

FACTORS DETERMINING STUDENT'S PRODUCTIVELY TRAINING LIKE ACMEOLOGICAL PROBLEM

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ABSTRACT: SOLVING BASIC TO IMPROVING THE QUALITY OF UNIVERSITY EDUCATION REQUIRES A NEW STRUCTURAL APPROACH TO PREPARING YOUNG TEACHING PROFESSIONALS. BASED ON THIS TREND IS DESIGNED THIS STUDY WHOSE PURPOSE IS TO DETERMINE THE FACTORS OF PRODUCTIVELY TRAINING STUDENTS AS ACMEOLOGICAL PROBLEM TO ENHANCING PROFESSIONALISM AS TEACHERS. TO ACHIEVE OF GOALS IS SOLVED FOLLOWING TASKS: STUDIED AND SYSTEMATIZATION OF THE THEORETICAL FORMULATION FOR APPLICATION OF PROJECT TEACHING STUDENTS; IDENTIFY THE MAIN FEATURES OF THE PROJECT AS A TRAINING ACMEOLOGICAL PROBLEM IN THE TRAINING OF STUDENTS.

KEY WORDS: PRODUCTIVELY TRAINING, UNIVERSITY EDUCATION

THE need for improvement of higher education defines the tasks to improve the pedagogical skills of students - future teachers who will in turn form competent citizens of the community in school. This requires a change in the training of teaching staff at the university. This task requires a new structural approach to quality pedagogical training of young professionals. Because teacher's professionalism of is not only "... turned into a profession occupation and as high skill" (Dictionary of Psychology, 1989, p. 707). All this is achieved through the application of productively training as acmeological problem in school.

BASED on this trend is designed this study whose **purpose** is to determine the factors of productive training students as acmeological problem to enhancing professionalism as a teacher.

TO achieve the objective solve the following **tasks**:

- ✓ Studied and systematization of the theoretical formulation for application of project teaching students.
- ✓ Identify the main features of the project as a training acmeological problem in the training of students.

THE acmeology science is to reach the "peak" in the development of a personality.

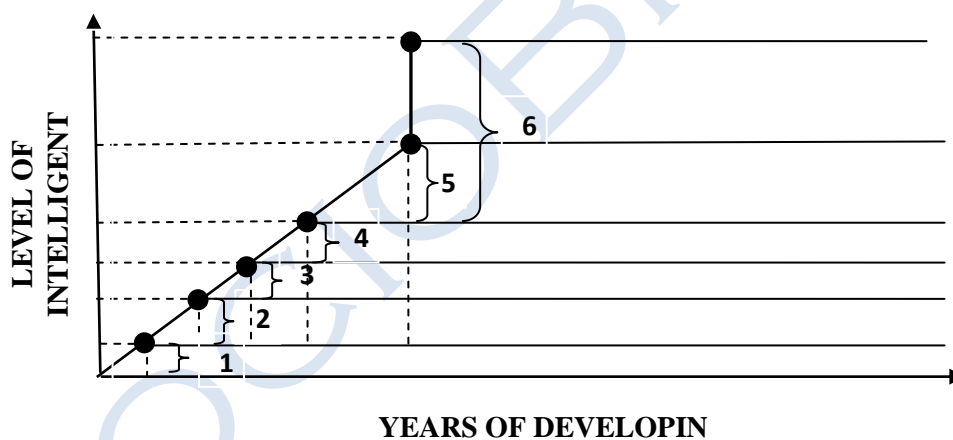
THE etymology of the term acmeology derived from two concepts "acme" and "logos". "Akme", from the Greek meaning "the highest degree, peak force flourishing" and "logos" -

means "science". Acmiology as science is concerned with the way to achieve the professionalism and competence in the work of the teacher (Derchak, 2002).

ACMEOLOGY science is a branch of psychology because it is directly related to human development. The purpose of this science is to examine and explore models that provide an opportunity to achieve the highest level of intellectual development (Derkach, 2002).

It is a new science that is defined as such in the 20s of the XIX century. In 1928 Russian scientist Ribnikov proposes to adopt the term "Acme" in psychology and so he created science Akmelogiya. So according to N. A. Ribnikov acmeology as a concept is psychological maturity of personality to achieve great professional and personal success in life. On this basis, B. Ananieva develops the concept in his "man as an object of knowledge", that was continued by A. Bodalevim (The acmeology as academic and scientific discipline). So many authors as Ananyev, Bodalev, Kuzmina acmeology regarded as a complex science achievement by each individual peak in its development regardless of age.

ACMEOLOGY viewed as a pedagogical category "studying human development in maturity level and reaching the top of developing it as a natural entity (individual), as a person and as subject activity (mainly professional)" (Angelova, 2012). According to this definition, each person at different times reached their intellectual maturity, which determines its peak of development. The main task of acmeology is to determine the optimal factors and conditions that allow human maturity level to be defined as an individual personality and subject the activity reached its peak of development (Figure 1).



- 1 – preschool education
- 2 – primary education
- 3 – secondary education
- 4 – high education
- 5 – university education
- 6 – application acmeological approach in university education

Fig. 1 *Development of person in education*

FIGURE 1 shows the development of every individual in the course of training. According to the graph is direct proportion development in different degrees. In various

stages of development intellectual development of individuals is smooth and gradual, while the application of acmeological approach could observe a peak in intellectual development. This shows that by the application of acmeological approach achieves high quality training of future specialists and they reach their peak of development.

THEREFORE the term "Acme" in the pedagogical activity course successfully solve complex problems related to professional activities (educational, psychological, social, technical, etc.)

IN pedagogical acmeology presume productive training to achieve high results in the training of students as better professionals.

PRODUCTIVELY TRAINING differs from the traditional in that in traditional education focuses on performance and utilization of theoretical material that binds or implemented in practice. While productive training practice is derived from the theory. For example, in classes in traditional methodology training learn nature of the different principles and methods of teaching and learning, and productive in examining different situations, based on the students themselves determine the nature of the principles and methods and give their definition.

PRODUCTIVE in training are not covered theoretical knowledge and practical. Practical information displayed theoretical and students then prepare themselves theoretically.

THEREFORE, it can be inferred following definition of productive training - this is person-oriented activities directed to obtaining practical results that are valuable for self-education of the students. The main purpose is forming productive training students to concepts of pedagogical activity with creativity. With this type training focuses on educational product. Students themselves create their own models of training in pedagogical practice, trying to show different hypotheses related to a problem.

REALIZATION of productively training depends on two types of factors called divided into objective and subject shown in Figure 2.

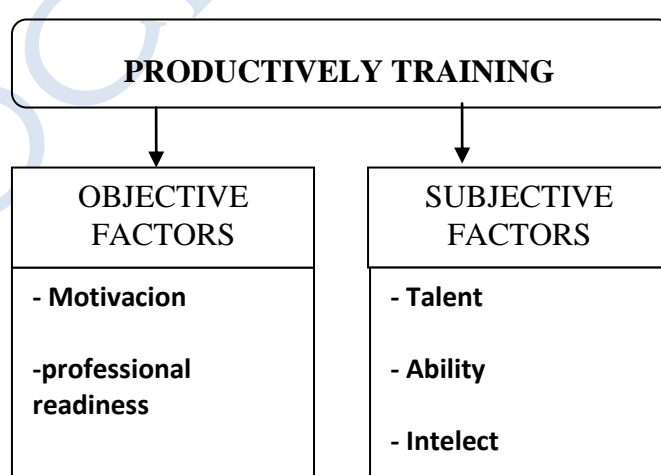


Fig. 2 Factors productively training

THE first and main factor of implementation, please productive training motivation to learn. It is designed in the purpose of education, which direct or encourage students to achieve them. Correct and appropriate organization of the educational process is conducive to building positive motivation for learning. She in turn develop cognitive interests that once formed become internal attitude of the individual.

MOTIVATION to learn is a trait of the individual, but can be a condition determined by the situation.

IN turn, the factors influencing motivation of learning are also two types - subjective and objective as shown in Table 1.

Table 1 *Factors influencing the motivation of learning*

Objective factors are as follows:	Subjective factors are as follows:
Organization of teaching and material-technical base	Needs of the person
Terms family	Internal (personal) reasons for learning (fulfillment, career development)
Peculiarities of the subject (specific activity)	Attitudes to learning depending on the habits and interests
demographic	Attitude to the field of study.
Social conditions of life	Previous experience
	Physical, mental and intellectual abilities

THE motivation for effective learning to students as part of productive education is determined by different motifs. Its main guidelines related to: satisfaction of his knowledge; good preparation for the future; performance in different situations and high competitiveness in the labour market. On the basis of this motivation can be defined as an internal process that activates manages and maintains the behaviour of each individual over time. It is a combination of internal and external conditions that determine the behaviour of each person and characterize the shape, direction, intensity and duration of this behaviour.

MOTIVATION to learn is a system of internal impulses causing learning activity. They are primarily realized through which efforts for learning and for building skills and quality implementation of educational activities. Reasons for learning are determined by the focus on knowledge as their immediate internal facilitators to activity by the level of personal satisfaction with participation in cognitive activities.

ACCORDING to A. N. Leontaiev (Leontaev, 1972, p. 513) motives are divided into "thought" and "real acting". Learners understand that it is necessary to study a problem, but this is a provocation for their learning activities. Sometimes "thinking" of motives becomes "real act". In turn, these two motifs create another division of conscious and aware.

ACHIEVED higher scores than students in academic activities are not only the result of a kind of reasoning and motives of a system that intertwine and complement is there another one ratio between them. Not all patterns have the same influence on educational activities. Some of them are leaders and others - secondary.

GENERALLY all the reasons for effective learning can be grouped into two broad groups: the first group come from the very specificity of educational activities directly related to the educational content and the second group come from the result of learning that are achieved through productive training.

To achieve a high level of professionalism second educator must have **professional readiness** for the implementation of this type of activity.

FORMATION of professional activity is subject to acmeological approach. It is the basis of personal-professional development of the teacher and his professionalism. Authors A Derkach, N. Kuzymynoy and others. (Derkach, 2002; Kuzymynoy, 2008). Acmeological considered approach as a basis for professional readiness and professional development of the teacher. In their writings, they explain the links between professionalism acmeological factors and conditions and productivity of the individual.

THE professional readiness is a concept that characterizes the activity of person to exercise a profession. It is formed mainly throughout the training of students at the university. There are many different tests for "professional mode" as a psychological category, and most authors use term as "ready for occupation". For example, Yu. P. Povarenkov summarizes the different definitions and summarizes the "readiness to professional activity is complicated comprehensive personal education, which include: moral and volitional qualities of White's personality, socially significant motives, practical skills, knowledge of the profession total employment habits and skills psychological functions and skills necessary for employment "(Ilain, 1999, p. 11).

THE most complete definition of professional readiness makes WA Slasteninyum who sees it as a set of requirements for the exercise of the teaching profession on the one hand and scientific-theoretical and practical competence on the other. So Slasteninin considered in his works the term "readiness" of the term "competence" that i define professionalism of a teacher (Slastenin, 2007).

ACCORDING to various professional authors readily is subject to different principles in education. Notwithstanding the differences in the principles V. Soleutova identifies four components that determine the structure of professional readiness (Soleutova, 2012):

- Motivational mode - This mode, as a component of professional readily determined desire to work in the educational environment; beliefs to cope with the work and the need for implementation of activities).
- Cognitive readiness - it is a combination of theoretical and practical knowledge and skills related to the teaching profession.
- Ability to implement - to this component includes personal qualities, which must have one teacher and abilities to realize the pedagogical activity).
- Determination as a character trait.

IN summary it can be said that productive learning as acmeological problem is a concept which is an important characteristic of a professional person. It provoked by personal attitudes and needs to exercise a kind of profession (particularly educational). Objective factors, which are determined motivation for learning and professional, without which it is not conceivable to achieve professionalism.

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