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METHODOLOGICAL PRINCIPLES OF ACMEOLOGY USE IN FORMATION OF ECONOMIC CULTURE OF FUTURE TEACHER

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Abstract. *The article reveals the methodological aspects of acmeology application as a strategy of theoretical and methodical-oriented research of future teachers' economic culture, including physical and mathematical specialties, formation. The problem of future teacher's economic culture formation as part of a holistic, integrated phenomenon – pedagogical culture – is discussed. In conditions of drastic changes in economy, teacher has to evaluate competently the economic situation of a society, to be responsible in the area of social and economic behavior and to form these qualities in the students. In this context, an important part of teacher's pedagogical culture is its economic culture.*

The position of the efficiency of pedagogy and economics connection application on the basis of methodological parameters of acmeology is substantiated. Methodological vector of acmeology in the formation of physical and mathematical specialties teacher's economic culture revealed through the following factors: transcultural, interdisciplinary, environmental, search and creative, information and innovation. Acmeology becomes a factor that is able to change the stereotypical view of the relationship of geography and economics as a priority direction of economic literacy and personality culture formation, including students and teachers. Orientation to a creative, resource of a personality, which is based on pedagogy and economics connection is more optimal because methodology of acmeology in a pedagogical context stimulates processes of the ingenuity in decision making, preserving human capital (H.Beker), human resource management. The main result of the application of acmeological methodology is a change of an emphasis in economic culture formation from the geographical resource approach to the creative human resource.

Key words: *acmeology, acmeology methodic, economic culture, human capital, future teachers of physical and mathematical specialization.*

Under conditions of modern economic global interrelations which are evident nowadays, strategies aimed at human creativity, its creative resource, at encouraging the development of internal potencies rather than on external influence become more optimal, mobile and effective. This makes actual the meaning of cultural, mental, spiritual aspects of education process which influence formation of a complex attitude to existence and social development of a country in globalizing world. The above mentioned is reflected in full in substantial characteristics of professional and pedagogy culture of a teacher the goal of which lies not only in giving knowledge in a certain discipline, but also create conditions of students' adaptation to rapid changes in the society. Thus, the formation of pedagogy culture of a teacher bears an important social meaning.

Pedagogic culture is not only an integral quality of a person, but also one of the means of teacher activity which is a qualitative “cut” of all of the areas of social life [8]. In conditions of drastic changes in economy, teacher has to evaluate competently the economic situation of a society, to be responsible in the area of social and economic behavior and to form these qualities in the students. In this context, an important part of teacher’s pedagogical culture is its economic culture.

Humanistic paradigm of education which became dominating at the turn of the century in Ukrainian education sphere has conditioned the search of methods and technologies in specialists’ training which are aimed at internal resources of a person. In this aspect acmeologic technologies are more attractive and corresponding to the demands of the society.

Acmeology is a fairly new science. The term itself comes from Greek acme – top, blossoming season. Scientific works, researches and concepts of such scientists as: B. Ananiev, A. Asmolov, L. Bozhovich, L. Vygotsky, P. Galperin, V. Davidov, B. Elkonin, L. Zankov, N. Kuzmina, A. Leontiev, and many others have influenced its development.

The potential of acmeology use in solving different professional and pedagogic tasks is predetermined by its ability to activate development of human resource, find the best human potencies, its adaptive capabilities (V. Druzhynin, V. Shadrikov, S. Nikolayenok, O. Nikolayenko, N. Ashihmina), its person building and spiritual potential, its ability to concentrate human capital (G. Bekker, S. Bandur, Yu. Doroshenko, Ye. Timina, N. Ushenko and others), particularly in the area of economy (Ye. Dudnik, T. Leks), other aspects.

In connection with gradual actualization of the problem of economic literacy and culture of school students, young people and the population in generally, the search of such strategies of formation of economic culture which are aimed not on a resource, geographical approach, but on its alternatives becomes necessary. It is commonly known that traditionally the economy subject at school is taught by geography teacher who comes into conflict with modern economic paradigms in the world. In this aspect we mean creative approach to formation of important levels of economic area of an individual: literacy, competency, culture, mentality (B. Gershunsky). Acmeological approach corresponds to the task at hand.

Apart from that, we should note the informational factor of influence on the economic area of an individual on the openness (due to internet resources) of the economic area to society. But most of the population

lacks preparedness for intelligent understanding of this. That is why the question of formation of economic cultural area of creativity manifestation, information and economic and mathematic literacy which is supported by cultural traditions, society and national values becomes important. This aspect is more essential and it strengthens the connection between pedagogy and economics. However it requires more fundamental research.

The aim of the article – discover methodological aspects of acmeology use as strategies of theoretical and methodic oriented researches of formation of economic culture of future teachers, in particular of physical and mathematical specializations.

Problems and peculiarities of the formation of economic culture in domestic pedagogy are covered in the works of S. Bulavenko, Yu. Balashova, O. Nadtochiyeva, V. Ryzhykova, L. Tandir and other researchers. Amongst foreign scientists, researches of which are dedicated to this topic we can name the following: T. Borovikova, I. Bryzgalov, T. Dzhagayeva, I. Tarasova, Ye. Torsunova, T. Filippovska, S. Shadrina, L. Shabaturova and others. A fairly small amount of works of domestic and foreign scientists is devoted to problems of formation of economic culture of future teachers: D. Razumenko, N. Ignatieva, O. Kostyukov, O. Lyubchenko, O. Padalka, A. Sysoyeva, V. Kozlov. The researches which substantiate the paradigm of economic education of a teacher and the use of person building and creative technologies for this are important. Even Chinese strategy aimed at increasing the cultural level of the population as a factor of development of economic of society can be used as an example. Thus the formation of economic culture of a teacher can be efficiently implemented by means of interdisciplinary, creativity aimed technologies which include acmeologic ones.

We completely agree with the opinion of O. Kostyukova in connection with the fact that significant changes in economic training of pedagogic staff should occur in the ideology of teaching and working before everything else [5]. That is why we think it is necessary to determine modern methodological platform for the formation of economic culture of future teachers.

To use acmeology techniques in formation of economic culture of teachers of physical and mathematical specialization it is necessary to specify the essence of acmeology as scientific pedagogical area which is characterized by integrity, methodological orientation at synergetic

paradigm and individual development of a person as a specialist of pedagogical specialization.

Because acmeology concerns the activity of a professional person in constantly changing economic area the scientific and research potential of acmeology lies in the ability to implement interdisciplinary researches. This is the main methodological essence of acmeology in formation of economic culture of a teacher. Acmeology is tightly connected with philosophy, cultural studies, sociology, economics, political science and other social and humane studies on the one hand and with sciences connected with the development of human and development of a human individuality on the other hand, i.e.: with psychology (differential and developmental, social and pedagogical, work psychology, management, consciousness and activity, psychology of thinking, reflection, creativity, communication, personality, talent and individuality [1]), pedagogy (professional education, teaching methodic and education, formation of universal human values and orientation at main national traditions, humane principles, cultural responsibility, principles of economic efficiency, optimization and rationalization of human resource use, ecological and aesthetic responsibility, creative self-realization and self-improvement, constructive co-operation in professional activity etc.).

S. Chimarov gives a definition of acmeology in his historical research, highlights creative, heuristic vector of this science. In particular, he writes that in regard to history the establishment of acmeology as science one could note a genesis of acmeologic ideas in the format of a scientific knowledge which coincides with the period of intensive intellectual and social apprehension of the surrounding reality in the years of second decade of 20th century [9]. It is in 1920 that completely new areas of scientific and practical knowledge are born, such as ergonomology (V. Myasishev), heurilogy (P. Engelmeyer), reflexology (V. Bekhterev) and acmeology (in business and science areas this term was introduced in 1928 by A. Rybnikov). In relation to implementation of the definition of “acmeology” Chimarov appeals to acmeism of A. Gumilyov, S. Gorodetsky and A. Akhmatova as social and cultural precursors of acmeology. It is well known that the term “acmeism” was presented in 1912 by N. Gumilyov and S. Gorodetsky, according to the opinions of which symbolism is being replaced by acmeism, which abolishes it as a movement which takes into account the experience of previous generations and which brings a poet to the new heights of creative skill [9].

Historical sources of acmeology in Ukraine in the eyes of the scientists G. Yavorska, O. Gorchakova, V. Gladkova originate in the ideas of moral and ethical philosophy of G. Skovoroda, namely his contributions which are still of high interest nowadays: main ethical task of a human being is reaching the state of equality with the God, a person is able to reach the God on the basis of self-cognition, self-cognition is reached in three stages (self-identification of personality, recognizing yourself as a social being, recognizing yourself as a being) [6, p.165 – 168]. The main pathos of G. Skovoroda studies – “philosophy of heart” which is important in searching problems of spiritual, emotional development of a person (in the area of the “heart”) in synergy with the person’s intellectual and mental development (in the area of the “philosophy”).

B. Ananiev in a more generalized way defines acmeology as fundamental theory of maturity. It is worth mentioning that from the point of view of acmeology, a mature person is not connected with its actual age. Maturity, according to A. Derkach, is a wider category which takes into account mainly the development of moral qualities, humanistic orientation of a person, stability of behavior and relations [2]. Therefore, acme is a multidimensional quality of a person on the way of its development in professional, social, personal, creative areas.

In concepts of A. Bodalyov, N. Kuzmina, A. Derkach and other scientists acmeology is defined as a science which appeared at the edge of natural, social and humanitarian disciplines and studies and researches regularities and phenomena of human development at the stage of its maturity, in particular during its reaching the highest level of maturity [2].

In pedagogy aspect acmeology is characterized as methodology of interdisciplinary synthesis which, according to N. Solovyova, can create regularities which provide for reaching the highest level of professionalism [7, p.73]. The author points out that in pedagogical acmeology, one of the important questions is researching the “development of the ability of a mature personality to act in undetermined conditions and in those ones that are rapidly changing” [7, p.74]. We also note this viewpoint in pedagogical acmeology because the questions of economic area refer to the important ones and also to the ones which are rapidly changing, succumb to transformations and modifications. Thus, the readiness of a person to act adequately to the new conditions in the area of economic relations can be activated by means of acmeological strategy in pedagogy. This is supported by the fact that “one of the main factors which determine the development of the society of a new type and the economy appropriate to

it is highly qualified creative work which not only provides for the increase of income and receiving material privileges, but also oriented at self-realization of a person, which gives it moral satisfaction and higher social prestige” [3].

In the conditions of modern economic global interrelationships which are evident nowadays, more important, mobile and effective are strategies which are aimed at the creativity of a person, its creative resource as opposed to the previous strategies which were oriented at the resource approach. This factor makes the meaning of cultural, mental and even spiritual aspects important as areas of formation of values. The Chinese strategy for increasing culture level of the population as a factor of development of economic of the society can be an example to this. Thus, the formation of economic culture of a teacher is necessary to form by means of interdisciplinary, creativity oriented technologies, to which acmeology ones also belong.

This position corresponds in a certain way with the explanation of synergetic aspect of acmeology. For example S. Chimarov states that the necessity of self-organization of a person with a purpose of reaching professionally important height of its maturity (acmeological vector A.R.) is predetermined by the factor of existence of “Prigozhyn’s paradox” (synergetic vector A.R.), the essence of which lies within the social and psychological “co-existence” of: a) tendency towards order or programming of person’s actions (social and psychological order) and b) tendency towards chaos and permissiveness of person’s actions (social and psychological chaos). Overcoming of Prigozhyn’s paradox is possible, according to S. Chimarov, V. Bransky, S. Pozharsky, only with the help of achieving harmony and complete synthesis of social and psychological order and social and psychological chaos [9].

Synergetic aspect of acmeology can be explained also through the factor of temporality: temporal dimensions of establishment of mature personality, which help forming experience and possible projections towards the future. And also through the factor of dissipativity. From the point of view of social synergetic, dissipative structure, particularly, a person is an open self-organizing structure [4, p. 16]. The term “dissipative” (from Latin *dissipatio* – to dissipate, to destroy) means “openness,” which exists far from thermodynamic equilibrium. Dissipative structure has a property of stable state in conditions of instable surroundings and the factor of its existence itself is predetermined by the dissipation or diffusion of energy which comes from outside; the process

of constant combination of dissipative structure is followed by the process of creation of a new one either superior dissipative structure over the previously formed ones, or basic structures. Superior and basic dissipative structures are different in creation and maintenance of strong connection which manifests itself in creation of a new interchange of objects, energy and information [9]. In teacher training practice, mainly, of physical and mathematic specialization, dissipative structures enter the contents of education from the outside, sometimes from other fields of expertise. As early as at the level of personal experience and desire to reach higher level the motive itself for the search of connections of basic and external structures materializes. This search and its results become the factors of creative transformations, creative achievements through receiving original answers to questions and resolutions to problems.

Considering this professional training of a mathematician can be innovatively complemented or even improved to the level of mastery due to economic constants, economic events in society to which the teacher as a subject of personal and social interrelations is essentially part and adapts to their realias.

The analysis of scientific researches has allowed us to determine that there are two approaches in theory of acmeology:

- researches which characterize qualitative creations of personality which correlate with acmeological area; from the point of view of psychology and pedagogy science such key concepts as activity, professionalism, mastery, creativity, development, skills, perfection, maturity etc. become utilized;
- researches which use methodical, technological potential of acmeology or pedagogy systems which are built on the principles of acmeology: construction of conceptual organization and methodic systems, models of education and character building, development of acmeologic methods and techniques, actualization of experimental researches and interpretation of their results from the point of view of acmeologic paradigm, actualization of interdisciplinary researches of researches on the base of pedagogic ones.

The methodological vector of acmeology in formation of economic culture of a teacher of physical and mathematic specialization manifests itself through the following factors: transcultural, interdisciplinary, environmental, research and creative, information and innovative. It is acmeology that becomes a factor which is able to change the stereotyped vision of interconnection of geography and economics as priority direction

in formation of economic literacy and culture of a person, namely school students and teachers. Orientation at creative resource of a person which is based on the connection of pedagogy and economics is more optimal because the methodology of acmeology in pedagogy context encourages processes of creativity in decision making, preservation of human capital (G. Beker [10], human resources management.

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**POLYARTISTIC INTONATION AND PERFORMING
CONSTRUCTS AS METHODIC RESOURCE IN TEACHING
FUTURE MUSIC AND CHOREOGRAPHY TEACHERS**

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Abstract. *This article reveals a question of historical artistic connection of music and choreography and the connection to its usage as a methodic resource in teaching performing students musicians and choreographers. An element of artistic language which is common for many types of art is introduced. This element is intonation in particular music and plastic. Literature on questions of plastic intonation in choreography has been analyzed. The article shows how plastic intonation is connected with intonations in other types of art. A term intonation and performing constructs is introduced. Its essence is based on the connection and correspondence of musical and choreographic intonations which are evident in the course of a performance. Meaning "intonation and performing constructs" is understood as a classification system of ideas about connection of body parts movements during dancing and piano apparatus during piano playing with melodic intonation complex which has artistic and meaningful, and artistic and communicative meanings at the level of generally determined stereotype.*

Imitation of some elements of plastic intonation in choreography by the pianistic apparatus, producing of movements which could have been performed by a dancer to certain music allows us to feel the physiology of finger, hands and the whole body of the pianist movements more accurately during the reproduction of artistic image which is reproduced by music intonation.

Usage of intonation and performing constructs is aimed at polyartistic connection of music and choreography and at perception polymodality of these notions.