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## **About achmeological peculiarities and science of teaching of the grown man**

All summary mentioned above appropriately brought us over to the necessity of consideration of problem of teaching of foreign speech under a lingvo-psychology-pedagogic corner, although this aspect is intertwined a red filament in the canvas of all our narration. Expressed allegorically, his voice, as one of basic melodious to those, constantly and harmoniously sounds in polyphony other that, subthemes and variations. In fact sense of our work is celled not only in clarification of nature of the phenomenon of speech and mechanisms of her generation, perceptions and functioning but also in creation of the special, built on these mechanisms departmental teaching. Touching to strings of the soul of everybody, deciding to master foreign speech, and by the special character influencing them, we are able to render a psychology-pedagogic help to these people.

Here once again it is desirable to make a reservation, that, in spite of etymologic correlated of term „pedagogics” (from Greek „pedo” is a child) only with childhood and adolescence, we understand him, as it is accepted presently, extended – as teaching of man in general, id est in any age, including adult. „General pedagogics, – we read in a train aid edited A.A. Raduhin, – studies and forms principles, forms and methods of teaching and education, being general for all age-related groups” [*Психология...* 1997: 183]. Such wide interpretation term „pedagogics” began to acquire the last years in connection with development of methodology of the institute of higher and post-institute of higher teaching, moving apart scope of traditional school pedagogics and pedagogical psychology. So, M.Y. D’iachenko and L.A. Kandybovych give determination of pedagogical labour as to „purposeful creative activity with the purpose of education, education and teaching of rising generations and persons” [Дьяченко 1998: 172]. It is needed to mark that to beginning of 70th of science about teaching of the grown man did not exist practically. The institute of higher and post-institute of higher teaching was named (and named now) teaching, although the last term specifies rather only on informing-reporting presentation of knowledge, but in any way not on the directed affecting man and his development. However, institutes of higher, in most, such problem was not set the. Only last years most front-rank from them untraditional methods began to apply in the educational arsenal. Use as a synonym of teaching of term of „didactics” (so favourite many

teachers), appeared in this case quite inappropriate, as carried in itself the tint of edification and edification, in the untraditional methods of teaching not good.

Area of teaching of persons of ripe years, her methodology, plugged in general science about teaching of man – pedagogics (it sounds strangely enough, but the best name was not thought of), and till today remains poorly enough worked out. It be possible to say, that to this area of pedagogical science yet only coming to be folded, although a number of intensive and active teaching methods, surely, assisted her becoming and forming. It is desirable to believe that research of author is another step in development of this area of science.

It is very important in this connection it would be to mention about the division of the age-related psychology, named the term of „achmeology” (from Greek „achme” is a period of the greatest bloom of human personality), the founder of which is N.A. Rybnykov, and developed afterwards B.G. Anan’iev and his students. This division of psychology, getting lately the considerable stake of attention from the side of specialists, engages in the problems of mature personality. After N.A. Rybnykov акмеологию began to determine as „science about maturity, tops of human activity” [*Возрастная...* 1999: 247; 93: 11]. But achmeology, as follows from determination, not closed only problems teaching – these questions are included in this division of psychological science as important, but however private moments. Therefore in the plan of teaching we prefer to remain within the framework of a withstand term „pedagogics”, but will be discusse pedagogical problems extended – in the light of achmeiology, i.e. will be speak about teaching of the grown man or mature personality.

It is here necessary to make a reservation, that different looks are on division into periods maturity. To us, leaning against own experience of teaching, most near points of view of J. Birren [1964], which subdivides maturity into early (17–25 years), actually maturity (25–50 years) and late maturity (50–75 years). At first, that people which not only after 50 impresses us, but after 60 and 70 years here does not name old and even elderly. And secondly, and it main, our educational groups, consisting on the average of 10–12 persons, embraced this age exactly – from 17 to 73 years. Thus, in the age-related relation groups were mixed, however it not only did not tell negatively on the result of teaching but also, vice versa, helped in his achievement. Every group was a small model of society, special concord or family, where quite naturally got along and interchanged experience persons of ripe years of different ages. Sometimes, very rarely, in such group-family people were entered and more early age (14–16 years), which, appearing the surrounded caring and attention of her senior members, taught well, however it was the system, and was rather an exception and done only on test testimonies, as maturing of teenagers is a process thin and especially individual, and that is why not every teenager of such age could well „blend” in an adult collective and master an on-line tutorial, intended for the grown man. Certainly, to everybody in such psychotherapy group approach was

especially individual, however we, not doubting, can define all this group of student age of „achme”, because those results which young people laboured for in development and becoming of personality jointly with teaching of foreign language allow to name these people mature, and those results which was arrived at in teaching even by the most elderly people do not allow to attribute them us to the gerontology category, although formally, probably, it is so.

It is necessary honestly to confess that enormous array of pedagogical literatures studied an author in the process of writing hired, and knowledge of the real state of affairs is in domestic and foreign educational establishments, brought us over to persuasion, that a giant break appeared in pedagogics, between fundamental theoretical developments, feel like too abstract philosophical generalizations and, in most, narrowly by utilitarian publications and yet more primitive teaching practice. There almost are not works, combining modern science and theoretical researches with their real vital embodiment, which not only armed with a teacher knowledge of useful in the latest style theories and conceptions but also, if did not supply to his concrete „now-how”, then on an extreme measure prompted, that must be undertaken, that these theories began to work and brought a perceptible result. Besides, as we marked already, all domestic pedagogical and psychological science is aimed, mainly, on the needs of child's and youth education, and such division as adult teaching and adult psychology (unlike a child) is worked out not enough in her. It is desirable to hope that work of author, let partly, but however will fill though some the compartement, appearing between important fundamental science and lonely pedagogical practice, and also will render honour to the people, to not wanting to be stopped at the development and taking chance to study in any age.

Our departmental teaching, presented in this dissertation, belongs to modern educational technologies which behave to the class of high. It means that these technologies are dictated by life, requiring introduction of theoretical researches in practice, and are based on the last higher achievements of science – new going near human personality and to speech of man. (In our case speech is understood widely and complex as the psycholinguistic and lingvo and psychology phenomenon). In addition, these technologies are named thin, as based on thin effects, allowing to labour for considerable results by rep, affecting psychical processes, structures and states of man (in this case speech of her constituents).

Unfortunately, most educational methods, both ordinary and untraditional, deprived, as a rule, philosophical – world view approach or general methodology, i.e. conceptual look to the problem. In them, will recur, there is an enormous break between a theory and her practical embodiment. In this break, as in a precipice, the most important and key, from our point of view, links which must connect the poles of theory and practice disappear. Namely, after a theory постулироваться must and осмысляться is not simple teaching (on what, usually, description of device of many teaching systems begins and closed; at the

best after description of principles concrete practical receptions follow at once) principles, but mechanisms of action of the teaching system, explaining approaches and facilities of creation of educational technologies. Development of educational technologies, general enough is further needed, but powerful on the potential, where concrete exercises and techniques, or the so-called „now-how”, will enter the next stage. These techniques and exercises must be used in practice already taking into account properties of personality of every concrete student. Only such, complex, pedagogical development, deeply scientific and at the same time technological and practical, we would name the teaching system. In fact it is important to do so that the in business teaching system worked from a theory to practice, and doing it is possible only due to the central and basic link of this system – high and thin educational technologies, with the well debugged mechanisms, provided with exact, carefully worked out „now-how”. Then for every individual, well or difficult taught, with her different making, such departmental teaching will appear capabilities and talents to useful and effective. And to attain it really only through creation of such educational technologies, which, as in the case of FL, will be sent not to the abstract student, and on a concrete living man. These technologies as milling cutter with by a great number sharp and thin verges will be able to execute rep work, sent to forming and development of all psychological structures, states and functions of man, and together with them and in their number and on development in the man of foreign speech. Scheme contours of such departmental teaching, on the example of FL, it is possible to represent as follows:

#### **Departmental teaching**

**METHODOLOGY** is the philosophical, conceptual and world view going near the system ( synthetic, harmonious).

**A THEORY** is an aggregate of the generalized positions of the system (modern and integrative: being based on the whole complex of the last achievements of different areas of science; integral, sent to the practical wideuse).

**PRINCIPLES** are substantive provisions of theory (scientific, tested by practice, based on integrative approach).

**MECHANISMS** are an internal device of the system, explaining her action (deeply scientifically worked out, explaining and providing practical application).

**TECHNOLOGIES** are methods, methods, receptions teaching, sent to achievement of end-point (high – based on higher achievements sciences and scientific and technical progress, thin – based on thin effects and providing high effectiveness, in detail worked out, built on clear mechanisms, taken to practical application).

„NOW-HOW” is an aggregate of scientific, technological and practical knowledge, providing a technological process and achievement of end-point

(being based on understanding of mechanisms influences, guaranteeing a necessary end).

PRACTICE is activity on introduction in life of technologies by means of „now-how” (personality-centred, based on the individual going near a man, arriving at the concrete put aims).

Yes, the similar departmental teaching is difficult in the device, and her technology, in force affecting man and his psychical functions, not simple on the execution. However meaningfulness and size of the got results, undoubtedly, justifies all teaching expenses, both heartfelt and physical. Moreover, what done and such technologies become thinner, that with less efforts, both for a student and for a teacher results are arrived at.

## Literature

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## Abstract

How difficult appears in business to divide linguistics, psychology, pedagogics and psychotherapy into separate constituents, when within the framework of one research, they are a indivisible conceptual, experimental and practical complex, working as the single arranged organism actually. In cleanly research aims we will try partly to conduct the dotted reference-points of such differentiation, although, in our view exactly indissoluble alloy of disciplines and their deep interpenetration (what makes the ideological project of this work), capable truly full and comprehensively to overcome the creature of the examined problem.

**Key words:** professional education, achmeology, research methodology.

## O właściwościach achmeologii, czyli uczeniu się dorosłego człowieka

### Streszczenie

Dużą trudnością w zarządzaniu okazuje się wydzielenie językoznawstwa, psychologii, pedagogiki i psychoterapii w oddzielnych kategoriach, kiedy w ramach jednorazowych badań są niepodzielnym pojęciowym, doświadczalnym i praktycznym kompleksem problemowym funkcjonującym jako jednorodny organizm. Celem przedstawionych tu rozważań jest próba częściowej odpowiedzi w kilku

punktach ze wskazaniem wspólnych obszarów przenikania się poszczególnych kategorii badawczych. Chodzi o przygotowanie pełnego zbiorczego modelu umożliwiającego rozwiązanie zadanych problemów badawczych.

**Słowa kluczowe:** edukacja zawodowa, achmeologia, metodologia badań.