence", "creativity", «pedagogical creativity», «creative potential», «professional», «professional development». Let's briefly stop on these concepts.

A.S.Makarenko asserted that pupils will forgive their teachers’ severity, dryness, and even fault-finding, but won't forgive bad knowledge of a subject. "Based on my own experience I’ve made a conclusion that skill based on ability and qualification can solve any question". Pedagogical skill expresses a high level of pedagogical activity development, special, based on interrelation and interdependence of theoretical and practical knowledge, abilities, skills, possession of pedagogical technology, also teacher personality his creative experience, a civic and professional position.

The highest component of the personality is professional competence. The professional competence is considered as an integrated characteristic of business and personal qualities of the experts, reflecting level of knowledge, skills, experience, sufficient for implementation of a certain kind of activity which is connected with decision-making. Professionally competent teacher is an expert that has professional knowledge and abilities; capable not only to project the activity, but also to operate pedagogical process, sensitively reacting to any changes of educational process. What is the pedagogical creativity? We couldn’t find unequivocal definition of this concept essence in scientific works. S.L.Rubenstein characterizes creativity as «activity of the person creating new material and cultural wealth, and has public importance». By V.I.Andreev’s (1988) definition, defining creativity as a human activity, has a number of the signs characterizing it as complete process: existence of a contradiction of a problem situation or creative task; the social and personal importance and progressiveness which makes a contribution to society and personality development (antisocial activity, even in an inventive form is not creativity, that’s barbarity); possessing of objective (social, material) preconditions, conditions for creativity; possessing of subjective preconditions for creativity (personal qualities is knowledge, abilities, especially positive motivation, creative abilities of the personality); preconditions for the creativity; novelty and originality of process or result.

Creativity is person’s creative possibilities (abilities) which can be shown in thinking feelings, the communication, separate kinds of activity, characterizing the personality as a whole and/or its separate parties, activity products, process of their creation. Creativity is a process of appearing sensuality to problems, to defect or disharmony of available knowledge, defining of these problems, searching of their decisions, promotion of hypotheses, checking, changing and rechecking of hypotheses, and at last, formation and the decision result announcing (P.Torrens). The creative potential is defined as the intellectual and creative precondition for creativity (D.B.Bogoyavlensky), as the gift available for each person, as integrated dynamic personal education (A.I.Savenkov), as patrimonial property of the person, as ability for new production (A.I.Sannikova’s). From A.M.Matyushkina's point of view, the creative potential represents the integrativ personal property expressing person’s attitude to creativity. V.I.Andreev, E.V.Bondarevskaya, Ya.A.Ponomarev, A.V.Farm recognize that creative potential development is promoted by personality activity which is presented as intellectual, subject and other types.

What is the novelty of teacher creativity? V.A. Can-Kalik and N. D. Nikandrov consider pedagogical creativity as «the most difficult transformation of a person by a person». Other researchers see in creativity the most expressed freedom of manifestation of human spirit, that’s difficult or impossible scientifically analyze. Professional competence (from Latin «competens» – "corresponding", "capable", «possessing competence», "expert") of the teacher is considered as the high level of readiness due to knowledge of strategy of productive pedagogical activity, structural components cooperating in it and criteria for measurement of efficiency degree. When we use the concept «professional competences», we accept that «professional competences» are obtaining of professional activity productive technologies complex based on possession of professionally important personal qualities providing abilities of the personality to implementation of productive professional activity and aspiration to professional self-improvement. Professional competence is generalizing psychological and akmeologic category.

The master education level assumes formation at undergraduates of different types of competence set: social, social and psychological, communicative, conceptual, professional. Educational process in magistracy is connected with competence problems – the block of questions which future master should solve functionally and be responsible for his decisions. Competence as ability for knowledge integration, abilities and ways of their
application in the conditions of changing requirements of the external sphere, includes: set of similar knowledge, abilities and relations necessary for successful performance of work.

Professional development is a process in result of which the person manages to keep quality and level of the professional skills and abilities during all his life. In other words, it is not enough to become the professional. To remain the professional is necessary to continue professional development.

Professional development should be and a mentality, a useful habit, not a duty or formality. From public interests point of view, professional development of the person can be considered also as one of points of the code professional ethics: the person, who is not working over, can't be recognized as the professional.

Our study on the akmeological training of masters held positions with the following methodological approaches:

- **A systems approach** that considers all components pedagogical system in close relationship with each other (goals, objectives, content, principles, forms and methods of teaching undergraduates) (V.V.Kraevsky, G.P. Schedrovitsky, E.G.Yudin and others);

- **Subject approach**: a system forming factor of acmeological system is the personality of the future specialist, which is the subject of immediate self-improvement and improvement mediated own activities and by Akmeological technologies (B.G. Ananiev, A.A.Derkach, N.V.Kuzmina, S.L. Rubinstein, and others);

- **Competence-based approach**, involving the formation of the future specialist skills and becomes the basic from the point of view of determining the quality of specialist training in the educational environment of the postgraduate education (I.A.Zimnyaya, Dzh. Raven, A.V. Khutorskoi, and others).

- **Activity approach**, confirming the activity as the main means, and the main condition of development and identity formation, centering identity for the organization of creative work as the most effective transformation of the world, allowing to determine the optimal conditions for the development of the individual in the process of activity (S.L. Rubinstein, A. Leontiev, A. Brushlinskii).

- **Cultural approach** which is considering man's connection to the culture as a system of values, and representing by itself the development of the person by himself, his emergence as a creative person and the subject of culture (V.L. Slastenin, E.V. Bondarevskaya, N.D. Nikandrov, and others). As the integrating approach in relation to the other methodological approaches, actually appears the acmeological approach oriented to the formation of a future professional setting up to the highest achievements in the most complete self-realization in the learning process at the stage of post-graduate education (B.G. Ananiev, A.A.Bodalev, A. O. Derkach, N.V.Kuzmina, N.A.Rybnikov).

As the result of investigation the acmeologic factors contributing to the formation of professional competence of students in post graduate education have been fixed up.

Objective factors: system providing of quality training of the specialists, professional orientation of the arranging of creative self-study, the use of innovative technologies, the creation of conditions for the formation of professional competence among postgraduates. Subjective-objective factors: the organization of work in a team, relationship in the training group and the working teams, the organization of the group activities of undergraduates, which will promote the development of social motives of activity and skills of the team work. Subjective factors: creativity, flexibility and operability of thinking, consistency and professional skills development, the development of vocational and significant qualities (creativity, leadership skills, team work, awareness, responsibility, kindness, loyalty, tolerance, etc.), and the innovative direction and openness to the experience, curiosity, breadth of vision, the ability to form teams, orientation on the quality and results, direction of the person for the work and communication, expressed achievement motivation, cognitive, and social motives, the desire to deepen and expand professional knowledge and skills bringing to the improvement the creative impact on the background of personal qualitative enhancement.

3. Conclusion

Study of the problems of acmeology of vocational training is relevant, requires the identification, validation of the theoretical apparatus of acmeology of vocational training, improvement of the professional competence of the specialists of vocational education, taking into account the integrative features of the pedagogy. Emerged as a new paradigm on interdisciplinary intersection of social, technical, human and natural sciences acmeology solves the problems identifying the best factors and conditions that allow an adult to be formed as an individual personality and
identity and the subject of activity, which means to reach his "Acme". (Primarily in the professional activity). Development of the acmeology is identified by the necessity to study the holistic image of the person, including the study of the formation process of establishing the principles of human development at the stage of adulthood, especially taking into consideration the specifics of his personal history on the prior age stages. Pedagogical acmeology is defined by us as the science of the regulations and ways of the maximum possible disclosure of their human potentialities, and achieving on this basis the optimal results in his progressive positive development as a person, subject, individual, and individuality as an integrated multi-dimensional person in a specially organized educational process. It is important for improving the quality of education and offers the prospect of a new model of training of the future teachers and is aimed to solving the problem of human capital.

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