

THE SOCIAL-PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF ACMEOLOGY

Abstract

Acmeology is an anthropological science, which studies person's spiritual, intellectual, physical, as well as individual, personal and professional development features, factors and patterns during his life maturity. The article describes the methodological bases of acmeology, its development stages, branches, scientific-practical problems related to the improvement of a person during his professional activity and the highest manifestation of his vital potential. Theoretical and practical issues of andragogy are interpreted based on the analysis of social survey data.

Keywords: *Acme, acmeology, higher degree, andragogy, professionalism, maturity, vital potential, diagnostic methods in acmeology.*

Introduction

In the modern age of globalization, the public is very concerned about the issues related to professionalism, human resources and employment.

The development of new methodological bases in the system of anthropological sciences acquires special significance in the conditions of political, socio-economic, ethnocultural-demographic shifts, market relations, rule of law and democratic society. This is a science, the subject of which is the patterns and principles of the formation of a person's personality, maximum manifestation during professional activity, self-improvement, self-realization, professional-creative development.

Rethinking the ways, means and opportunities of a person's education and development throughout his life, becoming a professional, full disclosure of internal opportunities in an appropriate social environment, activities, commensurate with a person's social status, are possible only by developing such theoretical basic concepts, which are based on new approaches to the problem of human development.

New branches of anthropological science are developing, such as acmeology and

synergetics, acmeology and pedagogy, which outline fundamentally new approaches in the spheres of human personality development, combining the achievements of philosophy, pedagogy, psychology, genetics, physiology, valeology.

Discussion

The basis of acmeology as a science about human being lies in the origins of human civilization and goes through several stages of development. Note that still ancient thinkers were interested in the issues of human self-realization in the world, maximum manifestation of vital potential, self-realization, comprehensive knowledge of the world, formation of views, attainment of the highest degree of perfection in ontogeny, manifestation of human potential from the beginning.

Apollodorus, a representative of the Alexandrian school in 144 B.C. developing the doctrine of acme, emphasizes the highest level of human development as the maximum manifestation of activity, perfection, the peak of activity the introduction of vital forces.

The word *acme* translates from Greek and means peak, height, highest degree. (Kashapov, 2011, p. 5). Acme, according to ancient thinkers, is a state of manifestation of the physical and mental strength of an individual, in which the highest level of human vital activity is achieved - awakening, rebirth of mental potential.

The ideas of the maximum manifestation of vital forces during the life at a certain age were expressed in the views of the Greek philosopher Plato. He combined the realization of creative potential with self-improvement (Starikova, 2008, p. 59).

Leonardo da Vinci expressed acmeological approaches to the acquisition of creative mastery too. Representatives of different directions of philosophy, psychology and physiology have expressed philosophical ideas about human self-improvement, wisdom, professional self-realization in different stages throughout his life A. Berdyaev, V. U. Solovyov, N. O. Lossky, N. I. Pirogov, V. U. Berdyaev.

Acmeological ideas were also expressed in the field of culture. At the beginning of the 20th century an acmeological direction was formed among the Russian intelligentsia - acmeism, the founders of which A. A. Akhmatova, N. U. Gumilyov, O. E. Mandelstam and others have expressed remarkable views on human self-realization, perfection, the aesthetics of emotions, the supremacy of values.

The goal of acmeology is human perfection, the person's support in reaching the heights of physical, mental and professional development, select of the appropriate forms and means of humanitarian content (. (Kashapov, 2011, pp.3-7).

The development of acmeology in the history of world culture has taken place in several stages, but received serious scientific substantiation in the 1920s. At 1928

researcher N. A. Rybinsky introduced the concept of "acmeology" as a science about the development of an adult.

In the middle of the 20th century Russian psychologist B. G. Ananyev considered acmeology as a system of sciences that emphasizes the study of the life stages and age characteristics of a person as an individual. He described "acme" as a period of active manifestation and mastery of an adult's social and professional abilities (Starikova, 2008, p.7)

The 90s of the 20th century are considered to be the stage of creation of the theory of Acmeology, scientific-methodological substantiation, in the field of which many researches have been carried out by A. A. Bodalyov, A. A. Derkach and other scientists (Derkach, 2004, p. 3).

At the beginning of the 21st century, acmeology is viewed in the context of the harmonious cooperation of the individual and society in relation to culture, philosophical anthropology, values, ethno-ecology. In various scientific researches, it is considered as a science about the personal peculiarities, general patterns of activity manifested at the highest level of human development, as well as about professionalism. (Sisyan, & Babayan, & Aghuzumtsyan, 2015, p. 161).

Acmeology as a science has several manifestations and branches: classical, fundamental and applied.

Classical acmeology is considered as a branch of age psychology, including pedology, youth (juvenology), and gerontology.

Fundamental acmeology views man as a complete system. Its subject is the discovery and substantiation of the patterns, conditions, factors of the realization of the creative potential during the life of an adult and in the professional activity. Its a new interdisciplinary science that unites the worldview-methodological data of philosophy, psychology, pedagogy, sociology, applied and other social sciences, which consider the paths of a person to the heights of cognition and pedagogical-psychological technologies of achieving new results.

Applied acmeology considers these approaches in specific areas of activity: professional, management, political, military, medical, psychological, sociological, legal, economic, pedagogical, etc.

Acmeological approaches distinguish age, educational and professional aspects, which determine the activity of the subject in the process of developing professional skills and professionalism.

The age aspect refers to the characteristics of the diagnosis and manifestation of

human abilities at different stages of life.

The educational aspect emphasizes the diagnosis and development of knowledge and skills in the system of general, vocational and continuing education.

Being in close interaction with the theory of management, pedagogy, and psychology, in the field of professional activity, acmeology significantly changes the emphasis in the system of lifelong learning.

The professional point of view emphasizes the definition of opportunities and results of work activity, psychological readiness for the given type of activity, the degree of social responsibility for the results of that activity.

Acmeology studies the phenomena and patterns of a person's personal and professional development at the stage of his maturity, especially in the context of achieving higher results and being the best in that period of development. (Gevorgyan, Hakobyan, Saratikyan, & Hovhannisyan, 2014, p.15).

In psychology the maturity is viewed as an intermediate stage between youth and old age. It is the most significant period of ontogeny, which is characterized by caring, cognitive, tendencies to achieve maximum physical development. The chronological frames of adulthood are quite conventional. From an acmeological point of view, adulthood is considered to be around 35/40 to 55/60. An adult is characterized by high responsibility, social activity, self-control, self-realization. The development of a person at this age is directly related to his active involvement in social and labor activities.

B. Anan'ev, A. Leontev, M. Makhchanyan and other researchers, considering experimental data on the psychological, pedagogical and physiological processes of adults, claim that the possibilities of a person's cognitive activity reach their peak during their maturity, involvement in social and work activities (Makhchanyan, & Manukyan, 1997, p. 105).

Psychological data shows that although there is a relative decrease in the characteristics of middle-aged people's psychophysiological functions (for example, in memory, in attention) however, does not affect on their ability to work (Makhchanyan, & Manukyan, 1997, p. 96). The work-creative activity of a person is fully preserved.

As a person gets older, his cognitive abilities, such as memory speed and efficiency, inductive thinking, perception and reinterpretation of new connections and relationships, decrease and gradually increase a person's ability to form new relationships, make judgments, and analyze problems.

Therefore, many human cognitive abilities continue to grow with age. An adult realizes himself as a more independent, self-governing, vitally motivated person with

more experience.

From the point of view of acmeology, the peak of maturity, acme, is considered as a comprehensive characteristic of an adult, which includes a certain period of development: related to professional, personal and social achievements, allowing to study the features of the most important stages of human development in adulthood.

For example, in Ancient Greece, doxographers (authors of works that contained the thoughts and sayings of famous philosophers), while writing the biographies of prominent people, did not mention the dates of their births and deaths, but the period when they became famous for their achievements, reaching the highest peak of their activity.

Acmeology applies some diagnostic methods that are used in psychology, pedagogy, psychiatry, social psychology and other related sciences. At the same time, it would be wrong to underestimate such proven methods as conversation, observation, experiment, test methods, etc. These methods have powerful diagnostic functions.

Acmeology of these diagnostic methods, as well as other methods, is predetermined, first of all, not by their name and not even by their structure, but by their content. Acmeological diagnostics is primarily fixed on the development of people, on their professionalism, "acme". One of them is that the effect of complexity (and acmeology is a complex science) significantly increases the efficiency of the entire diagnostic system.

Diagnostic methods in acmeology, psychology can be classified according to various formalological grounds. On the basis of the acmeological approach, it is possible to overcome many problems in the development of diagnostic methods in modern human science. In particular, the combination of such methods as observation, testing, psychobiographical method, etc., can make it possible to create expert systems that have signs of artificial intelligence. Such systems are actually created in universities where acmeology, pedagogy and psychology are studied. They are acmeology courses.

Researches, done in the field of acmeology shows that one of the main directions of the reform and development of the educational system are the development of basic sciences dedicated to the improvement of human beings in achieving certain results, the realization of internal capabilities,

as well as the use of modern technologies in the development of professionalism and personality

in such a changeable geopolitical, socio-cultural conditions. Acmeology studies those issues, that are related to human self-education, self-organization, improvement, processes of self-realization, patterns, factors, socio-cultural conditions, which aspires the person, as an individual & subject of activity.

In the initial period of formation, the object of acmeology was teachers activity. *Andragogy* is the branch of pedagogy that deals with the theoretical-practical issues of adult education, teaching, learning, self-education. Andragogy operates in accordance with the age characteristics of the learners, vital and professional experience, taking into account the cognitive interests, professional needs, service status and the resulting emotional-psychological manifestations, rights and responsibilities, professionally significant personal qualities.

Note, that A. Derkach conducted a multi-year research in this area. He generalized the researches, clarified the theoretical-methodological bases of acmeology, determined the most important scientific directions, outlined the perspectives related to the study of the problem of becoming a professional in different spheres of activity.

Materials and Methods

In the field of andragogy research are the issues of organizing education in accordance with the age peculiarities of students, their life experience, cognitive interests, self-development need and internal motivations, communication and social contacts, which determine the specificity and methods of organizing the educational process.

To identify a number of theoretical-practical problems of education, training, learning, self-education, self-development, professional development we conducted a sociological survey. It was conducted among 40 students over the age of 30 of Master's degree programs at the faculties of Primary Education and Philology at Armenian State Pedagogical University after Kh. Abovyan, Yerevan, Republic of Armenia. The following data was received.

To the question "What is the main reason for your learning in the distance learning system?" 23.9% of respondents answered "Acquiring new knowledge, technological skills", 37% - "the need to acquire a new profession according to the requirements of the labor market", 26.1% - "awareness of supplementing professional knowledge for further self-development"; 13% - "fear of losing a job". From the point of view of acmeology, it is noteworthy that 37% of the respondents consider the need to acquire a new profession according to the requirements of the labor market, that means they evaluate the review of their opportunities at a certain age and see new perspectives of professional development.

The next question was: "In which forms of educational work do your skills show the most?" 28.3% answered - "interactive lectures", 39.1% - "group lessons / seminar, practical", 32.6% - "individual independent work". As we can see, a larger number of respondents prefer group-individual ways of organizing educational work, apparently they

feel more relaxed and confident in those ways, they are able to express themselves.

"What would you like to see more towards you in the educational process?" 47.8% of the respondents mentioned "personalized approach", 19.6% - "feedback", 32.6% - "involvement in research projects". It is noteworthy that 47.8% of respondents would like to see a personalized approach to him.

To the question "What experience do you have in the field of your professional activity?" 23.9% of the respondents mentioned: "I have experience in another profession", 13% - "I have no work experience", 63% - "I have 3 years - more experience in this profession". This data is remarkable in the fact that, apparently, 63% of the respondents feel the need for professional self-development during their work activity.

To the question "How do you feel when studying with younger students?" 8.7% of the respondents mentioned "discomfort, depression". 19.6% - "distrust of self-expression", 37% - "initially constrained, then free communication", 34.8% - "enthusiasm, activity - striving for self-affirmation". The fact that the least number of respondents feel uncomfortable while studying with younger students can be considered positive.

To the question "In your opinion, do teachers have a certain attitude towards students of a given age in the educational process?" 37% said "I feel a certain motivating attitude", 45.7% - "there is a stimulating and supportive approach according to the situation", 17.4% of students - "I do not feel special attitude". We consider the fact that 37% of the respondents feel motivating to be quite positive.

To the question "What difficulties do you feel during your studies?" 15.2% of the surveyed students mentioned "educational", 23.9% - "communication", 41.3% - "search and processing of electronic materials", 19.6% - "any" I do not feel any difficulty. " It is worrying that more and more respondents are having difficulty working with electronic materials.

To the question "What is your main motivation for studying at university?" 19.6% of the respondents mentioned "the desire to get postgraduate education", 6.5% - "the prospect of studying abroad", 73.9% - "the need to develop self-improvement skills". The data obtained are typical from the point of view of acmeology, that is, the majority in adulthood feel the need to develop self-improvement skills.

To the question "Do you have any difficulties in using the media during your studies?", 39.1% of the students said "yes", 45.7% - "sometimes, depending on the situation", 15.2% - "no".

To the question "When there is a need to use media technologies, what is your approach abroad?" 45.7% of the respondents answered "I am acquiring relevant skills",

23.9% - "I complain, but I still try to overcome", 30.4% - "I can not, I turn to for help." We consider it positive that the majority of respondents prefer to acquire relevant skills in terms of using media technologies, while 30.4% turn to others for help. This data leads to the development of certain approaches in the process of acquiring practical skills of media technologies during their studies.

The analysis of the survey data allows us to make the following conclusions:

- ✓ The motivation for getting an education in adulthood is the need to acquire a new profession according to the requirements of the labor market, the need to develop self-improvement and skills;
- ✓ There are some difficulties in working with electronic materials and the use of media technologies, but there is a purpose to master them;
- ✓ In social-psychological terms, learners generally do not feel barriers in interacting with students younger than themselves, they are even more active they also have the function of encouraging and supporting teachers;
- ✓ Group work is more preferable for them, but they would like a personalized approach to them.

Results

The data obtained from our observations on the peculiarities of the process of education in adulthood allow us to distinguish a number of theoretical-practical approaches to andragogy. It is important to assess certain traits, personal-professional qualities in a person, for example, ability to work, the need for self-education, creative activity, flexibility, adaptability, tolerance, independence, self-control, mobility, awareness and need to learn new things according to changing conditions. The key to the process of organizing adult education is the compatibility of personal and professional characteristics with the new educational requirements, the mature assessment of events and phenomena from the point of view of one's life experience, critical thinking, reflection, planning and organization of his / her educational activities, stable position, adequate perception of changing conditions and adaptation of actions to environmental factors, quick adaptation to social situations. Thus, flexibility is expressed in the fact that the adult deeply feels & appreciates the need for demographic, socio-political shifts, technological developments, the use of media technologies in the current conditions of innovation processes, self-development, self-improvement and does not complain, for example, when it is required to use media tools, use media resources, but, on the contrary, makes efforts to acquire appropriate competencies. Indicators of flexibility and adaptability are communication, cooperation, willingness to work in a team with younger students in a

new environment, awareness and forecasting of innovations, perspective developments in the field of his profession, from the point of view of acmeology, it creates stable motives for self-development and self-determination at a certain age. The factor of targeted use of material-financial resources should not be ignored. When studying the social-pedagogical-psychological peculiarities of learning in adulthood, one should take into account the fact that a part of the learners have experience of professional activity, the need to transfer and exchange that experience. However, it should be taken into account that sometimes some of their approaches are already rooted, have become stable stereotypes, changing, reconstructing, revising them are not so smooth, tact, delicacy, mutual understanding are needed. Naturally, when working with adult learners, the teachers also use special skills of working with students of that age, the androgynous competences. Our research confirms that this is expressed not only in the mastery of the course content, the identification of problems, the students' analytical, comparative, generalization, abstraction skills, but also in maximum involving them in the discussions, in creating situations that can be based on their life experience, or have a problematic nature, pushing for interactive discussions, debates, research projects during the classes. Approaches can be expressed in issues such as creating a dialogue environment, developing group tasks, analyzing and evaluating work results, conducting consultations and trainings, communication styles/tools (linguistic, non-linguistic), informational, organizational, psychological, methodological etc. It is also important to exclude authoritarian style during the educational interaction with them, considering the needs of adults, cognitive processes, speed of their thinking, evaluation and monitoring, implementation of work-evaluation. We should not ignore the use of different methods of assessing the needs of students: surveys, self-assessment scales, essays, interviews, analysis of results and relevant conclusions. Teachers should focus on the issues of further self-education and development of research skills of students, which will push them to find problems in the professional field, to conduct research for solutions, to outline ways, methods and means.

It's a fact that acmeological approaches and manifestations may not be unambiguous for different people, as people are different in their abilities and have different opportunities for development.

However, there are some important areas of development that are in line with the methodological principles of human research. Here are some of our observations:

✓ In the process of adult education can be distinguished diagnostic, cognitive, educational, motivational, social, adaptive, social interaction, communication,

information, consulting, predictive, organizational, control functions, job opportunities, social status, worldview, value orientations of a person;

✓ It is necessary to use the individual opportunities of human development, peculiarities of work activity, social status, value orientations, social order of the society, labor market movements and demands, prospects of professional development, technological developments;

✓ Internal human motivations, social-psychological factors, striving for self-establishment, self-affirmation, self-realization.

In the field of acmeology, the main focus is on the highest achievements in the professional field. Therefore, the areas of acmeology that are related to the professional achievements of an adult are more relevant, especially with the socially oriented professional development of the subject.

However, the development of acmeology should not be limited to the science of professional development. First, a person's professional development does not take place in a narrow circle at all.

A person cannot be manifested only as a subject of work activity: Life experience confirms that a high level of professionalism is always conditioned by a high level of personal and individual factors. High professional abilities are manifested due to abilities, personal qualities, which determine the peculiarities of the activity and its results.

Conclusion

At present, researches are carried out in the field of acmeology, within the framework of which cognitive, sociological, psychological, multicultural, axiological, ethical, ethnographic, religious, physiological, valeological, technological and methodological aspects are identified.

There are still many problems in this field of science: to study the general and professional patterns of acmeology, to determine the general that is inherent in man, as a subject of activity of an individual, person, identify and coordinate the conditions and factors that contribute to or hinder human development and self-realization, attitude towards professional activity, development of personal and professional qualities.

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