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PSYCHOLOGICAL, PEDAGOGICAL AND METHODOLOGICAL INVARIANTS OF EDUCATIONAL PROCESS IMPROVEMENT IN THE MEDICAL COLLEGE BASED ON THE ACMEOLOGICAL APPROACH

Abstract. The study's relevance is due to the need to improve management activities in the system of pre-higher education. Based on the analysis of psychological and pedagogical research, the article reveals the essence and advantages of the acmeological approach to the organization of the educational process in the medical college as in an institution of professional pre-higher education. The content of managing a medical college using acmeological concepts is disclosed. The model of the organization of the educational process in the medical institution of advanced professional education using the principles of the acmeological approach was substantiated and developed. The author's model contributes to the improvement of the provision of educational services. In the research process, innovative changes were proposed that should be introduced to develop strategic planning of the educational activities of the medical college as an institution of professional higher education based on the acmeological approach.

Keywords: acmeological approach; educational process; the institution of professional pre-higher education; model of the organization of educational activity; managerial activity; strategic planning.

Introduction

Modern realities of modernization of education in institutions of professional pre-higher education require the search for innovative scientific approaches to improve management activities, which would contribute to the development of all subjects of the educational process and stimulate high personal and professional achievements of both providers of educational services (scientific and pedagogical) and recipients (students). Medical colleges have a fundamental need for managers with high intellectual potential, global professional thinking and readiness for strategic planning of their activities. In our view, the head of the college must adhere to the requirements of the acmeological approach in his activities to perform his duties well.

In practice, the educational process needs to be high-quality and organized based on strategic planning in an institution of professional advanced medical education that complies with the acmeological approach's requirements. In such a college, scientific and pedagogical workers actively and purposefully develop themselves, and the individual and professional characteristics of the students are systematically taken into account. Another advantage is a balanced approach to forming students' competencies and developing their spiritual, moral values and creative abilities.

Analysis of the scientific researches and publications

It was established that the psychological and pedagogical aspects of the acmeological approach are covered in the publications of V. Gladkova, O. Dubaseniuk, S. Kalaur, S. Palchevskiy, I. Semenova, and others. Thus, scientists prove that the acmeological approach makes it possible to: investigate the patterns of development of the creative potential of an individual; to establish objective and subjective factors that contribute to or hinder the achievements in the process of self-realization of an individual, determine the regularities of the organization of self-education and self-control (Theory and practice of professional acmeology, 2020, p. 47). Based on the acmeological approach, professional self-development of an individual involves spiritual and practical transformation to achieve the maximum level of self-improvement and self-development (Basics of acmeology for education managers, 2012).

Methodological issues of implementing the acmeological approach in the educational process of medical institutions of advanced professional education are presented in the publications of M. Demianchuk (Demyanchuk, 2014) and V. Kishchuk (2019). It was found that the analysis of the managerial activity in educational institutions is most thoroughly presented in the works of O. Bodnar (Maslov, Bodnar, Horash, 2012), G. Yelnikova (Theoretical and methodological principles of modeling the professional competence of heads of educational institutions, 2010), V. Kryzhka (Management of an educational institution, 2022), O. Marmaza (Marmaza, 2007) and others.

Scientific searches of Ukrainian authors are, for the most part, aimed at revealing such issues as studying the specifics of professional training of students in educational institutions of different levels of accreditation; highlighting the potential of the competence approach in the organization of the educational process in medical institutions of advanced professional education; analysis of humanity, mercy and

nursing ethics; development of determinants of personal and professional development of medical specialists during continuous education; introduction of innovative technologies into the educational process; quality organization of self-education activities. However, the psychological and pedagogical principles of educational activities organization based on the improvement of strategic managerial activities in medical, educational institutions of professional pre-higher education have not been thoroughly investigated; the potential of the acmeological approach in the organization of the educational process in medical colleges has not been thoroughly analyzed.

The relevance of improving the quality of managerial activities in medical colleges from a psychological, pedagogical and methodological point of view is due to the need to raise the prestige of educational institutions of professional pre-university education in society. The study of these issues will increase the quality of the organization of the educational process and the competitiveness of specialists with junior bachelor's degrees in the labour market. The implementation of the acmeological approach will provide an opportunity to ensure high-quality management activities in colleges.

Therefore, the article aims to study educational and managerial activities in medical institutions of advanced professional education and to introduce innovations in the organization of the educational process based on the acmeological approach. **The tasks are:** 1) to investigate the potential of the acmeological approach for improving the educational process in institutions of medical professional higher education; 2) to present a model of the organization of educational activities based on the acmeological approach and outline its potential for improving strategic planning.

Methods of scientific research

Theoretical methods were used to solve the tasks set in the article: the study of scientific researches, analysis, synthesis, comparison, and generalization of scientific information in the Google Scholar electronic database, Ukrainian and foreign websites. The organized methodological research covered the following practical actions: a theoretical and methodological analysis of the content of the scientific definitions "acmeological approach", and "managerial activity"; scientific analysis of the practical potential of pedagogical modelling in the field of improving educational activities in medical colleges is presented; ways of improving strategic management based on the acmeological approach at Professional College of MIHE "Rivne Medical Academy" are highlighted.

Results and discussion

Thus, the acmeological approach from a psychological and pedagogical point of view ensures the active functioning of self-development mechanisms taking into account personal conditioning. As scientists prove, the acmeological approach aims at "revealing various types of connections of a complex object in activity and bringing them into a single theoretical picture" (Kovalenko, 2009, p. 53). That is, this approach makes it possible to qualitatively and objectively characterize complex functioning systems: a person as an individual, personality and subject of activity; involves the study of individuality, specific pedagogical systems created by the teacher himself in

line with those educational paradigms that exist in a modern educational institution and society as a social system. In particular, P. Jarvis, researching the organization of adult education and life-long learning, emphasizes that “the pursuit of “acme” as the most creative period in life is important not only for each individual but also for society as a whole” (Jarvis, 2004, p. 182).

Let us emphasize that innovative changes in the educational process in colleges should be aimed at ensuring the conditions for the maximum possible realization of students during their learning. In this context, education is considered through the prism of the formation of personal maturity of the future specialist, which implies the formed ability for self-realization. “The future specialist must possess a high coefficient of personal “acme” development, which makes him unique and determines positive, creative beginnings” (Kalaur, Oleksyuk, 2012). Therefore, the acmeological approach will enable future specialists to achieve professional and personal growth and allow them to express themselves and achieve self-affirmation. All these factors are constant companions of self-realization. That is, we can authoritatively claim that the acmeological approach is focused on achieving the “maximum peak” – “acme” for each individual, as well as on improving all processes that affect the individual during his advancement to “acme”. This peak (its achievement or non-achievement) indicates whether the individual has realized himself as a professional specialist. We mean the achievement of “acme” by students as future specialists and scientific and pedagogical workers who organize the educational process.

There are exciting suggestions of teachers who investigated the potential of the acmeological approach in medical colleges. For example, we fully support the position of M. Demianchuk, who defines the acmeological approach as “the process of formation and consolidation in the individual’s self-consciousness of the urgent need for self-knowledge, self-development and self-realization” (Demyanchuk, 2014, p. 114). The essence of the acmeological approach, according to the author, consists in the implementation of a comprehensive study and restoration of the integrity of the subject in the period of maturity, when his individual, personal and subject-active qualities are studied in the unity of all relationships to contribute to the achievement of those optimums that everyone can reach.

It should be noted that the professional development of scientific and pedagogical workers in professional pre-higher educational institutions is a complex and multifactorial process. Thus, the primary sources of professional development are the contradictions between a specialist's professional and personal qualities, and the regularities of becoming a professional are the basic foundation. From the point of view of management, we consider the professional development of scientific and pedagogical workers as a purposeful, irreversible process of qualitative changes of knowledge, abilities and skills, abilities and qualities, experience and results of his/her professional activity. That is, from a psychological and pedagogical point of view, professional development is a creative process of improvement of a specialist who organizes the educational process in a professional college. It is the result of the interaction of an influential group of factors (external and internal, individual, group), the effect of which is mediated by certain conditions (external and internal, objective and subjective, general, local and individual).

Scientists have defined conceptual principles (Kalaur, Soroka, 2020), outlined directions (Zabolotska, 2005), spheres and aspects of professional development (Dutka, 2004) for both students and teachers. The presented advancement made it possible to simulate the process of using the acmeological approach in practice. The identified theoretical bases, regularities and factors of the professional development of a pedagogical specialist should serve as a basis for building a high-quality professional activity of the head manager of the institution of professional pre-higher education. Implementing acmeological ideas in management activities in medical institutions of advanced professional education positively affects various aspects. First, for students, it means: creating a high-quality educational environment and improving the quality of students' education; increasing internal motivation and stimulating the interest of education seekers in obtaining a medical profession in colleges. Secondly, for teachers, it means: increasing the level of professional competence of pedagogical workers as an integral factor of a holistic pedagogical culture; modernization of the content, methods, and forms of professional development of pedagogical personnel in the process of continuous pedagogical education. Thirdly, it means for the educational institution itself: modernization of the educational and methodological and material and technical base of the medical college as a professional institution of pre-higher education.

Modern realities of education modernization are conditioned by the need to find new content and implement scientific approaches, which are necessary for the development of a strategic management system which would be aimed at the development of all subjects of education (in our case: students – “junior professional bachelors”, scientific workers – teaching staff of the college, administration) an idea of the success and effective implementation of all the requirements declared in the Law of Ukraine “On Professional Pre-Higher Education”. From a psychological and pedagogical point of view, management is interpreted as “a special type of human activity in the conditions of constant changes in the internal and external environment, which ensures a purposeful influence on the managed system in order to preserve and organize it within the given parameters based on the laws of its development and the action of self-management mechanisms” (Theoretical and methodological principles of modelling the professional competence of heads of educational institutions, 2010, p. 74).

Based on the study of the publications of Ukrainian and foreign scientists, the following types of educational institution management were identified, such as strategic management (implies management of educational goals); process management (based on the organization of management of development, functioning of the institution and also includes innovation management); organizational management (based on the management of structural transformations); personnel management, resource management (purposeful management of material and technical support and information resources). All types of management should be based on the principles of the acmeological approach. This will help managerial activities to have such features as:

1. Subjectivity of management activity (a specific subject carries out management; therefore, the personal qualities of management subjects, ethical position and professional experience play an essential role).
2. Independence in goal setting (the manager must independently carry out goal setting and independently formulate not only the goal (strategic and tactical) of

managerial activity but also work on the implementation of the goal of the activity of the structure he manages; sets specific tasks, and also formulates effective ways to achieve the set goal at the strategic and tactical levels).

3. Indirectness of the result of the managerial activity (the direct result of the managerial activity is the managerial influence exerted on the managed structure in order to ensure the necessary behaviour of the managed system; and the final result of the managerial activity is positively directed actions regarding the effectiveness of the functioning of the system led by the manager).

4. The creative nature of the managerial activity (the decision-making process cannot be fully formalized, it will always contain both elements of creativity and uncertain factors; it is advisable to regulate creativity by ethical and legal norms, as well as support it by clear resource and financial limitations).

5. The accuracy of predicting the behaviour of the controlled system depending on the actions that control it requires the creation of a model of this process (Management of an educational institution, 2022, p. 127-140).

We proceed from the considerations that managerial personnel, who aim at personal and professional development and attain a high level of competence, usually achieve and implement their plans in a managerial career. Moreover, in acmeology, the professionalism of management subjects is revealed from various leading positions, namely:

- formation of a productive “self-concept of a professional manager”;
- development of readiness for highly effective management activities, including extreme situations;
- internal motivation of professional achievements in managerial activities and the formation of a system of reserves of functional capabilities when managing in extreme situations.

In order to ensure the quality of the educational process and the full implementation of the acmeological approach, we consider it expedient to use pedagogical modelling. We proceed from the fact that modelling is a specific multifunctional study aimed at fulfilling the main task – to reproduce, on the basis of similarity with the existing object, another one that replaces a researched object (that is, a model). So, a model is an object that can replace the original under certain conditions, reproducing the properties and characteristics of a specific original. Let us emphasize that the degree of conformity of the model to the original object is an essential factor that certifies the completeness and reality (truth) of the theory with the help of which the models are created. We believe that modelling is a general scientific method of studying any phenomenon. We found out that in recent years, pedagogical modelling has been widely used in psychological and pedagogical works and in research on sociology and philosophy. In acmeology, with the help of models, it is possible to carry out a qualitative synthesis of knowledge about what should be formed by the head manager of the institution of professional pre-higher education, as well as to compare what is in the present with what should be formed by the head-manager, as well as to approach the definition of promising factors that contribute to the process of management activities improvement in a strategic context. In the course of studying the specified circle of acmeological problems, it was found that the use of the acmeological

model is not limited to research purposes but is used during the development of individual plans of personal and professional development programs of a manager.

It is appropriate to consider modelling the educational activities process by a medical institution of advanced professional education using the principles of the acmeological approach. From a methodological point of view, modelling involves a precise reproduction of a system of specific objects, factors, qualities, and operations, which reproduces specific essential characteristics of educational activity in colleges as institutions of professional pre-higher education.

Based on the generalization of the developments in the methodology of model development, the specific conditions of the existence of the model were singled out, taking into account the acmeological approach, namely:

1) the model must satisfy the requirements of completeness, adaptability, evolvability and the possibility of inclusion in a wide range of changes in management, taking into account the potential of the acmeological approach;

2) the model should be pretty abstract;

3) the model should ensure obtaining reliable information about the object of research – in our case, about managerial activities in an institution of professional pre-higher education;

4) the model must satisfy the conditions limiting the time to solve the problem (Lodatko, 2011, p. 342).

We should emphasize that when solving acmeological tasks, there is often a need to present the obtained results in a concrete and generalized form. It is also necessary to systematically display all the constituent elements of the managerial activity of the head of the institution of professional pre-higher education. The leader manager's improvement process in the personal and professional plane should be directed and encompass some perfect ideas. It is about the actual image of the manager as a subject of work, which should reflect the desired properties. That is, we are talking about the need to create a model of the organization of educational activities in a medical institution of advanced professional education using the principles of the acmeological approach.

From a psychological and pedagogical point of view, the development of the acmeological model covers five main stages, such as:

– the first stage includes the definition of the object of research (in our case, it is about the definition of the content of the managerial activity of the head of a medical institution of professional pre-higher education);

– the second stage involves purposeful activities related to the systematization and generalization of theoretical knowledge about the original object, namely, the management of a medical institution of advanced professional education using the principles of the acmeological approach;

– the third stage is based on the activity, which involves substantiating the need to use pedagogical modelling in the educational activity of the institution of professional pre-higher education in order to improve the management function and increase the quality of strategic planning of educational activities;

– the fourth stage includes practical actions regarding the selection of the main postulates, which are essential for building a graphic representation of the model;

– the fifth stage includes the selection of those specific objects that will influence the improvement of strategic planning.

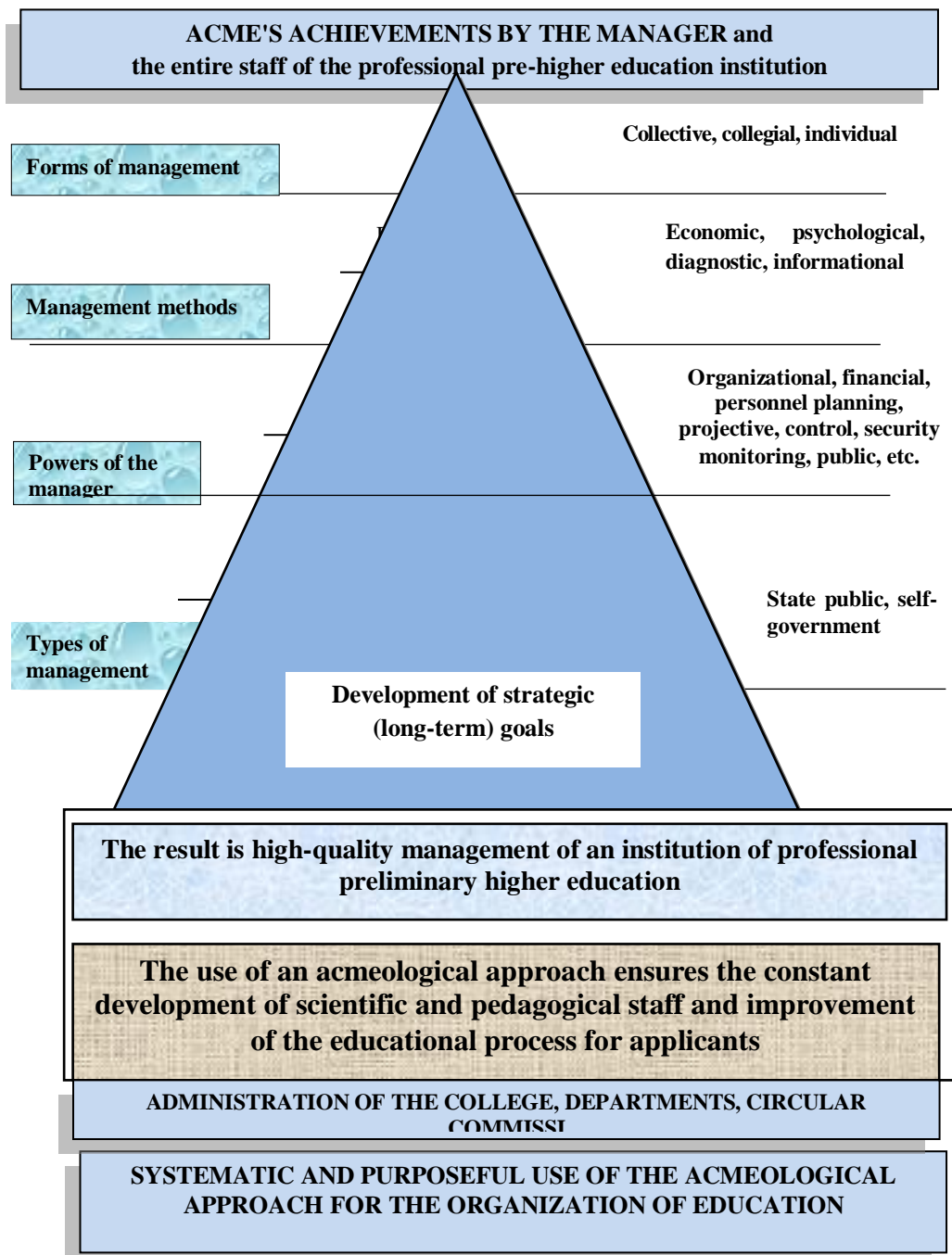
An important point related to the development of the model is the choice of its form in order to organize and conduct an empirical and experimental verification of the effectiveness of the developed model of medical institution management of professional higher education using the principles of the acmeological approach. Moreover, the systematization and generalization of theoretical and empirical research results should be used to refine the model's components so that it becomes even more similar to the original object. Based on the developed model, we plan to carry out not only the analysis and systematization of the advantages of managerial activities, but also to determine the promising ways of developing the educational process in the institution of professional pre-higher education, as well as to develop scientific and practical recommendations that contribute to the development of strategic planning. The graphically developed model is presented in fig. 1.

The author's model performs illustrative (graphically illustrates the author's idea), explanatory (visually reflects the author's idea), informative (covers a significant amount of information about managerial activity in graphic form), and educational (serves as an object for learning) functions.

We will give a brief description of the developed model. So, at the very top, we placed "acme of the head" and "acme of the entire team of the professional pre-higher educational institution". The basis of the model is the expected result – it is high-quality management of the institution of professional pre-higher education, which is accumulated due to the increasing efficiency of the organization of education using the acmeological approach, ensures the constant development of scientific and pedagogical staff and improvement of the educational process for students. The author's model proves that the formation of "acme" takes place based on the full implementation of reflexive, operational, tactical and strategic goals of managerial activity. We emphasize that in order to achieve "acme", the main emphasis must be placed on the use of different forms (collective, collegial, individual); methods (e.g. economic, psychological, diagnostic, information), types (state, public, self-management) of management; qualitatively perform all the duties (organizational, financial, personnel planning, projective, control, security monitoring, public) of management activities assigned to the head of the professional pre-higher education institution.

The developed model's primary goal is to develop the managerial competence of the heads of professional higher education institutions and achieve the appropriate career aspirations, leading to optimal professional self-realization. The full implementation of such a model will have a positive result. In particular, it will encourage the manager to expand the scope of managerial knowledge, improve abilities and skills, and deepen the ability for self-improvement and personal growth and development. All of this will undoubtedly affect the improvement of the quality of the educational process.

Considering that the developed model is based on the acmeological approach, we define it as the leading (central) element. This approach is considered a methodological basis in the managerial activity of the medical college as an institution of professional pre-higher education.



Picture 1. Model of the organization of the educational process in a medical institution of professional advanced education using the principles of the acmeological approach

The acmeological approach is a manifestation of the development of a situational approach with specific characteristics. Essential characteristics of the author's model include flexibility and effective feedback. In that case, when the manager uses an acmeological approach, genuine opportunities are opened to act according to the situation and qualitatively implement a management decision to achieve a socially important goal.

Based on the practical introduction into the managerial activity of MIHE "Rivne Medical Academy" of the educational process organization model in a medical institution of professional pre-higher education using the principles of the acmeological approach, real opportunities for the use of specially developed qualitative tools are available. The model makes it possible to quickly receive adequate information about the state and progress of the educational process in the institution of professional pre-higher education. In addition, the acmeological approach provides practical assistance to the administration not only in the formation of professionalism and professional competence among scientific and pedagogical workers but also promotes progressive self-realization and motivates the improvement of personal and professional qualities of students.

The practical potential of the acmeological approach, which is central to the model, concerns such problems as:

1) improvement of the manager's professionalism as a determining prerequisite for the productive professional activity of the college staff;

2) the study of relationships between the improvement of micro-characteristics of the manager as an individual, personality and subject of activity;

3) development of practical algorithms and technologies of productive managerial activity based on stimulation of mechanisms of self-determination, self-education and self-improvement;

4) implementation of acmeological support in the educational process of the institution of professional pre-higher education, which provides corrective and developmental, consultative and informational tools to improve the educational process.

In conclusion, it is expedient to emphasize the integration and systematic implementation of the acmeological approach in management activities. Such implementation will make it possible to develop clear management actions that will provide a compelling impetus for quality assurance of professional training of students in the medical college; improvement of the practical activities of the whole team of the educational institution; stimulation of the process of achieving "acme" by both students and teachers.

It was found that the principal (strategic) tasks of a manager in an institution of professional pre-higher education (medical college) based on the acmeological approach are: first, a successful and purposeful movement towards an individual, personal and subject-activity maturity; secondly, the formation of the ability to transform accumulated life and professional experience into "acme" achievements; thirdly, the transition of the manager to higher levels of professionalism; fourthly, the creation of a methodical toolkit for self-development "acme"; fifth, improving the strategic planning of the college's educational activities.

Conclusions

In conclusion, we note that the introduction of acmeological ideas into the professional activity of a head manager has a positive effect on improving the quality of the educational process in the college; creation of a high-quality educational environment for the students; modernization of the content, methods, and forms of professional development of scientific and pedagogical personnel; modernization of the educational, methodological, material and technical base of the medical college. In acmeology, with the help of models, it is possible to carry out a qualitative synthesis of knowledge about what should be formed in the head manager of the institution of professional pre-higher education, as well as to carry out a comparison of what is available with what should be formed in the head-manager, as well as to approach the definition of promising factors that contribute to the process of improving management activities in a strategic context. We understand the model as a system of generalized graphic signs that clearly and systematically reproduce the essential properties of the original object and help the manager to achieve the ideal "acme" image of a professional in management activities. A model was developed based on pedagogical modelling management of a medical institution of advanced professional education using the principles of the acmeological approach. It performs illustrative, explanatory, informative and educational functions.

Prospects for further research

Taking into account the insufficient amount of scientific research on this issue, our further research will be aimed at highlighting the potential of the acmeological approach in improving the tactical management function.

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ПСИХОЛОГО-ПЕДАГОГІЧНІ ТА МЕТОДИЧНІ ІНВАРІАНТИ УДОСКОНАЛЕННЯ ОСВІТНЬОГО ПРОЦЕСУ У МЕДИЧНОМУ КОЛЕДЖІ НА ЗАСАДАХ АКМЕОЛОГІЧНОГО ПІДХОДУ

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Анотація. Актуальність дослідження обумовлена потребою вдосконалення освітньої діяльності у системі передфахової освіти. У статті на основі аналізу психолого-педагогічної літератури розкрито сутність та переваги акмеологічного підходу для організації освітнього процесу у медичному коледжі як закладу фахової передвищої освіти. Метою статті було вивчення освітньої та управлінської діяльності у медичних закладах фахової передвищої освіти та внесення інновацій в організацію освітнього процесу на засадах акмеологічного підходу. Ми поставили два завдання: 1) дослідити потенціал акмеологічного підходу для вдосконалення освітнього процесу в закладах медичної фахової передвищої освіти; 2) представити модель організації освітньої діяльності на основі акмеологічного підходу та окреслити її потенціал щодо вдосконалення стратегічного планування.

У психолого-педагогічному контексті розкрито зміст управління медичним коледжем з використанням акмеологічних концепцій. Обґрунтовано та розроблено модель організації освітньої діяльності медичним закладом фахової передвищої освіти з використанням засад акмеологічного підходу. Модель розуміємо як систему узагальнених графічних знаків, які чітко та системно відтворюють істотні властивості об'єкта-оригіналу та допомагають керівнику досягнути в управлінській діяльності ідеального «акме» образу професіонала. До найвагоміших характеристик авторської моделі відносимо: гнучкість та ефективний зворотний зв'язок. Авторська модель виконує ілюстративну (ілюструє у графічному вигляді авторський задум), пояснювальну (наочно відображає авторський задум), інформаційну (охоплює значну кількість інформації про управлінську діяльність) навчальну (служує об'єктом для навчання) функції. Використання акмеологічного підходу відкриває реальні можливості для керівника діяти за ситуацією та якісно реалізовувати управлінське рішення, яке буде спрямоване на досягнення соціально значущої мети – вдосконалення освітніх послуг. У процесі дослідження запропоновано інноваційні зміни, які доцільно впровадити для розвитку стратегічного планування освітньої діяльності медичного коледжу як закладу фахової передвищої освіти на засадах акмеологічного підходу.

Ключові слова: акмеологічний підхід; освітній процес; заклад фахової передвищої освіти; модель організації освітньої діяльності; управлінська діяльність; стратегічне планування.

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