

Promote Development of Knowledge Intensive Activities on the Basis of Improving Management Training by Means of Acmeological Approach

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Abstract—Acmeological methods of management training in the context of forming knowledge-intensive activities and their main features are described in this article. It is noted that in management theory, more attention should be paid to the problem of widespread use of the creative potential of the individual. The purpose of this article is to substantiate the possibility and necessity of implementation of acmeological methods in the preparation of managers. In writing the article theoretical research methods are used such as formalization, analysis and synthesis, generalization, as well as ones of empirical level: observation, comparison, questionnaire survey. The methodical system of acmeological research is presented.

Keywords — *management, manager, acmeological method, knowledge intensive activities, creative potential.*

I. INTRODUCTION

Despite significant innovations in the field of content and technology of education, higher education institutions do not provide the level of specialist's personal and professional readiness for activities that would correspond to the update of the target, substantive and procedural characteristics of production. The new technological and economic paradigm of the information age has brought about new structures and processes in international business [12].

«Economic reforms providing depends on the creation of an effective mechanism for the management of scientific and technical activities and state support of innovative processes» [5].

As a rule, management has controlling and limiting influence, while social creativity is not essential and remains only as a cultural burden. The discrepancy between the stated theoretical principles of management and the spontaneity of social and economic development forces to reconsider the position of management thought: human resources should be the main in the development of the organization and the achievement of its goals [2].

«The main milestone and starting point will be the general goals of education, expressed mainly in terms of philosophy and sociology, reflected in the public consciousness. The next step is a specification of these objectives in psychological ideas about the qualities that should be possessed by an educated person» [1].

Management activities and its principles are based on the application of human knowledge and abilities, which is a certain step forward in the transformation of the management system, the development of appropriate strategies. In management theory, more attention should be paid to the problem of widespread use of the creative potential of the individual [4].

Creativity is an activation of the creative potential of a person, his/her ability to approach the generation of ideas and the solution of problem situations creatively. Accordingly, the leaders of socio-economic and scientific and technological progress will be only those companies that will master the science of creative management of socio-economic development in the face of uncertainty and permanent crisis situations [9].

Human development is a process of creative self-realization. "The purpose of education is to ensure the persons development capable of storing natural basis of his/her own personality" [11]. Creative personality, which is synonymous with comprehensively and harmoniously developed personality, today is a condition and prerequisite for the progress of mankind [8].

An important feature of creative activity is considered to be an independent transmission of knowledge and skills in a new situation: solving a new problem, the student is able to use the long-acquired knowledge and skills to find a decision. This is not always easy to do, especially if this previously acquired knowledge is placed in a different scientific field than the problem to be solved [7]. The essence of the acmeological approach is to strengthen the role of individual development of a person throughout the learning phase, the formation of professional and creative abilities. Thus, the concept of "innovative" specialist is "acmeological", because one of the priorities of acmeology is a study of the highest achievements of the individual in professional activity and ways optimization, methods and means of professionalism development.

II. PROBLEM STATEMENT

The purpose of this article is to substantiate the possibility and necessity of implementation of acmeological methods in the preparation of managers in the context of developing knowledge intensive activities. Theoretical research methods are used formalization, analysis and synthesis, generalization, as well as methods of empirical level: observation, comparison, questionnaire survey.

The organization of the educational process to ensure subject interaction is provided by involving students in speech activity in the conditions of active forms of learning: economical, business role-playing games, "activity" tasks of various kinds. Teaching aids are needed in educational process, including exercises of managers' professional and creative skills formation. These may be interactive methods of work. The joint activity of teachers and students is mainly aimed at solving interdisciplinary problems by means of acmeological approach [14-17].

III. LITERATURE REVIEW.

S. A. Anisimov, A. A. Derkach, N.I. Konyukhov, B.S. Pavlov, A. A. Derkach presented a methodological system of research. Scientists V. V. Kraevsky, M N. Skatkin and I.Y. Lerner [3] identify the following features of creative activities:

- vision of the new function of the object. This feature is that a person is able to discern the ability to serve as a different, unexpected purpose in surrounding objects;
- independent combination of known methods of activity into a new one;
- vision of the object structure: a person, faced with a situation, a problem, a new text, catches all the elements of this object, a significant and insignificant ratio of these elements;
- alternative thinking, i.e. the vision of possible solutions to this problem, the presence of conflicting evidence,

- construction of a fundamentally new method of solution in contrast to other known or not a combination of known methods of decision [3].

Since the crucial goal of education is to teach how to apply the acquired knowledge in practice creatively, critical thinking should become a strategic basis for the continuous education of people. Analysis of foreign and domestic research shows that there is no single definition of this type of thinking. D. Dewey interpreted critical thinking as a complex activity associated with human actions that captures a person completely. Modern researchers D.H. Clarke and A.W. Beadle define critical thinking as the process by means of which the mind works out information in order to comprehend or produce ideas or solutions to a problem.

Many scientists state that acmeology of a personality is an elaborated independent branch and one of the professional activity's subject [13, 18-21].

S.A. Anisimov, A.A. Derkach, N.I. Konyukhov, B.S. Pavlov considered a group of research methods:

- theoretical research methods: logical ones (analysis, synthesis, induction, deduction, thought experiment, etc.);
- instrumental and practical research methods: general scientific ones (observation and experiment);
- methods of private sciences: psychological ones (conversation, testing, self-observation, etc.), sociological ones (survey, questioning, interviewing, etc.) [3]

A.A. Derkach, V.G. Zazykin state the following acmeological research methods:

- general scientific methods: analysis, synthesis, comparison, generalization, typology, modeling, etc.;
- general methods: experiment, mathematical methods;
- private methods: observation, conversation, tasks, testing, scaling, etc.;
- actually acmeological methods: diagnosis of acmeology, acmeological forecasting, job description, acmeological technology, etc.).

Overall acmeological methods allow to represent, analyze, simulate a successful professional activity, to identify the conditions for its effective organization.

IV. RESEARCH METHODS

Verification and confirmation of the study hypothesis, evaluation of the effectiveness of the pedagogical model required the selection of adequate criteria and indicators. Acmeological methods were used for the evaluation of it. It should be noted that acmeological method is a set of techniques, methods of action that do not belong to other sciences, allowing to solve acmeological problems effectively, first of all, the identification of the level of professional and personal development of a person and the promotion of productive professional and personal growth of a person to the level of professionalism.

We used acmeological diagnostics as one of the main acmeological methods of research in assessing the training of future managers, which is a holistic system for determining the degree of personal and professional status of the ideal model in

the context of person's highest development conditions. The system includes functional-personal, ecological-ergonomic, organizational and social conditions that are subjected by the diagnosis, objective and reliable assessment, modeling for their further transformation. Students were offered tasks to identify professional and personal requirements within the profession, with the help of which projects were developed to monitor the professional and personal growth of future specialist.

To assess the creative skills formation, "Creativity" test was conducted to built up psychological profiles of creativity such as "I am real" and "I am ideal". This allowed to identify the level of person's creative inclinations and a psychological creative profile. The comparison of two images of creativity "I-real" and "I-ideal" allows to determine person's creative reserve and creative potential. The real and the ideal representation of creativity and artistic skills perform the function of self-assessment and reflection control. However, we took into account the fact that all students have different views about their creative abilities and they are often overstated or understated. This problem is a discussion subject with a teacher in the process of psychological counseling for person's correction. Diagnostics of creativity is mainly indicative. The real creativity occurs in the process of productive activity, when creative potential of the individual is revealed and developed.

V. PRACTICAL SIGNIFICANCE.

Acmeological method application in management education in the context of forming knowledge-intensive activities stimulates an innovative specialist training, because one of the priorities of acmeology is a study of the highest achievements of the individual in professional activity and ways optimization, and means of professionalism development. Introduction of acmeological approach is represented as studying and implementation of practical improvement of the manager through transformation of the available professional level of development into higher optimum one. The implementation of the main directions to improve the process of management training, developed on the basis of theoretical and empirical research results, allows to protect future managers from professional deformations, contributes to the continuous development of their personal and professional potential.

VI. FINDINGS.

Experimental verification of the basic theoretical provisions can identify the levels of creativity: the first level is characterized by the formation of professional competence, it is manifested in the first adaptive stage; the second level is characterized by the reproductive activity of the student in solving theoretical and practical problems; the third level is based on the creative application of theoretical knowledge (students are characterized by a high degree of mental operations and actions). The transition from one level to another can serve as an indicator of the dynamics of skills development.

Milton Rokich Test (Research of value orientations of M. Rokich) [6] gave possibility to investigate the direction of personality and to determine its semantic coordinates of self-perception, self-attitude and self-realization in activity. The students were offered a corresponding set of 18 cards with certain values to be arranged in order of importance. The selected value, which is the most significant, was placed on the 1-st place. Then 2-nd largest value was selected, etc. According to the proposed drawings instrumental and terminal values were identified.

Index levels values were determined as follows: 2 points – if the student failed to identify any patterns, incompleteness of the personality system of values (low), 3 points were awarded to students who have identified values with difficulty (adequate), 4 points – students identified primarily in their values, with the exception of some (middle) 5 points – students easily identified values, motivated to diagnosis.

Correction and self-assessment of the activity course and results, person's self-assessment, the desire for self-development, self-consciousness were conducted by means of S.A. Budassi test. Its objective is to conduct a study of self-esteem. The basis of this technique is a method of ranking. The procedure was as following: the students were presented with a list of 48 words that denote properties of the personality; they had to choose 20, which characterize the reference person in their repose. The results were recorded in the protocols and processed, determining the relationship between the views of "I-perfect" and "I-real".

The link measure was established using the rank correlation coefficient. First, we determined the difference of ranks d_1-d_2 for each property and entered the data in the column "a difference of ranks D " of the protocol. Then d was squared and the total sum of the squares of the rank difference $\sum d^2$ was determined by substituting into the formula (1):

$$a + b = \gamma r = 1 - 6 \sum d^2 / n(n^2 - 1), \quad (1)$$

where r is a correlation coefficient, which is a measure of the level of self-esteem, n is a number of the selected properties of the person. If

$$n = 20, \text{ to } r = 1 - 0,00075 \times \sum d^2 \\ 1 - 0,00075 \times 2412 = 1 - 1,809 = - 0,809$$

Levels of self-assessment indicators expressions are: from 4-1, 0 to + 0.85 is high (high level), from + 0.84 to + 0.53 is adequate (high level), in the range from + 0.52 to -0.1 – is average, ranging from -0.09 to -0.32 is low, adequate (sufficient level), from -0.33 to -1.0 is very low, inadequate (low level) (see table. 01).

TABLE I. RESULTS OF THE ASCERTAINING EXPERIMENT OF THE SELF-ASSESSMENT BY THE TEST (NUMBER OF PEOPLE/%)

Groups	Levels			
	Low	Sufficient	Average	High
Control	6/21	6/21	10/36	6/21
Experimental	7/25	7/25	8/29	6/21

The coefficient of rank correlation r in the experimental group was in the range from -1 to + 1. In the control group, the obtained coefficient was in the range from - 0.37 to + 0.37 (at the level of reliability equals to 0.05), which determined a low insignificant relationship between the ideas about ideal qualities and the real ones. In 50% of experimental group students the value of the correlation coefficient was from + 0.38 to + 1, indicating a positive relationship between I-perfect and I-real as a manifestation of adequate self-esteem.

The control group had the following results: direction on themselves – 30.5 %; direction on communication – 50.1 %; direction on the case – 20.2 %. Experimental group results were the following: direction on themselves – 25.3 %; focus on communication – 45.2 %; direction on the case – 30.1 %.

Let's determine indicators of innovation activity assessment in the Russian Federation and the values of the integral growth rate of innovative activity in the Russian Federation for 2010-2016 (fig. 01-02).



Fig 1. Indicators of innovation activity assessment
Source: proposed by the authors.

On the basis of the above-defined indicators of innovation activity growth in the Russian Federation it is proposed to calculate the corresponding integral coefficient:

$$K_{int} = K_1 * K_2 * K_3 * K_4 * K_5, \text{ where}$$

K_{int} – integrated growth rate of innovative activity

$K_i, i=1 \dots 5$ - growth factors of the corresponding indicators of an assessment

On the basis of practical implementation of the above-mentioned formula the values of the integral growth rate of innovative activity in the Russian Federation for 2010-2016 were determined. So, they in a visual form are represented in the figure 02.

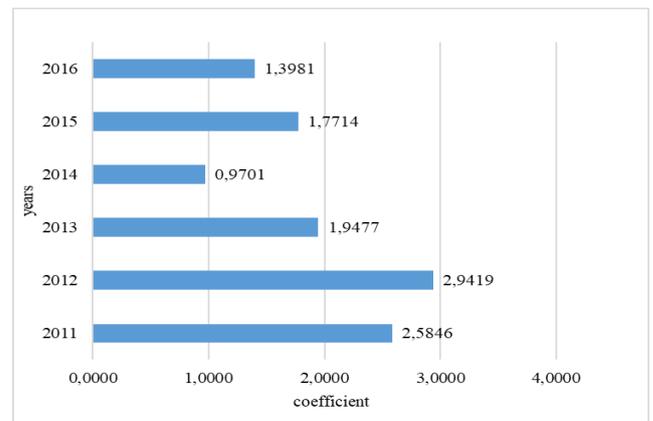


Fig. 2. Integral coefficient value of innovative activity growth in Russian Federation

As the fig. 02 can demonstrate, integral coefficient of the growth of innovative activity doesn't exceed the value 3 (and it was possible to approach one only in 2012), and in recent years this value fluctuates at the level of 1.40-1.78. At the same time, to ensure innovative growth of the Russian economy, the value of this coefficient should be at least 3.05. In this connection, it should be noted that it is necessary to carry out additional measures to stimulate innovation activity in the Russian Federation. At the same time, the basic tool for ensuring this growth should be the training of appropriate personnel, and acmeological approach should be applied in the context of managers' training, because it allows to form ones with following skills:

- developed modeling thinking;
- the ability to consider a variety of possible solutions to each problem;
- creative approaches while considering certain issues;
- skills of finding cause-and-effect relationships;
- the ability to comprehensively approach the identification of points of growth in the relevant field or one of activity.

At the same time, the implementation of acmeological approach is possible only with the appropriate infrastructure and state support. So, in particular, it is necessary:

- stimulate the creation of innovative platforms and business incubators in all economic universities;
- to develop a system of grants for research and innovation designs among students;
- to strengthen cooperation among higher education institutions, state and local authorities, non-profit and commercial organizations.

It seems that the above mentioned proposals will help to achieve the personnel formation in the field of management of the highest level of qualification, the work of which will ensure the innovative growth of the Russian Federation.

VII. CONCLUSION

In conclusion, we note that the proposed hypothesis is confirmed by the results of the study in the form of qualitative

and quantitative indicators. The results of the work include the following: systematization of the fundamental categorical-conceptual apparatus is carried out; psychological and technological mechanism of creativity development is developed; experimental verification of the main theoretical provisions of the study is conducted.

This study allow to make a conclusion that at the present stage a new perspective of professional activity is opened, which is considered in the context of management training.

The main directions implementation to improve the process of management training, developed on the basis of research results, allows to protect future managers from professional deformations, contributes to the continuous development of their personal and professional potential.

The main acmeological conditions assume the development and stability of motivation of future managers in the context of knowledge-intensive activities development, namely, satisfaction with the profession, the formation of professionally significant qualities, socio-psychological orientation to self-realization of the individual. The materials of the study presented the main directions for improving the educational process.

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