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SELF-MANAGEMENT IN THE PROCESS OF PROFESSIONAL SELF-ACTUALIZATION OF THE TEACHER OF HIGHER EDUCATIONAL ESTABLISHMENT

Abstract. The article deals with the analyses of the strategy of professional self-actualization of the teacher of higher educational establishment. Importance of self-management in the strategy of professional self-actualization for this group of teachers is proved. The directions for further studies of the problem are proposed.

Key words: professional self-actualization, teacher of higher educational establishment, self-management.

Introduction. Changes in modern society, in view of scientific and technological progress, demand continuous professional self-improvement of any specialists. They badly need acquiring new knowledge and skills to maintain competitive level of professional competence further to be in demand in the marketplace.

Formulation of the problem. Despite the fact that actualized attention to understanding personality, underlining his or her characteristics, stressing personal needs, different expressions, the problem of development and realization of personal potential nowadays is considered in a brand new way. Social and economic development priorities of society cause significant changes in the objectives, content and results of training a new generation of professionals. In modern society they have to be creative leaders, competitive, professionally and socially mobile to meet personal, educational and other needs in the process of professional self-actualization. We **aim** to find explanation how it happens.

So, the **tasks** of this article are: 1) to clarify the definition of professional self-actualization process for the teacher of higher educational establishment; 2) to define the stages of the process; 3) to prove the importance of self-management in the strategy of professional self-actualization for this group of teachers; 4) to propose directions for further studies of the problem.

Main material. The term "self-realization" (self-realization) appeared for the first time more than a century ago in the "Dictionary of Philosophy and Psychology" (1902). When considering this term, in psychological literature attention here is focused on the presence of differences in the interpretation of the concepts of "self-realization" and "self-actualization", due to external and internal aspects of personality existence. They are also quite similar in meaning and used as synonymous by various scholars. Summarizing ideas of different scientists, we have to note, that given the characteristics of the life direction of an individual in the context of professional areas – from initial formation of a professional and on to the end of his or her professional career – a phenomenon is treated as a process of realization of a professional's human potential, that is implementation of his or her identity through own efforts and interactions with others.

Thus, professional self-actualization for teachers of higher educational establishments is an ongoing creative and strategic process of promotion by individual trajectory, which is a definite way of life, expressing the process of acquiring all the necessary expertise, skills and qualities as they appear to be necessary. This process is one that starts from professional self-identification and continues through the whole period of professional activity of a teacher after graduation from university in order to realize his or her own capabilities and abilities optimally using time and efforts needed to master professional competencies, i.e., to achieve the necessary level of professional competence.

As it lasts from initial formation of a professional, starting from his or her self-identification and graduation from the university and on over whole period of professional activity, to the very end of a professional's career, it is possible to find out stages of the process. In fact, they are: initial professional formation (his or her study at the university); professional adaptation with primary, advanced and complete adaptation sub-stages (specialist ready to conscious self-improvement and development); life-long professional self-actualization by retirement.

In the process of self-realization in the field of teaching, while overcoming stages mentioned above, implementation of a specific person's needs to acquire or improve all the necessary professional knowledge and skills occurs to meet desire of an individual for systematic, regular acquisition, renewal and updating of relevant knowledge and skills due to the change of reality or in its perception and understanding, and, as a challenge, aims to optimize educational process in the university he works for. The only guide in the process self-management is. The term came from economy

and psychology, but is definitely relevant to our research as being dealt with time and efforts needed to achieve objectives by a person. Actually, the teacher of a higher educational establishment appears to be such a unique manager in movement by his or her professional trajectory. Here personal self-organization, self-regulation, self-control do play crucial role, because we deal with already formed personality, consciously seeking to manage life dynamics, possessing the ability to overcome obstacles and solve problems that arise during professional activity, defining appropriate strategies to achieve goals.

Conclusion. For the teacher of higher educational establishment who is a manager of personal professional development, the process of self-realization in profession becomes a strategic individual creative process, aimed at a result as hard work to attract all the creativity to realize own capabilities and abilities of using time and efforts optimally to achieve desired level of professional competence to be protected in the marketplace. Within our research we consider self-management to be one of perspective directions for further studies.

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