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**THE FORMATION OF PHYSICAL EDUCATION SPECIALISTS'  
ACMEOLOGICAL COMPETENCE IN THE PROCESS OF CONTINUOUS  
PROFESSIONAL EDUCATION**

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The Formation of Physical Education Specialists' Acmeological Competence in the Process of Continuous Professional Education

In the article the physical education specialists' continuous training is analyzed on the acmeology basis. 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. There are types of acmeological competence, according to professionalization: special competence, social competence, personal competence, individual competence. 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. Acme-motivation is a combination of all kinds of motives and the conditions that stimulate, steer and regulate the acme-centered self-development of a person. Activity component of physical education specialists' acmeological competence covers knowledge about how structured knowledge about ways of activities, experience of their use, personal gain educational experience, valuable attitude to independent learning. Cognitive component of acmeological competence is a set of data in acmeology, the result of the process of cognition the acme achieving and self-realization together with the reflection of this process in mind. The personal component of acmeological competence consists of personality's character traits that provide man to move towards the planned achievements.

*Keywords:* acmeology, competence, continuous training, specialist, physical education.

The state policy of modern Ukraine on lifelong learning carried out taking into account global trends of education in line with the socio-economic, technological and cultural changes that require competitiveness, occupational and social mobility, lifelong learning and professional self-improvement of expert. Professional training

of future specialists in physical education and sports are considered in the works of G. M. Arzyutova, A. C. Deminskoho, V. I. Zavatskoho, A. P. Konoha, L. P. Sushchenko, O. V. Timoshenko, B. M. Shiyan, Y. M. Shkrebtiya. Theoretical and methodological foundations of physical education developed by scholars such as: E. S. Vilchkovskyy, N. F. Denisenko, O. D. Dubohay, T. Y. Krutsevych, O. S. Kutz, L. P. Matveev, V. B. Korenberh, O. O. Gorelov. Basics acmeology investigated by O. O. Bodalev, A. O. Derkach, N. V. Kuzmina, O. A. Dubasenyuk, O. V. Voznyuk, L. S. Rybalko, O. E. Antonov-Rafi.

Given the social importance of the physical and spiritual development of young generation and the related relevance of physical education professionals' continuous training on the basis acmeology and at the same time both the lack of the problem's theoretical development and its poor practical implementation, we chose this theme for the study.

The aim of the article is to identify and study the components acmeological competence of physical education specialists in the process of continuous professional education on the acmeology basis.

Modern acmeology, according N. V. Kuzmina is a branch of science and complex scientific discipline whose object of study is man in the dynamics of selfactualization of its creative potential, self-development, self-improvement, self-determination in various spheres of life, independent professional activity, system of professional training [10, p. 14]. In our opinion the acmeological concept of professional's development by A. O. Derkach and V. G. Zazykina deserves attention, it has two planes of opinion systems detection [1, p. 65]: semantic and structural-procedural. At the same time by the content the development of work subject to a professional level is seen in context of the overall expansion of subjective identity space his professional and moral "enrichment". Process development of work subject to a professional level is analyzed in accordance with system position namely due to the changes and development of subsystems of personality professionalism and activity, normative regulation, motivation for self-development and professional achievement, reflective self-organization and in terms of disclosure of personality's

creative potential. The researchers note that personality professionalism is achieved in the process of development and as a result of it: the development of his abilities, personality-*business* and professionally important qualities, acmeological invariants of professionalism, reflective organization, culture, creativity, strong and adequate motivation to self-realization [11, p. 90].

The structure and content of professional competence, according to A. O. Derkach and O. V. Seleznev, are determined by activity specificity [4, p. 194]. According to professionalization, O. M. Kabankova identifies the following most characteristic for the future experts formation kinds of the acmeological competencies [9, p. 148 – 151]: *special competence* as the possession of his profession at high level and the ability to design their future professional development; *social competence* as his being able to the joint professional activities (group work) and cooperation; *personal competence* as being able to self-expression and self-development in different ways within the profession; *individual competence* as a commitment to professional growth and self-realization within the profession.

In accordance with A. O. Derkach the acmeological competence is a multi-level integrated both personal and activity quality that allows setting and effective achieving the challenges and problems of different difficulty levels to self-actualization, self-improvement and self-realization in different spheres of person's life, especially in the professional [4, p. 154]. We believe that continuous training of physical education specialists should be aimed at forming their acmeological competence (motivational, cognitive-acmeological, acmeological-activity, personal components) and development of professionalism and the ability to self-improvement [3, p. 172; 6, pp. 25 – 31; 7, pp. 25 – 29].

Following O. E. Antonov in given acmeological approach the issues of professionals creativity development dominate by considering various aspects of their training and improvement. *The age aspect* is aimed at the diagnosis instincts and abilities means pedology (studying children and young people), andrology of adults (including students and professionals) and gerontology (labor veterans). *The educational aspect* is aimed at the diagnosis and the development of knowledge and

skills in the general, vocational and continuing education. *The professional aspect* is aimed to identifying the opportunities and benefits of work activities realization through the implementation the psychological reediness for this type of work and the degree of social responsibility for its process and results. *The creative aspect* is aimed at determining the amount of effort spent and the success of their implementation by finding out the level of professionalism and innovation to improve its capacity of reflection to measure skills and assessment of the social significance of innovations derived in the process of creation. The key one (the one, which organizes the whole system) is considered to be the *reflection aspect* (associated with individual identity as "I", developing and understanding partners in communication in the workplace), which provides optimal mutual solution acmeological selected aspects of professionalization rights [2, p. 37 – 45].

Then, let us analyze the next components of physical education specialists' acmeological competences: motivational, acmeological-activity, cognitive-acmeological and personal.

The most important common acmeological factors are high motivation, need for achievement, and the desire for self-realization. As the basis of self-development and self-responsible is decided to be a human needs for new achievements, to succeed, to improve, an active life position, positive thinking, faith in their capabilities and understanding of life meaning [10, p. 102].

The problem of human motivation is widely enough represented in numerous studies (B. G. Ananiev, A. G. Asmolov, L. S. Vygotsky, V. V. Davydov, A. N. Leontiev, B. F. Lomov, S. L. Rubinstein, J. Atkinson, D. Birch, J. Nuttin), which can be explained by the needs of contemporary educational practice.

Acme-motivation, as noted by A. O. Derkach and A. V. Seleznev, is a complex of all kinds of motives and conditions (reasons, needs, interests, goals, aptitudes, motivational attitudes, ideals, habits, inheritance, etc.) which determine, stimulate, steer and regulate the acme-oriented personal self-development as a special spiritual activity. The features of acme-motivation, as noted by A. O. Derkach, V. G. Zazykin

and A. K. Markov, are its principal inability to be satisfied together with its growth while the satisfaction [5, p. 34].

Professional orientation, and values of professionally important qualities of personality as factors that determine the success of learning and satisfaction of pupils', applicants' and students' choice of teaching profession, include to the structure of the psychological readiness to pedagogical activity [12, p. 193 – 196]. The leading component in the structure of psychological readiness for choosing the teaching profession is the motivational one, being already formed in the age of early adolescence is the personality maturity criterion. Researchers had identified nine types of motives of occupational choice [15, p. 26], such as: professional-pedagogical, informative-educational, intellectual-developmental, communicative, emotional, ambition, identity, material-practical and motives of duty. The most adequate motives of educational activities choice, according to the author, are teaching and communication motives (i.e. internal professional motives), their advantage in the structure of motivational component of psychological readiness to choosing a profession shows the optimality of its formation. H. Hekhuizen showed that highly motivated and motivated for success tend to plan their future for a long time [16, p. 437].

Up to date experts in psychology of sport and physical education, according to R. S. Weinberg and D. Gould, hold a combined view of motivation, according to which motivation is not only the result of individual characteristics such as personality traits, needs, interests or goals, or only situational factors such as style of the teacher (coach). The authors believe that the most appropriate way of understanding the motivation is to study and taking into account the interaction of both personal and situational factors.

So learning motivation is defined as a separate type of motivation included in certain activities such as learning. Motivation to train (needs, interests, goals) directs and organizes the learning process, gives it a personal incentive value.

The next component of physical education specialists' acmeological competence is *activity component* covering structured knowledge about ways of

working, experience of their use, personal gain educational experience, valuable attitude to independent learning [17, p. 99 – 102]. As O. J. Savchenko notes, ability to learn relates to key competencies as a universal tool for the modern system of continuous education, without which it is impossible to achieve personal fulfillment [13, p. 33]. The researcher believes that to master it, one must rely on their own positive experience of independent learning.

In order to form a key competency such as "*ability to learn*" as systematic purposeful process, G. S. Sazonenko and V. V. Pristupa recommended for intersubject introduction in the school acmeological indicative program of general learning skills formation [14, p. 267] like: educational and organizational, educational, informational, educational and intellectual skills, creative skills. G. Dryden and John. Vos believe that "a real revolution in education is a learning how to learn, learning how to think, to study new methods that can be used to solve any problem that can arise in front of you at any age" [8, p. 120]. O. J. Savchenko determines structural components of the ability to learn [13, p. 37] as: motivational, contents, activity, control and evaluation, reflexive and correctional. Self-educational competence, in our opinion, is crucial in high school. Let us consider *cognitive component* of professional's *acmeological competence* which is acmeological knowledge. A. O. Derkach and O. V. Seleznev noted that acmeological knowledge as part acmeological competence is a complex of data in acmeology, the result of cognition the acme achieving process and self-realization and also the reflection of this process in human consciousness [4, p. 21]. The authors note that acmeological knowledge has the theoretical and empirical form of detection. At a theoretical level it reaches the level of facts explanation and comprehension them in terms of the science system as part of its theory. At the empirical level of knowledge acmeological knowledge serves as a means of self-knowledge and self-improvement of man and society.

There are three interacting areas being traditionally distinguished by scientists in the content of acmeological knowledge such as: *natural sciences, socio-humanitarian, technological* [4, p. 186]. *Natural-scientific field* provides the benefit

of translational motion to the acme information field of developmental physiology, psychogenetics, etc. neuroscience and experimental research methods developed in this area. *Socio-humanitarian field* includes basic facts of the human sciences and society. The theoretical basis of humanitarian component of acmeological knowledge is completed of sciences that study society, culture, history, people, human ontogeny. *Technological field* allows using the algorithmic standards of technical sciences (cybernetics, systems engineering, computer science) to optimize human life and makes humanities more technological.

An important component of acmeological competence is personal one that is range of personality traits of character that provide man to move towards the planned achievements. The essence of the acmeological approach to researching the nature of giftedness is to study the individual as a holistic phenomenon in the unity of its essential aspects (individual, personality, individuality, the subject of life); human orientation to continuous self-development and self-improvement, high achievement motivation, aspiration good results, success in life; organization of individual creativity at all stages of lifelong education, creation of necessary conditions for self-creativity. Given the acmeological approach applying the dominant role plays an issues of professionals' creativity development considering various aspects of their training and improvement. Research of V. A. Polochok indicates the high importance of socio-historical and cultural conditions that influence the dynamics of professionalism formation, career and life in general. Researcher identified the following acmeological factors: the ability to perform educational *work*, creativity, intellectual abilities, professional orientation, personal traits of character, external and internal factors.

Thus, professional competence in acmeological sense is the main cognitive component of subsystems of person's professionalism and activity, the range of current issues, the system of knowledge that is constantly expanding, and make it possible to carry out professional activities with high productivity.

The prospects for further research in this area consist in determining the levels of physical education specialists' acmeological competence components formation in the process of continuous training on the acmeology principles.

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Дерека Т. Г.

Формування акмеологічної компетентності фахівців фізичного виховання в процесі неперервної професійної підготовки

В статті проаналізовано неперервну професійну підготовку фахівців фізичного виховання на засадах акмеології. Освітній процес має бути спрямовано на формування у фахівців фізичного виховання акмеологічної компетентності (мотиваційний, когнітивний, діяльнісний, особистісний компоненти), розвиток професіоналізму та здатності до самовдосконалення. Види акмеологічної компетентності, відповідно професіоналізації: спеціальна компетентність, суспільна компетентність, особистісна компетентність, індивідуальна компетентність. Акмеологічна компетентність фахівця є інтегральною особистісно-діялісною якістю, яка дозволяє ставити та ефективно вирішувати задачі різного рівня складності задля самоактуалізації, самовдосконалення та самореалізації в різних сферах життєдіяльності, у першу чергу в професійній. Акме-мотивація є сукупністю всіх видів спонукання та умов, які активізують, спрямовують та регулюють акме-орієнтований саморозвиток людини. Діялісна компонента акмеологічної компетентності фахівців фізичного виховання охоплює структуровані знання про способи діяльності, досвід їх застосування, надбання особистого пізнавального досвіду, ціннісне ставлення до самостійного учіння. Когнітивна компонента акмеологічної компетентності є сукупністю даних в галузі акмеології, результат пізнання процесу досягнення акме й самоздійснення та відображення цього процесу в свідомості людини. Особистісним компонентом акмеологічної компетентності є якості особистості, які забезпечують рух людини до намічених досягнень.

*Ключові слова:* акмеологія, компетентність, неперервна підготовка, фахівець, фізичне виховання.

Дерека Т. Г.

Формирование акмеологической компетентности специалистов физического воспитания в процессе непрерывной профессиональной подготовки

В статье проанализировано непрерывную профессиональную подготовку специалистов физического воспитания на основе акмеологии. Образовательный процесс должен быть направлен на формирование у специалистов физического воспитания акмеологической компетентности (мотивационный, когнитивный, деятельностный, личностный компоненты), развитие профессионализма и способности к самосовершенствованию. Виды акмеологической компетентности, соответственно профессионализации: специальная компетентность, общественная компетентность, личностная компетентность, индивидуальная компетентность. Акмеологическая компетентность специалиста является интегральной личностно-деятельностным качеством, которая позволяет ставить и эффективно решать задачи разного уровня сложности для самоактуализации, самосовершенствования и самореализации в различных сферах жизнедеятельности, в первую очередь в профессиональной.

Акме-мотивация является совокупностью всех видов побуждения и условий, которые активизируют, направляют и регулируют акме-ориентированное саморазвитие человека. Деятельностная компонента акмеологической компетентности специалистов физического воспитания охватывает структурированные знания о способах деятельности, опыт их применения, достижения личного познавательного опыта, ценностное отношение к самостоятельному учению. Когнитивная компонента акмеологической компетентности представляет собой совокупность данных в области акмеологии, результат познания процесса достижения акме и самореализации и отражение этого процесса в сознании человека. Личностным компонентом акмеологической компетентности есть качества личности, которые обеспечивают движение человека к намеченным достижениям.

*Ключевые слова:* акмеология, компетентность, непрерывная подготовка, специалист, физическое воспитание.

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The article was received by the Editorial Office on 30.11.2015.

The article was put into print on 19.12.2015.

Peer review: S. O. Karaman, Doctor of Pedagogical Sciences, Professor