

## ACMEOLOGICAL APPROACH TO PHYSICAL EDUCATION OF STUDENTS OF SECONDARY SCHOOLS IN THE ASPECT OF PERSONALITY-ORIENTED TRAINING

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**Annotation.** *Purpose:* to identify the main ways to use acmeological approach to physical education students of secondary schools. *Material:* government documents, questionnaire, research scientists, monitoring the activities of teachers-practitioners. *Results:* identified actual problems of physical education of students. Theoretical aspects and conditions of implementation in a real learning process acmeological approach. The problems of setting goals and objectives to students considering acmeological approach. The approach includes the selection of a modern sports education content. Also, forms, methods and teaching aids that optimize the learning activities of each student. Proposes a system of evaluation of students' achievements based on acmeological approach. Examines the role of physical education of teachers to introduce acmeological approach in the learning process. *Conclusions:* the main aspects of acmeological approach to the organization of educational process on physical training. It is proposed to develop the content of sports education based on general didactic approaches. Approach that includes four components of social experience. The components of the educational process technology for physical culture. It is proposed to modernize the methods, forms and means of improving the system of assessing students' achievements in an integrated manner.

**Keywords:** acmeological approach, personal, training, educational process, evaluation.

### Introduction

Health condition of pupils of comprehensive educational establishments has been troubling both specialists (pedagogues, medical doctors) and parents for several decades. One of reasons of pupils health' low level are significant disadvantages in organization of pupils' physical education, which is pointed at some "average level" pupil. This problem was elucidated for many times both in governmental documents (Law of Ukraine "On physical culture and sports", Law of Ukraine "On comprehensive secondary education". Conception of physical education in Ukrainian system of education, "Criteria of evaluation of pupils' progress in system of comprehensive secondary education", National doctrine of development of education, National doctrine of development of physical culture and sports, On reformation of physical education of pupils and students in Ukrainian educational establishments) and in scientific works [4, 5, 7, 8, 9, 10, 11 ]. In organization of different forms of physical education personality's features of every pupil, his (her) physical and mental condition, level of physical fitness, demands and bents to some kind of physical activity are not considered. Acmeological approach to organization of teaching envisages exactly determination of personality's bents and abilities of every pupil, examination of optimal level of physical and technical fitness. Acme envisages not just achievement of of maximal result among peers, but the highest personal result.

Acme theory of personality's functioning and development as a subject of functioning was worked out by a number of outstanding scientists both psychologists and pedagogues (K. Abulkhanova-Skavska [ 1 ], B. Ananyev [ 2 ], A. Asmolov [ 3 ], I. Bekh [ 6 ], L. Vygotskiy [ 12], O. Dusavitsky [ 13 ], I. Kon [ 17 ], O. Leontyev [ 21 ], A. Markova [ 22 ], A. Maslow [ 23 ] et al.

Recent decades acmeological approach has been widely propagating in training of students, teachers of different subjects during retraining, in sphere of preparation of administrators. Such approach nearly was not used in organization of educational process in comprehensive educational establishments. And if a number of academic subjects with main purpose – giving scientific knowledge to disciples (mathematics, physic, chemistry and etc.) we can notice such attempts, than in school physical education there is quite a little of such examples and they are fragmentary, if any.

The above mentioned conditioned the subject of our research. 3

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### Purpose, tasks of the work, materials and methods

*The purpose of the work* is theoretical foundation of acmeological approaches to organization of physical education of

The object of the research is physical education of comprehensive educational establishments' pupils, while the subject of the research is theoretical principles of implementation of acmeological approaches to organization of pupils' physical education. The purpose conditioned the tasks of the research:

1. Determination of main functions of pupils' physical education (pupils of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade).
2. Foundation of components of physical culture's content on the base of general-didactic approaches.
3. Determination methods, forms and means of teaching components, oriented on optimization of educational process.
4. Working out of components of physical and technical fitness's complex evaluation (pupils of 1<sup>st</sup>-3<sup>rd</sup> grades).

Analysis of governmental documents [ 18, 28, 29 ], scientific works and experience of pedagogues-practitioners [ 4, 5, 16, 31 ] witnesses that introduction of acmeological approach in physical education of

comprehensive educational establishments' pupils has not been practically researched. For researching of this problem we used the following methods: theoretical analysis of literature sources, questioning of pedagogues, observations, mathematical statistic.

### Results of the research

Conception of our research implies determination of components of acmeological approach to organization of pupils' physical education as a condition of achievement optimal intellectual, technical and physical fitness by every of them.

Main idea of the conception: physical education, as a process, shall be oriented on pupil's personality, his (her) acme, his (her) accepting as the highest value in society; provisioning of conditions for pupils' self-realization in educational process, their self-development, achievement of highest personal results in educational activity.

Analysis of acmeological psychological-pedagogic researches and educational practice permits to make conclusion: acmeological approach conditions new prospects of humanization and democratization of comprehensive secondary education, facilitates creation of new physical education's system, oriented on personality. General conception has two leading concepts: theoretical and technological.

**Theoretical concept** determines system of ideas, conceptions, main categories, definitions, without which understanding of the researched problem is impossible. It consists of the following:

- Scientific-theoretical foundation of physical education's content in comprehensive educational establishments and its main components;
- Organization of educational process in comprehensive educational establishments shall ensure personality oriented teaching;
- Integration of different forms of physical education (in school day, in out-of-class physical culture and sport measures and so on) shall increase level of pupils' progress;
- Monitoring of quality of intellectual, technical and physical training, pointed at formation of firm acmeological ideas in respect to self-education, self-development, self-perfection and etc.

**Technological concept** implies working out of content of teaching-educational process's technology (forms, methods and means) on basis of personality oriented approach.

General hypothesis of the research is that level of pupils' learning functioning, their physical fitness and, as a result, physical condition can be substantially improved, if to realize acmeological ideas of acme's achievement in pedagogic process, as well as intellectual and physical development of pupil's personality, formation of conscious functioning in mastering of content of physical culture.

General hypothesis was specified in partial assumption that in the course of learning in comprehensive educational establishment acmeological approach is realized, ensuring gradual character of it by stages of learning, realization of various physical education's functions for pupils of 1<sup>st</sup>- 4<sup>th</sup>, 5<sup>th</sup>-9<sup>th</sup>, 10<sup>th</sup>-11<sup>th</sup> forms; transition from monitoring of physical education's quality to self-monitoring of own achievements in the process of learning.

The subject of acmeology is laws of human development and self-development, development of creative readiness for future professional functioning. The sources of pedagogic acmeology are works by N.V. Kuzmina [19, 27] and successors of her scientific school.

L.S. Rybalko з теоретичних позицій Л. С. Рибалко [30] regards "Acme" from theoretical position as phenomenon of human nature, peak of maturity, multi-dimension characteristic of personality's state, process of achievement of the highest indicators in personal-social development, in creativity. Realization of acme's achievement facilitates understanding of purpose of self-realization by a personality, the main demand of whom is achievement of acme. Acmeological principles of personality's self-realization include also acmeological ideas of development, videlicet: "Self – conception" (self-cognition, self-perception, reflection, self-identification, self-determination, self-restriction and so on); transformation of potentials into actual ones that requires actualization of human essential forces (opening, revelation of essential forces, self-prediction); achievement of optimum (state of self-provisioning, self-organization, self-control); quality of self-perfection at level of self training, self correction, self-regulation, self-estimation, self-development.

Specificities of acmeological approach's implementation in learning process can include a number of stages:

1. **Diagnostic:** observation over pupil's learning functioning, over positive or negative changes in control and evaluation of achievements; transition from external control and estimation to self estimation.
2. **Motivation-stimulation:** observation and stimulation of development of pupils' inner motivation and value orientations, pointed at opening and realization of own potential in process of physical education and achievement of own acme.
3. **Information-control:** collection and analysis of information about reasons of pupils' insufficient usage of own potentials.
4. **Prognostication:** observation over process of transformation of pupils' essential potentials into actual ones; transition from actualization to self-prognostication.
5. **Projecting:** observation and correction of pupils projecting functioning; transition from projecting and planning to self-realization of own programs of physical development and self-perfection.

The mentioned above stages are to be realized at different periods but they have certain specificities, considering functions of every learning stage and content of physical education.

Main directions of acmeological approach's realization can include: 1) motivation – value; 2) content-procedural; 3) reflexive – corrective.

In compliance with general didactic approaches to definition of learning functions of primary, secondary and higher schools and theoretical works in field of physical culture we specified the following main functions of physical culture at school:

1 stage (1-4 forms): introduction of pupils in world of physical culture; formation of “school of movements”; development of motion abilities according to sensitive periods;

2 stage (5-9 forms): active development of main motion skills; diagnostic-projecting, which stipulates determination of pupils' physical potentials and projecting of their further physical culture-sport functioning;

3 stage (10-11 forms): further increase of pupils' physical fitness level on the base of motion skills' development; formation of skills in making individual physical development and perfection programs.

According to mentioned above functions it is necessary to specify main targets and tasks for every form, considering qualitative invariant and variable components of academic program. Characteristic feature of acmeological approach shall be teacher's ability to specify educational, health related, developing and educational tasks in organization of learning process.

Organizational-pedagogic basis of physical education in secondary comprehensive school is discipline “Physical culture”. Content of this subject is determined by curriculum, which shall be based on principles of prognostic pedagogic that is stressed by “Conception of physical education” in educational system of Ukraine (5), and consider gender and age characteristics of a pupil.

At present stage of development of school main target of its functioning is pupils' socialization. It implies pupils' mastering of social experience in field of physical culture. But authors of previous programs used only basic scope of physical culture knowledge and practical skills.

The problem of scientific foundation of content of learning as a didactic category was studied by some foreign authors [32, 33], but they did not define any specific components. Modern scientific-theoretical approaches to projecting of physical culture content in works of domestic scientists stipulate four components [20]: knowledge (about nature, society, human being in social and biological aspects); means of intellectual and practical functioning (social relations and etc.); experience of creative usage of functioning means in new, non traditional conditions; experience of emotional-value attitude to mastered material, to learning process, to understanding of world that permits to determine place and role by every pupil in own life activity and, as a result, to have steady world vision.

Main form of realization of physical education's content is physical culture lesson.

For implementation of acmeological approach lessons shall ensure certain level of pupils' competence in field of physical culture, which are conditioned by “State standards” [31]. Main characteristics of modern lesson are the following:

- 1) Pedagogically grounded strategy and tactic of learning0educational process by teacher;
- 2) Purposeful, tensed, but feasible, well-organized and efficient learning functioning of pupils;
- 3) Scientifically grounded selection and rational usage of learned material, methods and forms of organization of pupils' learning functioning;
- 4) Differential and individual approach to organization of pupils' learning functioning;
- 5) Comprehensive and objective character, safety of control and correction of pupils' achievements;
- 6) Creative “teacher-pupils” interaction, which is expressed in understanding of learning purposes, high workability, democratic relations, individual responsibility for learning results;
- 7) Proper material-technical base of learning process.

Besides lesson, system of school physical education stipulates usage of different forms of physical training (health related, training and sports) for ensuring optimal motion regime. Main criterion of these forms' implementation is provisioning of motion regime of scope 8-12 hours a week, application of various health related, physical culture and sport-mass measures, considering demands and bents of every pupil.

Important health related form of physical culture is training of special health group's pupils. Functioning of these groups is realized by special program, which is single for all schools, but acmeological approach envisages individual choice of means, methods and forms, considering diagnosis, sex and physical condition.

KBasing on general didactic approaches to classification of learning methods we specify three groups of methods: organization and realization of learning-cognitive functioning; stimulation and motivation; control and self-control. The first group includes: perception methods (perception, direct reflection of reality by sense perception); methods of giving and perceiving of information with the help of senses; verbal; visual; practical; logical (inductive, deductive, analogies and so on); Gnostic (organization and realization of mental functioning); problem, researching; reproductive; self-control of learning functioning.

Simulation and motivation methods include: methods of formation of interest to learning and feeling of duty and responsibility in learning process. Among methods of control and self-control we mark out different variant of oral, written and computer control of knowledge, tests, determination of motion skills' level with different tests and so on.

Regarding nomenclature of organizational forms of learning functioning, their properties and content we shall render own approaches to solution of this problem. In our opinion main organizational forms of pupils' functioning at physical culture lessons shall include: frontal (or total, for all pupils), group, pairs, individual, circular.

For realization of acmeological approach teacher shall deeply know not only forms of organization of pupils' learning functioning but carefully select individually physical load, considering different levels of physical fitness.

Normative provisioning of pupils' physical education is regulated by system of learning and control tests, which are criteria of learning process's quality and effectiveness. The task is evaluation of pupils' progress in compliance with requirements of "State standards of secondary education", level of pupils' competence at every step of learning

In order to ensure effective criteria of quality of pupils' progress and objectiveness of evaluation we use 12-points scale, built with consideration of increase of personal pupil's achievements.

Evaluation system includes [16]: primary evaluation (diagnostic) – determination of actual pupil's condition; current evaluation – actualization of existing achievements of pupils; topical evaluation; summarizing evaluation (at the end of semester or academic year).

When evaluating motion skills we distinguish stages of their understanding and fulfillment of movements (correct, with negligible mistakes, which do not break movement's structure,; with rough mistakes, which break rational technique and structure of movement; very rough mistakes, which significantly break structure of movement or its elements).

Determination of pupils' competence implies evaluation of theoretical knowledge, fulfillment of certain physical exercises, separate actions, combinations and etc.

Consideration of evaluation criteria is rather important. Depending on pupil's competence we distinguish four levels of learning achievements: low, meddle, sufficient and high. Evaluation plays important psychological function in solution of motivation stimulation tasks. That is why, besides quantitative indicators teacher shall evaluate theoretical knowledge, technical skills and system of every pupil's attitude to trainings.

Quality of acmeological approach's realization depends on teachers' readiness for implementation of new technologies. For determination of teacher's professional fitness we carried out appropriate research in 2013-2014. During retraining courses for physical culture teachers of Kharkivska region we analyzed theoretical level of pedagogues in didactic principles of teaching and implementation of innovations. Teachers answered the following questions: 1) physical culture's teaching as didactic system; 2) theoretical principles of modern physical culture of comprehensive educational establishments' pupils; 3) physical education of pupils as pedagogic system; 4) principles of purpose formation in modern system of school physical culture; 5) projecting of physical culture content as didactic problem; 6) modern approaches to selection and usage of teaching methods at physical culture lessons; 7) choice of optimal organization forms and means for physical culture lessons; 8) classification of physical culture lessons and choice of optimal structure of it; 9) evaluation system for pupils' achievements at physical culture lessons; 10) modern approaches to analysis of learning-educational process in physical culture; 11) modern innovative approaches to organization of learning-educational process at physical culture lessons; For determination of influence of teacher's experience on quality of theoretical knowledge we compared indicators of pedagogues with different periods of working: 1-5, 5-10, 11-15, 16-20, 21-25, more than 25 years. Indicators of the theoretical knowledge are given in table 1. In every column we show percentage of correct answers to certain question.

Table 1.

*Indicators of theoretical knowledge*

Question	1-5/15 persons	6-10/18 persons	11-15/22 persons	16-20/18 persons	21-25/16 persons	More than 25/12 persons
1	12	35	38	40	27	18
2	15	33	35	33	25	15
3	16	29	28	30	20	14
4	10	25	25	22	18	11
5	8	33	26	18	24	17
6	13	24	24	24	18	15
7	15	18	19	25	21	12
8	17	32	29	30	23	17
9	11	25	28	30	22	18

Question	1-5/15 persons	6-10/ 18 persons	11-15/ 22 persons	16-20/18 persons	21-25/16 persons	More than 25/ 12 persons
10	13	22	25	27	20	16
11	8	15	17	18	16	10
Mean indicator	12.545	26.455	26.728	27.000	21.272	14.181

Basing on received indicators we can show certain trend of theoretical level of physical culture teachers, depending on period of work (see fig.1). Theoretical level of many teachers is satisfactory. Only among teachers with period of work of 1-5 years theoretical level is unsatisfactory as well as among teachers, who work more than 25 years. In first case certain claims can be set to higher educational establishments, which train future teachers; in second case we can say about inability to accept innovations. Рівень теоретичних багатьох учителів фізичної культури носить задовільний характер.

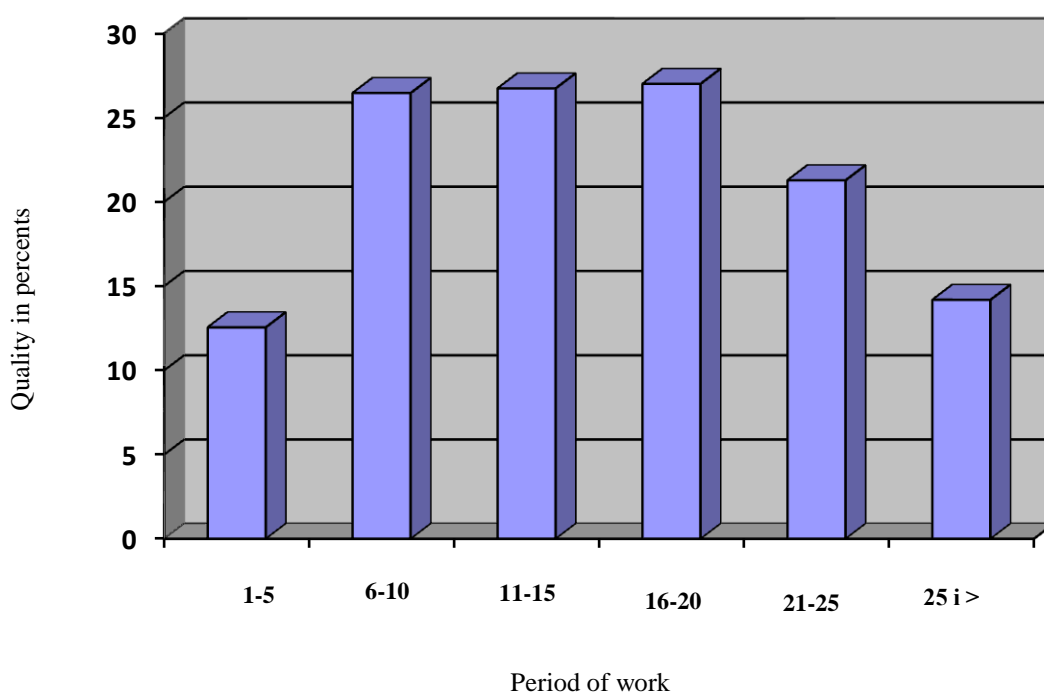


Fig.1. Level of theoretical fitness of physical culture teachers, depending on period of work.

**Conclusions:**

In our theoretical research we determined main aspects of acmeological approach to organization of physical culture training process at comprehensive educational establishments. We offered to work out content of physical education on the base of general didactic approaches, which include four component of social experience. We worked out technologies of learning process in physical culture and offer to upgrade methods, forms and means of training, to improve system of evaluation of pupils' progress on the base of complex approach. We determined that period of teacher's practical work influences on wish to implement innovative approaches.

*The prospects of further researches* imply analyzing of bends and demands of pupils of different grades in respect to kind of physical culture functioning. On the base of such researches it would be possible to upgrade content of physical education and specify learning material for every form in state programs on physical culture.

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