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FORMATION OF ACMESYNERGETIC POSITION OF FUTURE HEADS OF GENERAL SECONDARY EDUCATION INSTITUTIONS

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A modern educational institution needs a creative, competent leader who is capable of professional self-development, adaptation to rapid changes in life and activity. Today, the issues of management of an educational institution based on an acmeological approach, motivation of personal and professional growth of teachers, creation of an acmeological environment in an educational institution for professional self-development of teachers are relevant. In research in the field of acmeology and psychology of professional activity (O. Anisimov, O. Bodalov, A. Derkach, R. Krychevsky, V. Maksimova, Y. Sinyagin, and others) the dependence of productivity of professional activity in new realities of social life with development of mechanisms is substantiated self-organization and self-development of the specialist is substantiated, with the training of intellectual and managerial elite with a constant need for personal and professional growth, creative self-actualization, the achievement of acme in professional activities. Therefore, the head of an educational institution must possess a formed acmesynergetic position, which is an important condition for its competitiveness in the market of educational services.

Scientific sources use various concepts relating to professional self-improvement and self-development of the specialist: personal competence as the possession of skills of personal self-expression and self-development and individual competence, covering methods and techniques of self-realization and development of individuality within the profession (W. James, A. Markova, A. Maslow); competence of self-improvement as the unity of autopsychological competence and competence of self-development (L. Zenya); autopsychological competence as the ability of the subject to constant purposeful activity to change personality traits and behavioral characteristics, development and optimal use of their own mental resources (A. Derkach, O. Dubasenyuk, G. Egorova, N. Kuzmina, V. Sydorenko, L. Stepanova, O. Shevtsova); acmeological competence of teachers as acmeological orientation, knowledge, skills, abilities that provide movement to acme (O. Grechanyk, A. Derkach, V. Ziazykin, S. Makarov, A. Fominykh); acmeological position, which is manifested in the desire of the teacher to achieve positive self-change in training (R. Nikolaevskaya, E. Pozharsky, V. Sidorenko). We interpret the acmesynergetic professional position of future heads of educational institutions as a formed system of value-semantic orientations, self-motivation for constant personal and professional growth, maximum mobilization of personal and neuropsychological resources, high achievements in managerial (pedagogical) activity, a constant need for creative self-actualization and self-realization.

Acmesynergetic position is formed in the process of purposeful reorientation of views, beliefs, motivational sphere, and value orientations of future professionals. Acmeological technologies are of special interest for our research. These technologies are characterized, first of all, by a humanistic orientation, because they are focused on helping to carry out the progressive development of the individual, at a time when many psychological influences are inherently manipulative. The principal method of acmeological technologies is the internal or external acmeological influence [3, p. 247].

The major purpose of acmeological influence is to stimulate the development of the properties of subjectivity, when the object of influence becomes more active, responsible. The main task of acmeological technologies is to form and fix in the mind of the future specialist the need for self-
knowledge, self-development and self-realization, which allow with the help of special techniques and techniques to self-actualize personal and professional "I". Through self-assessment, programming, self-regulation, self-affirmation, internal and external modalities of "I-concept" are realized [3, p. 284]. Acmeological technologies are aimed at developing internal potential, improving the professionalism of future leaders of educational institutions.

Among modern acmeological technologies are learning technologies, game modelling technologies, technologies of psychological and acmeological counselling, technologies of development of auto psychological competence, training technologies, etc. [1]. Psychological technologies are focused, first of all, on the actualization and transformation of the inner world of man, which contributes to the qualitative transformation of himself not only as a subject of activity, but as a person, individuality. Acmeological technologies contribute to the formation of a stable ability to independently choose the vector (strategy) of professional development, self-improvement, and professional self-development. For the formation of acmesynergetic position constructive change of behaviour is a relevant technology, which involves the consistent transformation of motivational, intellectual, affective and behavioural structures of the individual, resulting in the external determination of human life changes to internal. Using this technology stimulates the manifestation of creative activity, in which the desire for self-change is one of the important elements of self-development [4]. This technology focuses on the awareness of the future specialist of himself, his inner world, professionally significant traits and qualities, motives of activity.

An effective means of forming an acmesynergetic position is the technology of coaching, which should be introduced at the stage of professional training. Coaching as a technology of professional development involves pedagogical support, creating optimal conditions for the disclosure of the potential of the individual, identifying unrealized resources. Coaching studies the patterns, mechanisms, principles, and ways to create the conditions for maximum self-disclosure of the potential of the personality [2, p. 6]. Coaching launches processes that enable the future professionals to realize their life and professional goals develop an idea of themselves as a subject of professional activity, to form the need for professional development throughout life. Pedagogical coaching is based on the mechanism of directed self-development, based on the principle of "learning through action". The ultimate goal of educational coaching is the professional self-development of a specialist.

The pedagogical technology that we use to form the acmesynergetic position of future leaders of education combines the influences of acmeological and coaching technologies, is integrative, and has a psychological and acmeological nature. It is aimed at: self-knowledge and self-development of the student's personality in the educational process; actualization and support of personal and professional growth and self-development of future specialists; actualization and transformation of their inner world; stimulation in achieving "acme" at the stage of professional training, the desire for self-actualization; change in the intellectual, emotional and behavioural spheres of personality; focusing on the highest professional achievements.

The head of the general secondary education institution with the formed acmesynergetic position will design and implement pedagogical systems based on the principles of individualization and self-realization, self-development and self-reflective management.

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