

PAPER • OPEN ACCESS

Acmeological Approach as a Factor of Professional and Pedagogical Selfrealization of Students of a High Educational Institution at Studying of Foreign Languages

To cite this article: N Stafeeva *et al* 2019 *IOP Conf. Ser.: Earth Environ. Sci.* **272** 032210

View the [article online](#) for updates and enhancements.

Acmeological Approach as a Factor of Professional and Pedagogical Selfrealization of Students of a High Educational Institution at Studying of Foreign Languages

N Stafeeva¹, I Medvedeva¹, A Bulashova¹, M Zaichko¹

¹Tyumen Industrial University, Tyumen, Russian

E-mail: natali.stafeeva.78@mail.ru

Abstract. In the article the authors discover historical and pedagogical aspect of training in foreign languages and pay attention to requirement of revision of conceptual and methodical bases. Through a prism of psychology and pedagogical features of understanding and perception of the person by the person in the conditions of educational and informative process. The authors prove expediency of acmeological approach when training foreign languages. Consecutive and purposeful realization in educational process of higher education institution of the revealed psychology and pedagogical conditions provides effective formation of an acmeological orientation of the identity of students that is the most important result of realization of acmeological approach in a system of vocational training. Within the research framework, the approbation of the model of acmeological approach in vocational education was carried out, using the example of teaching foreign language to students of the Tyumen Industrial University.

1. Introduction

The mankind throughout the development desired to speak a uniform language. There were Latin, German, French, then there was English. It was promoted by several factors as historical and sociocultural.

Facts on training in foreign languages took the beginning to the remote past. During an era of existence of Assyria, Ancient Egypt and Greece and especially during blossoming of Ancient Rome knowledge of foreign languages was already absolutely necessary because of brisk cultural and commercial relations, which existed between these countries [1]. The first data on studying of foreign languages belong to Ancient Egypt, which had communications with Greece. Such influential men of the ancient world as Mitridat Pontiysky and others whose purpose was the acquaintance with culture of other people knew foreign languages. At that time the learning of foreign languages pursued either the practical, or educational purposes [2].

In the Roman empire foreign languages were not only studied independently, but also taught at schools. Training of future speaker was an educational ideal at that time. Knowledge of Greek and knowledge of the Greek philosophy and literature in the original was necessary considered for the speaker. Following for Greek it was necessary to start studying of Latin. Latin grammars which appeared in the IV-V centuries - Donata for beginners and Pristsian for advanced - for many centuries became samples of Latin grammars, having caused numerous imitations and studying of grammar finally became the basis for studying of Latin [2].



Content from this work may be used under the terms of the [Creative Commons Attribution 3.0 licence](https://creativecommons.org/licenses/by/3.0/). Any further distribution of this work must maintain attribution to the author(s) and the title of the work, journal citation and DOI.

Knowledge of foreign languages played an essential role during all medieval period. Numerous literary monuments of that time, and also the foreign borrowings which entered dictionaries of the Western European languages [1] prove it. Training of Latin in middle centuries was conducted with verbalism positions, that is taught grammatical, lexical and phraseological structure of foreign language, not for the sake of acquaintance to things and concepts but for the sake of accumulation of a large supply of words and turns behind which often there were concepts, which were not in the native language. Therefore, there were difficulties in studying of foreign languages at school. During this period, unusual swelling of Latin grammar lead to great difficulties of training. Grammatical knowledge becomes the most important and the development of skills of an oral and written language comes in a separation from grammar [2].

In Renaissance training in Latin has absolutely other character. Discovering of literary and scientific classical inheritance put before people learning Latin and Greek languages absolutely new purposes. Classical Latin differed from abusive and artificial language of skholast and demanded other approach to the way of studying. The form of education changed: the observations made in the course of reading classical works came instead of ready conclusions and instructions.

Among humanists there was a new ideal of studying of Latin under the influence of classics such as Cicero and Kvintilian: elokvention, i.e. eloquence, not as oratory, but as top of wisdom and virtue. Reading and studying of originals demanded knowledge of Latin and Greek languages. Latin got distribution among wide layers of the population whereas in the period of scholasticism it was learned mainly by representatives of clergy and scientists. Passion for classical Latin often developed into imitation classical samples. So, in school training there were imitations which held on very long time - the exercises putting the purposes to develop the language and Cicero's style. The plays of the Roman playwrights were put in theaters thus reproducing oral speech of Romans.

In Europe, the 16-17th century was the period of development of the new public relations. It was the period when there was bourgeois society. By the end of this period in all Western Europe the national states [2] were issued.

There were grammars of new languages made according to the base of Latin grammar. In the 17th century there were many "general" and "universal" grammars of different types; Arno and K. Langxio's grammar which was published in 1660 was known. It was experience of logical grammar, which purpose was to establish, unlike descriptive grammars of the last centuries, "the principles, the general to all languages, and the reasons of the main distinctions". For this reason authors had to investigate various languages in order to make «general» laws.

In the 17th century there was reaction against humanitarian education, studying and copying of classical heritage could not satisfy the growing national consciousness of the European people. It is more peculiar to the 18th century which can be considered as the period of blossoming of culture of the European countries of that time, first of all France [2].

The end of the 19th century is characterized by rapid development of capitalism. The requirement of real education, training of useful, necessary to society people connected with blossoming of exact and natural sciences is one of characteristic features of the advanced European pedagogics of the XIX century [2].

Especially the question of foreign languages was particularly acute. The international, business and personal contacts extend considerably, there is a sharp requirement in the experts ready to teach foreign languages, and in the sales agents, capable to conduct business negotiations, i.e. being able to speak foreign languages [3]. Classic languages represented themselves as old, arts education; modern languages had to represent the real direction; however "live" foreign languages were taught at schools almost by the same principles as ancient. The system of shprakhmeyster, which was in special and private educational institutions could not exist at comprehensive school because it did not give sufficient knowledge and development to students.

Thus, at first Greek (during the Roman era), and later Latin (during the medieval period and up to the second half of the 18th century) are those main foreign languages which were taught privately and at schools [4]. Throughout the history of the development of the European culture any foreign lan-

guage hasn't played such important role as Latin played within nearly fifteen centuries. Being language of church, science and diplomacy, during an era of humanity it applies for the world superiority and becomes one of the main subjects of school training. Only with education and development of national languages in Western Europe it leaves from the world scene, keeping, however, still for many years the predominating role in general educational system.

The languages which succeeded it - French (the second half of the 18th century of the 19th century) and English (20th century), and then Russian - though was widely adopted in the diplomatic, scientific and trade world, but it is allowed to judge in a small degree about the value which Latin had in due time. At the beginning of last century in Germany, for example, theses were written and protected in Latin. Culture of people was judged on knowledge of Latin. Situation changed only after formation of the national languages, which assumed a role of the means of communication between the people of the different countries. Latin, though loses gradually the practical value, giving way to living foreign languages, keeps the leading position long time as one of the main general education subjects at schools.

2. Problem Statement

The concept "foreign language" as educational subject arose only in the second half of the 18th century. Latin, which was taught in the middle of the century or at the time of Y. I. Komensky at schools of Western Europe though was a foreign language for school students, but played the same role, which the native language plays now. Future languages Portuguese, Spanish, Provencal, Dutch, German, English, etc. represented a set of the local dialects, which were only spoken, everyday languages for very narrow human groups. To communicate with other people, it was necessary to learn language of general meaning, which was for the listed above people Latin. Besides, all these languages were unwritten. The first records in these languages appeared in the 9th century, however the national literary languages are only finally set up, and Latin gradually passes into the category of the objects called "foreign language"[4].

At the beginning of the 20th century there is strengthening of development of the political, economic, cultural and scientific relations between the countries of Europe and America. There are new branches of science and productions, international corporations are created. The increasing segments of the population join in the process of learning of foreign languages. Thus, the learning of foreign languages is dictated by the development of civilization.

In the modern world several languages have the greatest distribution – they are spoken in many countries and in extensive territories. It is German, French, Spanish, Arab and even Russian. However only English among them wins first place on distribution. It is a native or foreign language for a huge number of people on the planet. It is difficult to tell how long it will stay international. But, definitely, this status will be kept for much time.

3. Research Questions

The modern paradigm of education assumes reconsideration of problems of all educational system. Without it any innovations and reforms are doomed to failure. Dynamics of modern life demands change of habitual arrangement of roles of the teacher and the student, revision of conceptual and methodical bases, development of new models, methods and technologies of the personal focused training.

First of all, we will pay attention to theoretical aspect of a problem of knowledge by people each other.

There are several theories explaining process of perception and understanding of the person by the person: theory of personalisation of V. A. Petrovsky; the theory of isomorphism of R. Arngeym - knowledge is caused by the features objectively inherent to the perceived person; the theory of roles of E. Burn - communicating with other people, the person chooses to himself a role and perceives the first according to it; the theory of congenital knowledge and similarity - mutual understanding is based

on participation of the person in general (objective) mind. All these psychological concepts reflected separate steps of process of knowledge of the person by the person therefore cannot apply for exhaustive examination of this question. Theoretical aspects of knowledge of the person by the person find the reflection in A. A. Bodalev's concept representing complete interpretation of this problem. The researcher considers that process of knowledge is carried out by means of information obtained in the act of interaction of people.

Necessary condition of interaction between people, to A. A. Bodalev's opinion, is continuous obtaining information by each of its participants. Characterizing this process, the author enters the concept "sign-signals" of which there is, first of all, an appearance and behavior of the person. Thanks to the obtained information, the person can regulate the behavior [5].

Activity in which people interact, defines formation of their concepts about the identity of each of participants. Each person learns others not for the sake of idle curiosity, the images of people which are formed at as the purposes of regulation of own activity. Understanding of other people is necessary for the person as end in itself, without it the adequate understanding of itself is problematic. It is obvious that knowledge of other person without self-knowledge is essentially impossible.

Reflection by the person of others is not static, it can be developed at various levels, besides, any person is capable to change the behavior, so to influence perception of the image by others.

Process of perception, understanding by the person of other person as persons is carried out on the basis of a reflection, feedback. In the act of interaction people act on the relation to each other at the same time as both objects, and subjects of knowledge that defines their mutual understanding.

Perception of the person by the person is a direct evident and figurative reflection by one person of another. In process perception is created a sensual image which is effect of reflex acts of the perceiving system. Between an external image and inner world there is a certain communication: sensory perception begins in the outside world, internal excitement arises "in me". Through appearance perceiving get into internal psychological keeping of the person, character, etc. knowledge of objective reality has to be accompanied by knowledge of reality internal. Dynamics process of understanding depends on personal qualities of the person, his place in society, on the age, a profession which is saved up vital experience, etc.

All these general characteristics of process of knowledge by people of each other find reflection and in understanding of the person the person in the conditions of educational cognitive activity.

Educational cognitive activity is characterized by the operating system of cognitive processes, since perception of information and finishing difficult creative processes which motivate many systems of educational actions. Educational cognitive activity is one of ways of interaction of the teacher and the student directed to active mastering the student social experience of the generalized theoretical knowledge and ways of actions corresponding to them, to formation and change of the identity of the student as the subject of the doctrine owing to what it also begins to act as a direct basis of its development. Educational cognitive activity is the way of manifestation of activity of the student in "training doctrine" focused not on obtaining some material results, and on change, development of students. The maintenance of structure of educational activity belongs to the subject of knowledge - the student.

The role of the teacher consists of the organization, regulation and control of results of process of the doctrine of knowledge. The accent is transferred to partnership of the teacher and students whose nature of interaction can be defined how the subject - the subject - object. Urgent formation of educational cognitive activity can proceed only in the conditions of comanaging by these process from the teacher and the student.

The problem understanding in pedagogical activity carries an interdependent character. The teacher, if he intends to carry out expediently impact on students, has to proceed not from own ideas of another, and by means of empathy, reflections "to get" into inner world of the pupil, to develop the corresponding concept of his development, having realized it in educational activity. The teacher deals co consequence, result of training, behavior, and the reason of an act, knowledge – ignorance should be established.

It is not only important the understanding of other person as person in educational pedagogical activity of students, but also understanding of the scientific (educational) text, source of content of education. Pedagogical process is focused not only on "learning", but also on comprehension of an author's plan of the text that answers a hermeneutical problem of understanding (the teacher is called "to remove" subjectivity, uncertainty of individual understanding and assimilation of a training material). The intersubjectivity's understanding is mediated by the scientific, educational text, is the essence of assignment of knowledge in educational activity.

Many teachers are adherents of directive, authoritative style of communication. But the teacher can't have higher level in relation to students, he has to act as the equal partner in communication. The central figure in the educational process is the teacher organizing, directing, teaching students, which haven't enough social, cognitive experience.

So, having considered psychological and pedagogical features of understanding and perception of the person by the person in conditions of educational and informative process, we would like to pay attention to such factor as professional pedagogical self-realization of university students by cognition of a foreign language as acmeological approach.

4. Purpose of the Study

Knowledge of the person by the person is always connected with communication, in essence, communication and cognitive activity are inseparable, but at our school (high school) communication is grown poor, the atmosphere of tension exists. It is necessary to build educational and informative process so that the relations to the studied subject forms towards the person for self-knowledge and mutually knowledge, thus students as if they know themselves and others, and will get new ways of behavior, knowledge, mutually knowledge.

Professional activity of the teacher is aimed at the development of the person by means of his involvement in joint, interdependent process of training, education, development, knowledge (self-knowledge), education (self-education). This feature of pedagogical work imposes on the teacher moral, professional responsibility for results of his activity and impose requirements to the identity of the teacher, his professional skills.

The student independently forms the personality, but this especially individual process depends on qualities of the personality, the previous level of education and education, pre-university experience of socialization. For self-updating, professional and pedagogical self-realization of personality the teacher has to carry out purposeful frontal educational influences, being guided by the most probable tendencies of predevelopment, intersubjective self-organization, and also using new technologies in training. Such pedagogical influence is interfaced to natural, age "peaks" of development of psychophysical functions of the person.

5. Findings

"Peaks" psychophysical, professional development of the person are studied by acmeology. Acmeology (from Greek «acme – top, the blossoming time») is the branch of scientific, cross-disciplinary knowledge investigating regularities and phenomena of development of the person at various stages of his socialization. Acmeology purpose – improvement of the person, rendering to him the psychological and pedagogical help in personal, professional development.

The problem of the age development of psychophysiological functions of the person was studied by B. G. Ananyev and representatives of his school of sciences. The generalized results of researches of B. G. Ananyev demonstrate that psycho-physiological functions of the person do not develop linearly. Age changes of functions consist of a combination of the temporary periods: rise, stabilization and extent decrease of development of psychophysiological functions of the subject of knowledge, doctrine [6]. According to the acmeological approach, the person passes certain "peaks" of development in the professional formation. During of studying at university (with 17 - 18 years up to 21-22 years) students reach two "peaks" of development of psychophysiological functions, which promote their

professional formation. Let's consider the "peak" characteristic of psychophysiological functions on the example of training of students in a foreign language [6].

First "peak" of development of mental functions falls on 17-18 years, that is on the first year of training. During this period there is the highest activity of the following psychophysiological functions: general intelligence, verbal intelligence, nonverbal intelligence, memory, psychomotor functions and so on. At the stable level of development there are an attention, thinking, dynamism of excitement. The level of development at students of these psychophysiological functions has to promote the development of language and speech abilities (lexical, grammatical, stylistic and others). At this stage students liquidate the gaps in knowledge received at school and also apply them in the field of future professional activity. At second "peak" which corresponds to the 21-22nd years (or to the IV-V courses), occurs at higher level of reproduction of the known ways of knowledge, activity, the doctrine. It is promoted by increase in such functions as: general intelligence, verbal and nonverbal intelligence, attention.

It should be noted, that not all students "come" to this "peak" of development of psychophysiological functions which fixing results from educational, informative activity. The number of such students corresponds to 5-7% (as has shown our research). It is worth saying, that the exit to this level occurs often not as a result of activity of the teacher, and it is spontaneous, by self-realization, interest in the learned language. The reason of it consists of violation of the principle of continuity, systematicity, recurrence in implementation of intersubject and intra subject relations in the process of learning foreign language. At this stage the fact that the students who have come to this level are ready to communication in a foreign language is an advantage. Communication will be organized by means of the solution of communicative tasks, such as: message, explanation, story, proof, description, motivation, question, belief, approval (disapproval), denial and so on. We will consider for example, audition as a type of speech activity. These are activities for perception and recognition of the speech message on hearing. Without hearing there can't be normal speaking, these are two parties of oral speech. I.A. Winter allocates the following three phases in structure of this speech activity: motivational and incentive (combination of motive and communicative intention), analitic-synthetic and executive, and also control and self-checking [7]. We draw a conclusion that audition is a difficult, specifically human type of internal speech activity, which in process of training has to have an exit in the external plan.

The students who have reached second "peak" are capable to solve communicative problems of this type of speech activity.

Being based on activity - and commucative-personal approaches, intensive training offers a realistic way to mastering of oral foreign-language speech development in trainees of communicative ability, ability to communicate target language actively and freely [8].

There is still third "peak" of development of psychophysiological functions where there is a creative element of foreign-language communication. This "peak" is at the end of the V year, and also goes beyond the professional-pedagogical preparation in the higher education institution and is connected with the social professional adaptation of the graduate to conditions of real educational process in the educational institution. This "peak" is not reached by all students, the reason is at this stage of professional and pedagogical socialization full freedom of actions is provided to students, the constant, operational external assessment of their activity development of the teacher is eliminated. On the other hand, more great demands which are calculated on ability of the student effectively to organize the foreign-language activity are placed.

Consecutive and purposeful realization in educational process of higher education institution of the revealed psychology and pedagogical conditions provides effective formation of an acmeological orientation of the identity of students that is the most important result of realization of an acmeological approach in system of vocational training [11].

Within the research framework, the approbation of the model of acmeological approach in vocational education was carried out using the example of teaching foreign language to students of the Tyumen Industrial University. 125 students from first to third year took part in the pedagogical experiment. The main stage we have begun with performing diagnostics to research of urgent level

and definition of features of an acmeological orientation of the identity of students. In the course of the forming experiment the current control of the changes happening in consciousness and activity of students was exercised and intermediate diagnostics of formation level of an acmeological orientation of the personality was carried out. Results of skilled and experimental work on approbation and practical realization of model of acmeological approach allow to state its efficiency.

Table 1.

course	1 "peak"	2 "peak"	3 "peak"
1	96%	4%	
2	16%	70%	14%
3	5%	75%	20%

So, to the end of an experiment of 95% of students in experimental group have reached high and average levels of formation of an acmeological orientation of the personality.

6. Conclusion

Thus, the technology of communicative training – training at a communication basis allows to master foreign language at the level sufficient for adaptation in foreign language society. Mental functions, extent of their development help the person to carry out the conscious, most optimum choice, to accept the vital, professional, interpersonal solutions, variety of options of a conduct of life. Problems of self-realization of the personality directly depend on extent of development of these functions which promote "exit" of the person to "peak" of professional career.

So, in view of "peak" diagnostics of B. G. Ananyev, purposeful, expedient influence of the teacher on professional pedagogical self - actualization, self-realization of students, acmeological approach will promote the achievement of good results in training, future professional activity, including by learning of foreign language.

7. References

- [1] 1986 The main directions in the teaching of foreign languages in the XIX-XX centuries Moscow: *Pedagogy*
- [2] Raushenbah V E 1991 A brief review of the main methods of teaching foreign languages from the 1st to the 20th century Moscow: *High school*
- [3] 2004 Methods of teaching foreign languages in primary and basic general education schools / Edited by V M Filatova Rostov n/D: *Feniks*
- [4] Vedel G E 2011 From the history of methods of teaching foreign languages Voronezh: *Publishing House of University*
- [5] Bodalev A A 2007 Perception and understanding of man by man. Moscow: *Moscow University*
- [6] Ananev B G 2000 Man as an object of knowledge Moscow: *Science*
- [7] Zimnyaya I A 2010 Linguopsychology of speech activity Moscow: *Moscow Psychological and Social Institute*
- [8] Derkach A A 2006 Methodological and applied elements of acmeological research Moscow: *RAGS*
- [9] Maksimova V N 2004 Acmeology: a new quality of education *Acmeology* **3** pp 9-14
- [10] Skudnova O U 2004 Toward a spiritual dialogue through education *Acmeology* **1** pp 30-34
- [11] Leontyev A M 2007 Acmeological approach as factor of improvement of quality of vocational training of future teacher of health and safety Maykop
- [12] Pautova L E 2008 Acmeological aspects of the creative activity of high school teacher *Acmeology* **1** pp 22-32

- [13] Shaimakova Zh B 2009 Role of innovative competence of development of competitiveness of the teacher of the higher school *Acmeology* **2** pp 38-45
- [14] Shmeleva E A 2010 Innovation activity as a criterion acmeological new quality vocational education *Economics Education* **4** pp 49-53
- [15] Shumakova O A 2008 Familiarisation of professional experience as a substructure of innovative culture of a person *News of The Herzen State Pedagogical University of Russia* **66** – pp 337-343
- [16] Shumakova O A 2008 Acme-targeted strategies of self-improvement of personal innovative culture in the professionalisation process *News of The Herzen State Pedagogical University of Russia* **81** pp 289-297
- [17] Zimnyaya I A, Lapteva M D 2009 On innovation in educational process (Focus on competence-oriented curriculum) *Acmeology* **1** pp 32-36
- [18] Zobnina T V 2008 Acmeological approach to preparing future teachers *Vocational education* **10** 35-37
- [19] Efimov V S, Lapteva A V 2014 Higher Education in Russia: Challenges of the XXI Century *Journal of Siberian Federal University Humanities & Social Sciences* **1** pp 143-154
- [20] Burda S Y 2010 Study of psychological-acmeological conditions effective implementation activities of an innovative project *Acmeology* **1** pp 32-33