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## THE ROLE OF SELF-FULFILLMENT OF A HEAD OF AN EDUCATIONAL ESTABLISHMENT IN THE PROCESS OF MANAGEMENT

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*В статі автором аналізується система якостей, необхідних для ефективного розвитку особистісної самореалізації керівника навчального закладу в процесі здійснення управлінської діяльності.*

*В статье автором анализируется система качеств, необходимых для эффективного развития личностной самореализации руководителя учебного заведения в процессе управленческой деятельности.*

*Ключові слова: особистісна самореалізація, самоактуалізація, професійна ціннісна спрямованість особистості, професійна культура, управлінська діяльність.*

In the present relevance of the issue of personal fulfillment of a head of the institution is increasing due to the following peculiarities of educational areas: growth of the duties of a Head of a modern school in condition of the absence of adequate information and training logistics, inadequate funding, management personnel turnover due to lack of preparedness for management activities in school, lack of timely and quality model of the preparation of management personnel. In these circumstances, the objective problem of subjective choice of the individual of a manager of the institution becomes significant. These new structural and substantive changes of the present give to a manager the need to resolve difficult issues, characterized by the self-discovery, defining their capabilities and desires, the place in the world, i.e., the issues that directly determine the self-realization, with the formation of a need for it, with the ability to see, discover, create conditions that promote self-actualization needs transfer from potential to actual, finding space for self-expression.

According to this attitude, there is pointed out the problem of the forming of the individual manager of the institution, which appears not as a performer of institutional, administrative and teaching instructions and recommendations, but as well as a professional, willing and able to philosophically and scientifically software in managerial and educational purposes to go beyond regulatory requirements and manifest itself more universally as a holistic, socially mature personality and influence on a school staff through the uniqueness of his individuality.

The problem of self-identity is quite new for psychological and educational research. Although since the 20-ies of the previous century, certain aspects have been in the area of attention of scientists (L.S.Vyhotskyy, S.L.Rubinshteyn), but only since the mid XX century it has been the subject of detailed study, mainly humanistic and existential psychology (A.Anhyal, L.Binsvanher, J. Byudzhental, K.Holshteyn, Maslow, R.Mey, K. Rogers, E.Fromm).

About the presence of the serious researches in the direction of studying self-realization and its aspects certify the data from the 80-ies - this is studying of: the role of activity in the individual development (O.H.Asmolov, V.V.Davydov,

O.M.Leontyev, VA V.Rubtsov, D.I.Feldshteyn), the character of formation and development of the human as a personality (K.A.Abulhanova-Slavskaya L.I.Antsyferova, V.H.Asyeyev, O.H.Asmolov, L.I.Bozhovych , A.V.Brushlinskyy, L.S.Vyhotskyy, O.M.Leontyev, D.I.Feldshteyn, D.B.Elkonin); the possibilities of self-regulation, self-development, self-realization (K.A.Abulhanova-Slavskay, L.I.Antsyferova, V.P.Zinchenko, O.A.Konopkin, L.O.Korostylova, D.O.Leonyev, V.I.Slobodchikov, V.V.Stolin etc.).

The researches of I.S.Batrakova, U. V.Vasil'ev, U.A.Konarzhhevskiy, M.I.Kondakov, V.U..Krychevskiy, V.H.Kutsenko, V.S.Lazaryev, O.E.Lebedyeva, V.N.Maksymova, A.M.Moyiseyev, A.Orlov, F.H.Panachyn, M.M.Potashnyk, R.H.Shakurov, Ye.A.Yamburh etc. are dedicated to the development of the problems of the education management theory, analysis and personality of a head of a school.

The question of motivational management in the education system has been investigated by such scientists as L.Danylenko, H.Yelnikova, L.Karamunka, N.Kolomynsky, B. Kryzhko, Ye.Pavlyutenkov and others.

Today the need of self-fulfillment is not regarded as one of the major needs of the individual. Individual self-realization of a head of an educational establishment is the integral characteristic which provides intensive social and occupational functioning in the modern world.

In the management of educational process the personality of a leader, a teacher has the prior importance, i.e. educationally focused set of their ideological, emotional and volitional qualities of character.

The main goal of the school administration in the new environment of education development should be to create conditions which provide an increase in the teacher's personality when motives to self-actualization, to security appear, and those in which cohesion around the strategic goals of the school and the unity of the teaching staff have the highest value.

The concept of formation and development of personal fulfillment of a head of an institution is determined with such a basic need as self-actualization. Therefore, in the psychological and pedagogical literature self-realization emerges as one of the criteria for becoming social mature individual.

Self-fulfillment of a head of the institution has his active stand in life and can be effectively formed only in invariable pursuit of the individual to achieve higher levels of self-development. Also personal self-fulfillment of a head of the institution reflects the state of development of his "sociality" by the character, by the trend of the activity on the implementation of social ideals. Therefore there is an urgent need to develop the theory and practice of forming personal fulfillment of school leaders.

Self-fulfillment of a head of an institution is being formed in conjunction with his social attitudes. They are:

- professional identity - the adoption of professional standards and accountability through a process of professional fulfillment;
- professional ethics - mastering ethical norms of the profession;
- competitiveness - the ability to effective professional activities within the market economy;

- commitment to scientific perfection - to obtain new knowledge through research;
- motivation to continue the education - the need to improve professional skills and knowledge to meet today;

R.H.Shakurov investigating the conditions of effective university management believes that management puts two main goals: 1) to organize the educational process and thus satisfy the interests of students, and 2) meet the personal needs and interests of the institution. The multilevel system of the management functions is used to realize these aims [4, 85].

The first group of these functions is purposeful - industrial and social. The industrial involves the organization of the educational process. The social function is focused on satisfying the interests of teachers and other employees.

The second group of functions is socio-psychological functions. Among them there are: the organization of the teaching staff, its intensification, consolidation, improvement, development of self-management.

The third group of functions is formed with the operational. Here author considers planning (decision-making), instruction and supervision.

The system of qualities, necessary for a head of the institution, is caused with the activities of the individual in the social and professional relationships and inclusion thereto, i.e., those social and professional functions which are to be performed by the current director. As L.P.Buyeva pointed out, using social function the professional behavior of the individual in society can be described (the environment of life) as "... the mechanism of formation of individual social personality traits and to consider them as a whole system" [1, 46].

Important for a school head is a system mode of thinking - the most suitable in management tool against paradox. That is penchant for analysis and synthesis, the ability to separate the essential from the unessential, to cover dialectically the phenomenon as a whole across a variety of elements and relationships between them. System mode of thinking does not avoid difficulties and is willing to accept the unpredictability of many phenomena and processes. Head himself is a part of a system, one of its most active elements.

The important skill is communication skills – the exchange of information. Exactly communication facilitates information exchange within the school and establishing favorable relationships with institutions outside the school social environment. A head has to always keenly acquire reaction to his words, and, most importantly, to listen to what people say in response, and to choose the most appropriate means of information means or communication channels.

Equally important for a head of the institution is such personal characteristics as self-confidence, which manifests itself through the presence of clear goals and decisive actions in its achievement.

The essence of the formation of the identity of a modern head of the school is to develop his system of knowledge and personality traits that are required to perform various functions of management. Integrating measure of the achievement of such a quality can be self-realization of the individual manager.

Self-fulfillment is not a one-stage act, but a process that stimulates the development of personality throughout its life path. Fulfilling itself, the identity of

the head of the institution develops. Proof of this is that in the process of self-identity individual poses a specific purpose, the achievement of which serves as an indicator of an advancing development. Values as important elements of personality are embodied with a life experience of the individual, the totality of his worries and limiting meaningful, significant for a given individual from insignificant, unimportant. In the direction of our research value orientations are selective attitude towards reality and explain both purposeful commitment to the appropriate kind of social activity.

Professional values orientation of the individual of a head of an educational institutions is a necessary element of a personal fulfillment. The system of pedagogical, managerial values that are considered by personality as the main vital sets, as a matter of the basic life effort is an expression and manifestation of the essential social and professional qualities of the head, a necessary link in the determination of his actual actions and deeds.

Indicators with which we can talk about the level of personal self-realization of man is, on the one hand, the level of maturity of the judgments about events of the public life, and on the other hand, the level of maturity of the actions.

Subjective condition of the integrity of self-realization of a head of the institution is his active socially-significant activity and the measures and the depth of its value for the environment. The strength of the social and professional growth of a head of the institution is characterized with the activity. Activity is a certain feature complex, or even a certain state of the individual, which manifests itself in an intense activity aimed at meeting the specific material and spiritual needs. Social activity is the aiming to serve the interests of society that helps to create a cognitive activity, which in turn is aimed at mastering the knowledge necessary for the effective performance of the management.

A specific feature of the activity of a head of the institution, we consider, is creativity, innovation of the activity, such as the ability to solve problems creatively. Exactly in the process of implementation and innovation leader serves as an innovator, a creator. This school head's creativity is manifested particularly in his ability to see elements of novelty and creativity in the work of others and, above all subordinates, in the ability to disclose their personal potential. This capability of a manager determines the degree of development and feasibility of strategic management decisions, target complex programs etc.

Effective development of self-fulfillment of a head of the institution also provides mastering the professional culture elevations, features of the interpersonal connections and relationships by overcoming the ineffective and useless features of a person itself. As practice shows, the process of self-expression of personality does not occur in an isolated narrow area, it is developed in the context of communication with the environment, public institutions, and various sources of mass communication.

The level of socio-professional formation of the self-fulfillment of a head of the institution also depends on the level of existing interpersonal relationships. The higher level of the self-fulfillment of a specialist is determined with the maturity of the microenvironment of his life. But this is not just a uniform communication but an obligatory interaction. On the one hand, the more progressive is the

microenvironment, the more perfect, more mature person it creates for these tasks. On the other hand, the higher the level of the self-fulfillment of a manager, the faster the microenvironment is growing in its progressive development, the faster existing problems are solved.

The real premise of meeting the needs of the institution head in recognition is the creative activity of the individual, that is, in particular, the "personalization." Refers to the "contributions in other people subject perforce carries through activities. The essence of these "contributions" in the real meaning of those changes, effective changes in the intellectual sphere of a personality of another person which the work of the individual and his or her participation in joint activity carries out "[2, 234-235].

Everyone from the inherent characteristics of self-expression is characterized not only with his or her past and present, but in a certain sense and the future. It is extremely important what goals in the professional activity a head of the institution sets, what he seeks to, what are his further prospects of a social and professional development. For the correct interpretation of the forms of the self-expression, self-fulfillment and personalization inherent in each individual personality disclosure and accounting features self-expression and wider community entities of all sizes, which include the individual are required.

The socio-professional identity, which in the structure of human personality characterizes translational formation of the whole person, has a close relationship with the self-realization of a head of the institution. According to V.F.Safin, "and the only person who is self-determined has the integrity, stability, activity and direction" [3, 26].

After analyzing the theory and practice we have found that the self-realization of a head of the institution is an integrative characteristic that provides intensive social and occupational functioning.

A self-fulfillment of a head of the institution is a process which provides individual awareness of what it possesses valuable for the management and what it wants to achieve in the management of the institution, as well as a selection of practical actions for the implement the experience in reality, as expressed in the recognition of these achievements others.

In the process of self-realization a specialist fulfills his potential, a set of knowledge, skills, heuristic capabilities, intuition, abilities, because he realizes his value, has goals and plans of implementation.

In the process of self-realization a head of a school masters relationships with the environment, other people (colleagues and students). Most important in this process is the ability to wield the abilities, interests, needs, goals.

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