



Rybalko L.S., Kirychenko S.V., Chernovol-Tkachenko R. I., Jose da Costa H.O. et al.

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PROFESSIONELLE SELBSTREALISIERUNG VON
HOCHSCHULLEHRERN IN DER BILDUNGSPROJEKTAKTIVITÄT IM
ZUSAMMENHANG MIT DER NEUEN UKRAINISCHEN SCHULE**

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*HERITAGE OF EUROPEAN SCIENCE
PROFESSIONAL SELF-REALIZATION OF HIGH SCHOOL TEACHERS
IN EDUCATIONAL PROJECT ACTIVITY IN THE CONTEXT OF THE NEW UKRAINIAN SCHOOL*

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LIST OF ABBREVIATIONS ACCEPTED IN THE BOOK

EG - experimental groups

EHE - Establishment of Higher Education

EHPE - Establishment of Higher Pedagogical Education

EGSE - Establishment of General Secondary Education

ICT - Information and Communication Technologies

CG - Control Groups

SAS - Small Academy of Sciences

DMA - a district methodical association



INTRODUCTION

Socio-economic crisis in Ukraine, unstable and volatile market relations in society, the uncertainty of today's youth with their own place in the system of social relations of production, unjustified of profile training of pupils regarding the correct choice of profession necessitate the increase of efficiency of pedagogical activity in EGSE. Among the ways of such improvement is the creation of conditions for professional self-realization of high school teachers. Self-sufficient and creative high school teacher is a model not only for students but also for parents, social surrounded by. Through his own achievements and students' achievements the high school teacher creates his own credibility and image of establishment.

During the last decades a lot of attention is paid to finding new approaches to professional self-realization of high school teachers in various types of pedagogical activities, including the educational project activities. Currently, the high school teacher cannot be a "functionary", to perform only instructions and administrative orders, he should feel right tendencies and directions of development of youth, to present the perspectives of pedagogical activities, to recognize and understand personal resources, the disclosure of which will satisfy career growth and success in professional activities, get rid of stereotypes and professional burnout.

At the same time, the specifics of a high school teacher forces him to awaken interest among high school students to the design of the life strategy to meet the ambitions and demands of their professional identity, to help with the choice of profession and to prepare for admission to EHE, to empower graduates to a clear idea about their capabilities, compare them with the requirements of the future profession, to understand the ways of realization of own abilities, level of aspiration, values, plans in the professional field.

The solution of such problems noted in the Concept of profile training in the senior secondary school (2010) [104], in the Model regulations on the certification of pedagogical workers (2010) and the changes to them [216], in the Regulation on the implementation of innovative education-industry activity (2012) [177], the Law of Ukraine "On higher education" (2014) [66], the Concept of education development of Ukraine for the period of 2015-2025 (2015) [105], in which it is spoken about necessity of creation of conditions for professional self-realization of high school teachers.

In the concept of "New Ukrainian school" (2016) [106] noted that the Ukrainian



school requires new high school teachers, which shall become the agent of changes. The high school teacher will be given the academic freedom that means expanding the limits of its professional realization, because he will be able to prepare his own curriculum, choose textbooks, methods, strategies, ways and means of teaching students actively express his own professional opinion. The educational project activity of the high school teacher gives him opportunities to show creativity, creative thinking, build partnerships with colleagues, including foreign.

Scientific base of research are the leading ideas of self-identity (I. Bech, A. Maslow, K. Rogers, V. Frankl [11; 148; 193; 226]), development of the personality and achievements of acmeological vertices (A. Grechanic, G. Kovalenko, V. Ognevyuk, L. Rybalko, S. Sysoev, Y. Fruktova [38; 165; 191; 213]), the disclosure of the processes of the self in professional activities (I. Isaev, G. Ishmukhametov, A. Koropetska, L. Korostyleva, V. Maralov, V. Myalenko, N. Seniowska, M. Sitnikov, A. Sushchenko, N. Halimon [75; 76; 108; 109; 139; 157; 202; 214; 227]).

The question of self-realization of the high school teacher learning in the context of research of professionalism, professional competence, pedagogical skills and open in the following areas: training of future high school teachers to professional activity through self-discovery and embracing the innovative potential (I. Gavrish, Yu. Ermak, I. Konovalchuk, A. Malina, A. Mandrazhi, V. Markova, A. Popova [24; 59; 60; 103; 136; 137; 143; 179]); formation of readiness of future high school teachers to professional fulfillment in the process of professional and psycho-pedagogical training (I. Lebedyk, A. Lisnychenko, V. Mazin, K. Poseletska [123; 127; 133; 180]); professional development of pedagogical workers in the system of postgraduate pedagogical education (L. Armeiska, N. Bilyk, V. Zelenyuk, A. Marynovska, T. Sorochan, G. Chornovol-Tkachenko [5; 13; 68; 141; 209; 235]), encouraging high school teachers to professional fulfillment and development of its components (A. Zarytska, A. Kolodnytska, L. Sushchenko, I. Kharkavtsiv [67; 98; 215; 228]).

In the scientific works (V. Zinevich, N. Katsion, T. Remekh, K. Stepanyuk [70; 87; 189; 211]) it is revealed the role and importance of educational and project activity of high school teachers and project technologies for increasing the effectiveness of pedagogical activity (I. Ionova, O. Kolodnitskaya, Yu. Nemchenko, V. Trunova [78; 79; 98; 159; 217]), the essence of design in the pedagogical process (O. Zhernovnikova, O. Kuppenko, O. Fonaryuk, L. Shtefan [62; 120 ; 225; 244; 245]).

The analysis of scientific works on the raised problem gives grounds for the conclusion that the issue of professional self-realization of high school teachers in



educational and project activity is insufficiently covered in pedagogical theory and practice.

The topicality of studying the problem outlined by the presence of such contradictions between: social inquiry and the objective need for highly qualified high school teachers, capable of self-discovery and self-improvement in the educational space, and insufficient level of professional self-realization of high school teachers in pedagogical activity; the potential level of desire of high school teachers for professional self-realization in pedagogical activity and insufficient identification of own resources in educational and project activity; the need to provide pedagogical conditions for professional self-realization of high school teachers in educational and project activities and the lack of development of scientific, theoretical and practical principles.

Thus, the topicality, insufficient theoretical development of the problem and the need for practical resolution of these contradictions led to the choice of the theme of the collective monograph: **"Professional self-realization of high school teachers in educational project activity"**.

The purpose of the study is to test the influence of theoretically grounded and experimentally tested pedagogical conditions of professional self-realization of high school teachers of high school in educational project activity on the level of professional self-realization of high school teachers of the specified category.

According to the purpose, the following research **objectives** are defined:

1. To find out the essence, structure, functions of professional self-realization of high school teachers on based of the analysis of scientific literature.
2. To characterize the educational project activity of high school teachers, to reveal the components and levels of professional self-realization of high school high school teachers in the specified activity.
3. To theoretically substantiate and experimentally test the effectiveness of pedagogical conditions of professional self-realization of high school high school teachers in educational project activity.
4. To clarify the criteria and indicators of the levels of professional self-realization of high school teachers in the educational project activity.

The object of study is the process of educational project activity of high school teachers. **The subject of the study** - pedagogical conditions of professional self-realization of high school teachers in educational project activity.

To solve certain problems and test the hypothesis used **research methods**:



theoretical - the study, analysis and generalization of philosophical, psychological and pedagogical literature in order to reveal the basic definitions of the studied problem and theoretical substantiation of the pedagogical conditions of professional self-realization project; *empirical* - questioning, testing, conversation, observation, diagnostic methods for determining the levels of professional self-realization of high school teachers in educational project activity, pedagogical experiment for checking the effectiveness of pedagogical conditions of professional self-realization of high school teachers of high school in educational project activity; *mathematical statistics methods* for quantitative and qualitative analysis of empirical data.

Scientific novelty and theoretical significance of the obtained results of the study are that:

- *for the first time* theoretically grounded and experimentally tested pedagogical conditions of professional self-realization of the high school teachers in the educational project activities, in particular: stimulation of positive motivation of professional self-realization of the high school teachers in the educational project activities; providing high school teachers with high-school scientific-methodological assistance in the disclosure of their educational project of capacity on the part of education authorities, the administration of SSSO, rayon methodological centers and school methodological associations of high school teachers; creation and implementation of educational projects with high school students and various educational and social institutions (EGSE, academic institutions, families, public organisations);

- *refined* the essence of the concept "professional self-realization of the high school teacher" as the process and the result of their own reform activities, which represents a realization and comparison of personal and professional qualities and the requirements of teaching activities, efficient execution of professional duties, designing positive changes in themselves and achieving high educational re-results; components of professional self-realization in educational and project activities (motivational-target, content and activity, estimated-personal); indicators and criteria (motivational potential, cognitive design, reflective and analytical) levels of professional fulfillment for high school teachers (creative, reproductive potential);

- *further development* of acquired techniques and forms of stimulation of the teach-high school teachers to professional self-realization in the educational project activities (planning life strategies, training on self-knowledge and discovering our own ability to create and execute educational projects, success situations, training and



methodological seminar).

The practical significance of the study is that the pedagogical conditions of professional self-realization of the high school teachers in the educational project activity are experimentally tested and implemented in school practice. Authors-innovators have developed and put into practice the program of educational project "Perspectives of cooperation and partnership in education", educational-methodical seminar "Theory and methodology of professional-self-realization of high school teachers in educational project activity", guidelines for directors, methodologists, high school teachers, heads of educational projects, students of the Institute of advanced training, retraining, acmeological model of the Lyceum graduate.

The materials of the research can be used in the system of postgraduate pedagogical education and advanced training of pedagogical management personnel, in the preparation of future high school teachers in the course of teaching the discipline "Pedagogy" of the section "Fundamentals of pedagogical skills", for the preparation of teaching and teaching manuals of writing courses and Master's Degree Programs at the EHPE.



KAPITEL 1 / CHAPTER 1.

THEORETICAL PRINCIPLES OF PROFESSIONAL SELF-REALIZATION OF HIGH SCHOOL TEACHERS IN EDUCATIONAL PROJECT ACTIVITIES

1.1. Essence, structure, functions of professional self-realization of high school teachers in scientific literature

The ideas of knowing the nature of man, his appeal to himself, his self-disclosure of internal resource potential, the desire for the most complete self-realization are always relevant and characterize the social needs of today. It is in the context of changes in the labor market, modernization of educational processes, building social and industrial relations that one realizes the importance and importance of timely disclosure and use of one's own potential forces, the achievement of new acme-peaks in life and professional activity.

The nature of person, his potential has always been at the centre of philosophical thoughts of different times. For centuries man interested in the issues of her inner world, abilities, development of the mind and senses, speech, ability to knowledge, the interaction of natural (biological) and social in her spirituality, the influence of various factors on the personality. In a philosophical sense, the problem of self-identity is interspersed with the search for the meaning of life, definition of life's journey, the ascent to the heights of self-discovery, and disclosure in personal and professional terms. The idea of turning man to his own nature, the recognition of the values of freedom and self-assertion in personal and social space belonged to the philosophers of the past (Aristotle, F. Bacon, G. Hegel, L. Feyerbah and others [9; 26; 109; 221; 222]). In particular, the well-known principle "Know himself" belongs to Socrates (469-399 BC), which allows now to understand the essence of self-realization and the process of cognition itself. The motive and purpose, according to Socrates, are fundamentally different from bodily desires. "Not to take but to give" is the main moral of the man who knows the just and the best, is committed to spirituality. "Know himself — means to find the meaning of moral qualities that are common to all people; confidence in the existence of objective truth means that there are objective moral norms that the distinction between good and evil is not relative, but absolute" [109, p. 8]. Thus, we understand self-realization of personality as a thorough knowledge of its own potential forces, the identification of moral qualities



in public behavior, the implementation of the commitment to achieve the meaning of life and finding new life experiences.

Within the framework of the study, the analysis of primary sources and textbook material of existentialist philosophers (M. Berdyaev, V. Zenkovsky, J.-P. Sartre, M. Heidegger, K. Yaspers [10; 69; 80; 200; 253]) proved to be expedient, since the main existence is the self-realization of the personality as the manifestation of one's self, self-determination and responsible attitude to the choice of values of one's activity. The manifestation of such an existence is connected with the moral and personal qualities of a person (determination, conscience, care, resilience in overcoming obstacles). An important tenet of existentialism is that one has to self-discover one's own self, to infuse it with values that are conditionally divided into values of experience, creativity and personal life attitudes. It is valuable that in existentialism we find thoughts that relate to designing our own selves, imagining our future and aspiring to it, overcoming human obstacles that prevent it from realizing its own potential.

Related to the topic of the study are works on the philosophy of education (L. Dvornitchenko, V. Kremen, T. Novitska, S. Shevtsova [50; 114; 163; 240]), in which, firstly, revealed a new innovative vision of the nature of man (V. Kremen) [114], and secondly, it draws attention to the importance of professional self-realization, which prevents existing risks of failure and uncertainty of the person, facilitates career growth and self-determination in life and professional activities. According to V. Kremen, modern and innovative personality is not just a product of big cities and "mass culture", a project in the context of globalization and informatization. "Now on the first place there is the choice of the project, authored by the man himself. This refers to the specific technology design and implementation of such a project that contains a choice of life strategy formation, positioning and promotion of a certain image. We are talking about the formation of its own demand, demand for yourself in the labour market and in social, cultural, political take-nah, personal life. In order to realize his "I", to achieve certain results, you need to tell about yourself, display yourself in the information, economic, socio-political space" [114, p. 18]. We quite agree with the famous scientist that education is a means of self-realization, by which create the prospects of self-development and self-improvement.

Close thought to the development of self-actualized person (A. Maslow) [148] is the position of I. Konovalchuk [103], who considers the innovative competence of a high school teacher as the ability of a creative approach to re-solution of professional



tasks and high level of professionalism that is based on understanding and improving my own professional experience. The desire of the high school teacher to the disclosure of the essential forces is reflected in its unique educational system.

In the explanatory electronic dictionary "Merriam-Webster's Collegiate Dictionary" [262] presented is the meaning of the term "self-actualization" (self-realization): the fulfillment of the possibilities of someone's character or personality. It should be noted that this concept is not common in foreign scientific literature; in addition, there are a limited number of works devoted to the questions of self-realization of the high school teacher.

L. Dvorana [50] says, that in the risk society it is intensified the willingness of the particular person to act in situations of uncertainty, instability and uncertainty about the future, to predict possible manifestations of the risk, calculate the consequences, to take responsibility for the results of the decision situations. The author notes that in the context of globalization, spatial and professional mobility comes into force professional biography as an important part of the life. Unlike the author, who focuses on professional orientation of youth, we put forward the idea that the essential features of self-identity is a mobile response to external circumstances, independent decision of professional situations, design your own biography on the basis of representation of themselves in the future, understanding of matching their own career opportunities.

As evidenced by the analysis of the psychological works of Ukrainian and foreign scientists (A. Adler, I. Bekh, V. Maralov, A. Maslow, K. Rogers, V. Frankl [2; 11; 139; 148; 193; 226]), the essential features of self-identity is the human desire to achieve success in personal and professional terms, willingness to overcome obstacles and avoid failures, identify the needs and motivations of self-development and self-improvement. Self-actualized person is self-sufficient and competitive, capable of dealing with life and professional objectives, perception and creation of a comfortable environment (Maslow) [148]. Self-actualization is not the ultimate stage of perfection of personality as man throughout his life brings new goals and builds life and professional development strategy and achieving new heights (K. Rogers) [193].

In the article Ye. Potapchuk and N. Potapchuk [181] considered the notion of "professional self-realization of personality" as the maximum revealing himself, his own "I" in professional work that allows you to flexibly solve tasks. The successful professional fulfillment specialist is creating a workplace to implement their own



innovative projects. The authors proved that the professional self-realization of personality is individual, and its detection depends on the formation of value orientations, attitudes and interests.

The high school teacher was always attracted public attentions recently, however, negate the universal values that demean the role and importance of high school teachers for the development of a new generation of people who are supposed to build a democratic and independent Ukraine. In such a difficult time remember the words of the famous Ukrainian scientist and high school teacher I. Zyazyun, who were deeply convinced that "the most important educational ways in the school was, is and remains the high school teacher's personality, his talent, his uniqueness, identity" [173, p. 454].

According to the democratic and modernizing changes in the education system of Ukraine the question of career satisfaction of high school teachers gains national and public importance since the identification of their individuality, uniqueness and identity of high school teachers has a positive effect on the training and education of competitive and independent youth. The priority task of improving the professionalism of high school teachers is the appeal to human nature, its processes of self, recognition of the importance of professional self-knowledge and self-identity, the maximum realization of inner strength and achieve personal and professional success, providing opportunities for free choice of the types and means of teaching.

In the scientific literature there are different approaches to the disclosure of the problem of professional self-realization of future high school teachers. In particular, academic N. Samokhina [198] claims that professional-creative self-realization of future high school teachers of music is the process and the result of conscious, deliberate subject matter own creativity and free self-realization of personality in the course of her varied life. Share the view of the scientist that the semantic dominants of self-identity are: self-realization is the subject the level of development of the particular personality and the manifestation of subjectivity; the phenomenon represents the highest social and individual human need — the need for personal growth; the leading driving forces of self-realization there are such individual peculiarities and procedural characteristics of the individual, like character, ability, motivation, will, initial methodological principle of self-realization is the activity approach; self-realization specifies the multiplicity of "self"-processes, which contribute to the personal development of the individual in the process of its



interaction with society (self-development, self-determination, self-actualization).

In this approach there are a number of studies in which researchers consider the creative self-realization of subjects of educational process. Some scientists (A. Burenina, A. Dedyukh, I. Isaev, D. Myroshnychenko [16; 51; 76; 152]) drew attention to the creative self-realization of high school teachers; the way of creative self-realization of future high school teachers of different spheres of activity in the process of professional training (G. Batyrshyna, A. Yefimov, O. Kolomiyets, T. Laikina, K. Poseletska, A. Pronychkin and others [7; 57; 99; 122; 180; 185]); motivational factors of professional self-realization and the role of pedagogical creativity for the fullest possible disclosure of professional-pedagogical potential of high school teachers (Z. Kryzhanovska, I. Kharkavtsiv) [115; 228].

The problem of formation of creative personality of the high school teacher was highlighted in scientific researches (V. Andreev, O. Yefimova, V. Zagvyazinsky, A. Markov and others) [4; 57; 63; 142]. In particular, O. Yefimova considers self-realization of high school teacher embodiment and subject matter within the professional activities of its creative potential, which includes the system of personal meaning, orientation, a measure of pedagogical activity, ability to reflection and internal dialogism [57, p. 12]. In addition, we note the predominance of scientific literature, the definition is "creative self-realization of the high school teacher", which I. Tyallyeva [105] considering as a purposeful process of development and use of the personal (motivational-value, emotional and volitional, cognitive), and professional determinants (General pedagogical and subject) in creative professional activity, which results in positive changes of the national level and the level of foreign language proficiency of students, and "regulatory products" of participants' activities of pedagogical process. The author considers the creative self-realization of high school teachers is possible only if it has the ability to plan and design their activities, creative approach to solving professional problems, adequate perception of reality and positive attitude towards the world based on the moral values of the individual.

In the I. Zolotuhina's work [72] it is given the definition of creative self-realization of high school teachers, the factors and barriers, the comparative analysis of creative self-realization of high school teachers in the conditions of innovative and traditional schools in accordance with the nature of socio-pedagogical research; the criteria and levels of creative self-realization; tracked ten-trends in terms of professional activities of high school teachers in connection with their creative self-realization; implemented methods of socio-pedagogical study of the dynamics of this



process; the efficiency of the high school teacher training methodology of creative self-expression while undergoing refresher courses. We like the fact that the academic I. Zolotukhina perceives under a creative implementation process the implementation of creative ideas to achieve goals concerning the solution of personally significant pedagogical problems that allow the individual to fully realize their creative potential.

In the definition of I. Ionova [79] creative self-realization is the revelation and realization of personal potential at the highest level Acme and best results of productive activity.

Creative self-realization of future high school teacher of music A. Zaitseva [65] interpreters as the process of practical implementation of the individual creative potential of the student, determined by the totality of his ideas about their pedagogical and performing abilities, displays a measure of opportunity of the actualization of creative potentials of student in targeted professional activity and focuses on the hedonistic result of realization of artistic and pedagogical ideas in a musical-educational work with students.

Therefore, the definition of the process of creative self-realization of a student, future specialist, is not very different from that which scientists attach to this process in relation to the high school teacher, who is already a specialist in a certain field. It gives the chance to conclude that is extremely important-important is the need to teach students not only to fulfill their tasks, but also to gain new knowledge and skills for further independent professional development.

Thus, the above-mentioned authors believe creative self-realization of the high school teacher development and disclosure of creative potential of personality in terms of professional and pedagogical activity that fosters the full realization of abilities and creative potential of personality and professional responsibilities.

Pedagogical aspect of professional self-knowledge and self-realization of high school teachers described in the writings of the high school teachers of the past (A. Makarenko, V. Sukhomlinsky, K. Ushinsky) [134; 212; 219], and in the researches of modern scientists (G. Danylova, Yu. Yermak, A. Zarytska, N. Kaniosa, O. Kolodnytska, K. Sergeyeva) [49; 59; 67; 86; 98; 203], where the psychological characteristics of the self-actualized personality are given, who is able to self-improvement and self-realization in pedagogical activity, the role of independent creative activity in pedagogical practice-practice, theoretical foundations of organization of educational process aimed at developing a creative personality.



Scientist L. Rybalko [190] defines the purpose of professional and pedagogical self-realization of future high school teachers (the formation of its readiness for complete identification and disclosure of internal potential of the self in the process of mastering of pedagogical activity) and task — direction internal potential for achieving the Acme in educational activities; mastering the basics of professionalism, pedagogical skills in the process of professionally-pedagogical training; - improvement of quality of their own teaching potential in the process of formation of professional Acme; organization of self-disclosure of inner potential in various types of pedagogical activities. The positive is that the author considers self-actualization of the person as a motivated activity aimed at conscious revelation, disclosure, realization of personal potential, the formation of a productive "self-concept", the removal of obstacles and impediments that hinder the achievement of the maximum degree of self-development — Acme. According to N. Kaniosy [85], for professional and pedagogical self-realization of future high school teachers also need motivation, stimulation to the disclosure of own potential in different types of activity — educational, scientific-research, educational, public, self-education. Motivation of professional self-realization of high school teachers at the stage of professional skills describe in Z. Kryzhanovska [115], the dominance of such motivational factors: the motives for the development and fulfillment in the profession (the need for self-expression, motive creativity in the profession, the motive and objective professional success, the goal of self-improvement, the value of high performance work and self-improvement and self-realization in the profession); the motives of individual contribution to the profession (the need for realization of individual potentials, the value of matching personal and business interests); activity-effective motives (result-oriented and freedom in activities, focus on business); the explanation of understanding of purpose of the profession (the motive of the prestige of the profession, the value of pleasure in the prestige of the profession, significance of the study, altruistic goals, a focus on altruism); the interpersonal communication motives (the need and the motive of communication); social cooperation (the presence of authority among the leadership, the recognition of leadership, personal effort); greeting motives (the motive of the preservation of health, the value of caring about personal health); financial reasons (the value of material wealth); the broad social motives (value of security in the social environment, confidence in the welfare of the family, harmony in family relations).

During the determination of the essence of professional self-realization of high



school teachers by comparing it with the category of pedagogical activity N. Segeda [201] concluded that the first reflects the personal dimension and the second is to identify their own "I" through conscious, deliberate realization of personal valuable, freely chosen social role of the music high school teacher. The essence examined according to the movement of knowledge from phenomenon to essence. In this context, justify the view that the essence of professional self-realization of the high school teacher concentrated his professional personality and has been defined as a conscious, deliberate objectification of the individual professional and pedagogical capacity of high school teachers in the pedagogical process of co-creation with students. The result of this process is the personal development of its participants.

Modern scholars (A. Dolynska, A. Penkova) [54] during the consideration of self-identity as a socio-psychological phenomenon is found to facilitate the professional self-identity social representations, values and standards, broadcast society, which, in turn, defined by culture and social attitudes, the ideology of the society in which we live.

Scientist I. Kharkavtsiv [228] believes that self-realization plays a vital role throughout man's way of life and, in fact, defines it. Personal fulfillment, the author examines how the value of a; as a condition and guarantee of individual freedom; as a basic need; as without-nervni dynamic process of development and perfection of personality; as the harmony and unity of all elements of the personality; as a factor in mental health and longevity; as the basis for the full life of man as the subject of personal and social life. There are two levels of self-identity: functional-regulatory, which can be interpreted as adaptive and creative. So, self realization is the relation of man to himself as a statesman and her desire and ability to make interrelated changes in yourself, in others and in the world. As believes T. Kutsenko [121], directly the professional potential of the high school teacher occurs as forecasting positive results of educational activities, a clear establishing, organizing, intrinsic forces, their direction to provide full disclosure of the teaching profession, although, in our opinion, professional fulfillment is only to contribute to the prediction of positive results of the pedagogical activity" and, therefore, to have a purpose that is in the process of realization and projected at its initial stage.

Scientist L. Korostylyova [109] refers to satisfaction as a subjective condition and usefulness or productivity and success as objective conditions to the essential features of self-realization of a person in professional activity. So, if you adapt the ideas of the scientist to the professional activity of the high school teacher, it should



be noted that the professional self-realization of the high school teacher is self-realization in professional activity through his own efforts, self-affirmation in his own special professional way.

N. Huziy, A. Derkach, A. Markova [46; 53; 142] raise the issues of professionalism of the individual. The Ukrainian scientist N. Huziy emphasizes that the professionalism of the high school teacher's personality is a system of general and special professionally important qualities of the high school teacher, the content of which characterizes the variation-creative combination of the properties of his personality, his innovative-creative potential, self-determination and professionalism, "I -concept". The famous scientist A. Markov [142] reveals the content of the professionalism of the high school teacher as the stages of adaptation to the profession; self-actualization in the profession, that is, the high school teacher's awareness of his capabilities, the beginning of self-development by the means of the profession, the maximum self-realization of opportunities in professional activity; free possession of the profession, which is manifested in the form of skill, harmonization of the profession.

In the present study a different approach to understanding the essence of professional self-realization of high school teachers, which is manifested in pedagogical skills and professional knowledge are basic to high school teacher preparation. Explain that pedagogical technique ensures the implementation of the skills to carry out the educational process, educational work, interaction with pupils, manage them in the process a variety of work; ability to manage yourself, emotional state, speech, which is manifested in behavior and actions. Pedagogical skills help the high school teacher in the expression of the self, the formation of positive "I-concept", the improvement of pedagogical technology; the development of pedagogical abilities, such as communication, creativity, reflection, perceptive, intellectual, organizational skills, kindness, insistence, independence, self-control, optimism, decency, honesty, self-control, etc are characteristics of a humane high school teacher.

Researcher N. Kanyosa [85] suggested the term "educational and professional potential of the individual student" who understands how the process of disclosure, testing, deployment, implementation possibilities of the individual during the development and implementation of educational and professional activity (professionally-oriented educational activities such as leading activities in the student's age, which determines the basic psychological neoplasm in this age, and



inside of which nucleated elements of the future professional activity.

Based on the analysis of the results of conducted psychological and pedagogical research found that the essence of professional self-realization of the high school teacher can be interpreted from different perspectives, in particular: the purpose and result of the fullest possible disclosure of internal capacity in teaching, the achievement of high results personal and professional growth (A. Zarytska, T. Kutsenko, L. Rybalko [67; 121; 190]); subject matter of values and best teaching practices, assignment and filling them with personal meaning, subjecting one's own self (I. Isaev, A. Lisnychenko, N. Sytnikova, I. Kharkavtsiv [75; 127; 228]); creative expression by the high school teacher of the self in the various types of teaching activities, self-presentation and the pleasure of productive work (G. Lazarev, N. Segeda, K. Sergeyeva [197; 201; 203]); the process of self-recreation, indicators of which are: professionalism, pedagogical skills, pedagogical culture, professional competence of the high school teacher (V. Grinyova, N. Huziy, L. Karpova, V. Mazin, Ye. Potapchuk, N. Potapchuk, N. Samokhina [40; 46; 86; 133; 181; 198]); the ability of high school teachers to reveal the individuality and new possibilities of pedagogical activity, to provide prospects for self-development and the importance of individual style of working with students to create the image of a successful high school teacher and to reveal the development prospects for the students (Ye. Goloborodko, I. Tyallyea [29; 218]).

Foreign scientists (T. Brinthaup, G. Wuis, R. Lipka, T. Prybisev-Beleslik, R. Rao, S. Shim and others [255-270]) emphasize that only the high school teacher is capable of self-realization, which realizes the self, and uses it as a tool for self-development of students, constantly learns new things, having fun, achieve success and happy in educational work.

Scientific T. Kutsenko [121] presents the structure of professional self-realization of high school teachers rose as the purpose, objectives, needs, motives of self-realization, for the fulfillment as well as specific steps: self-knowledge (understanding, recognition itself on the basis of reflection), self-actualization (activation of inner potential, his own "I"-concept), self-actualization on the basis of identified potential forces (foresight, clearly harmonise, streamline the essential forces, their direction to provide full disclosure in their professional activities), improvement (updating their own potential on the basis of self-control and self-esteem) and self-development (gradual movement of the inner forces of man, which leads to "flourishing" of their own abilities); the result of professional self-realization



as a new product of professional activity.

The structure of self-realization by L. Levchenko [124] is formed using the identity and activities: this is consistent acts of self-knowledge, self-esteem, creative activity, self-reliance, self-expression. Creative self-realization takes place as practical, productive process on the basis of training, self-actualization mobilization work; it is the realization of the internal potential of the personality, which occurs by solving the fairly sharp contradictions between the "I" – ideal and the "I" - reality. The scientist L. Levchenko during the exploration of creative self-realization of students in the research activities of new types of schools came to the conclusion that creative self-realization will occur at the optimum pace if: the research work of students will be an integral part of the entire educational process of schools of a new type; to really be the principle of free choice capable, gifted students, problems, research directions, content, Manager, band mates, with whom there is the research search; research clubs, groups, enterprises will be formed based on reference groups of students, which associates an orientation to a certain type of future professional activity; the members of these associations (groups) will have a flexible curriculum and, if necessary, the study of individual subjects to carry out individually; research indicated the category of students will be personal and socially important and meaningful.

Also L.Rybalko is grounded the structure of self-identity[190], where it is highlighted whole-motivational direction, the contents of which becomes the goal, objectives, needs, motives of self-realization, the installation of fulfillment; the actions of the self: self-knowledge (reflection, self-perception, self-identification, self-determination, self-restraint); self actualization (self-disclosure, the deployment of essential forces of man, self-forecasting); the process of realization on the principles of self-actualization (self-design as the first act of action, implementation is self-organizing, self-management or self-management); self-improvement (self-monitoring, the self-correction and self-regulation, self-control, self-esteem); self-development, self-expression, self-presentation, self-assertion. The author also proves that the constructed structure of self-identity is feasible provided that attract a man to specific activities, in particular teaching. In our opinion, the system is more clearly defined and structured than offer it to other scientists, in particular T. Kutsenko, L. Levchenko [121; 124]. Scientists L. Dolyn'ska and O. L. Penkova [54] also highlighted the components of the process of self-identity: information about their own value, to realize our own inner world; reflection; self-esteem; self-identity. The



process of self realization is determined not only by internal entities, but real experiences, and interaction with the environment, in which these formations are constantly subjected to social approbation.

It is found out that in the pedagogical activity professional self-realization performs diagnostic, design, educational, developmental, self-educational, self-educational functions (I. Zyazyun, L. Kramuschenko, V. Semychenko, N. Tarasevych [172]).

The essence of diagnostic function of professional self-realization of the high school teacher is that he possesses mechanisms of self-knowledge, because in the process of self-discovery reveals the potential of each person. Among the components of professional self-identity is self-knowledge as the ability to identify with the teaching profession, recognize the importance of the development of the self concept in teaching activities, to identify and compare their own ability with the requirements of the training. According to researcher Yu. Yermak, the effectiveness of professional self-realization of the high school teacher dues to the timely and thorough self-knowledge [59]. However, in our opinion, it is not enough just to know about your abilities, you still need to experience and overcome obstacles that interfere with professional self-knowledge of personality. We drew attention to such barriers of self-realization of the personality as: meaningful (uncertain values and meaning of life, lack of formed "I" -concept), intellectual (insufficient level of intellectual activity and self-knowledge, tendency to negative thinking), emotional (anxiety, anxiety) emotional stability), strong-willed (weak willpower, self-doubt, inadequate self-esteem).

N. Segeda's research has a positive impression [201], which reinforces our view that self-realization of the high school teacher in pedagogical work is based on self-knowledge of their own potential, aimed at self-development based on self-determination, on the achievement of competence, self-organization (how to mobilize their own motivation, cognitive resources, behavioral activity), the identification of creative activities; the substantive reality of socially significant contribution of the personality in the chosen area of life, personal responsibility for its consequences.

Design function in professional realization of high school teachers allows them to represent the perspectives of the improvement of their capacity. Continuous professional improvement is an important factor of the high school teacher's self-realization. I Kharkavtsiv [228] thinks that improvement of high school teachers should be carried out at least in two global areas: professional and personal.



Level professional development is determined by the abilities: to effectively solve standard, that is a typical professional tasks, which often recur, which requires the ability to find the most rational cost-intellectual, labor, time, material resources, the decision on the basis of knowledge of already tested standard solutions and by generating new ideas, set new goals and find ways of solving them. The personal component of self-improvement consists of forming and development of personal business skills and social consciousness and behavior.

Individual self-improvement includes the following components: cognitive (a system of internalized personality at the level of belief, moral concepts, rules, judgments, norms, values), motivational (awareness of man's place in society, the obligation and sense of responsibility to them for their actions, develop their own social positions, mastering certain social role, knowledge of social norms) and conative (the sum of the generalized methods of cognitive activity: methods of assessment analysis of situations and phenomena, techniques the choice of methods of influence on the situation to transform it to the desired), and can also be considered a composite of self-realization of the high school teacher [228].

Professional development of high school teachers captured in his competence to learning in scope and depth of his knowledge, high level of experience, which is constantly expanding, and enriches the experience by reason of its mission. The development of high school teacher's competence in the school environment, in great measure, must be based on the introspection of efficiency of professional activity of the high school teacher, motivation for professional development and professional fulfillment. It should be noted that the specificity of self-realization of personality in the profession is determined by the requirements of each individual profession, as well as the individual characteristics of professionals. We support K. Brickman's view [256] of the need to further educate high school teachers with a compulsory focus on diversity of forms, relevance and ability to address pedagogical challenges in the workplace and in the work process, in accordance with the interests and abilities of the individual, as well as the needs of the individual socio-economic development of the region.

The educational function of professional realization of high school teachers is a very important position andragogika approach. Pay special attention to the concept of learning throughout life (the concept of life-long learning). Long-term goal of the strategy is to promote learning throughout life, according to interests and abilities, as well as the needs of individual socio-economic development of the region. The



concept of learning throughout life focuses on what future training should be based on internal needs or requirements caused by external factors that everyone needs to continuously update knowledge, skills in formal, informal and everyday learning [254].

Educational function of professional realization of high school teachers is the professional self-development of his personal and professional qualities. In the works of O. Kolodnytska [98] considered professional self-development of the high school teacher as a process aimed at the establishment, integration and implementation in teaching professionally significant personal qualities, professional knowledge and skills, proven model of the process of promoting professional self-development of future high school teachers of humanitarian profile by means of design technologies, revealed positive results. In contrast to the conducted research, academic N. Kutsenko is considering self-development as a component of professional self-realization of high school teachers, which ensures the dynamics of formation of professionalism and pedagogical skills, and pedagogical creativity is his driving force [121].

In our opinion, self-knowledge, self-improvement and self-development are integral components of the process of professional realization of high school teachers who have a direct influence and from whom he is directly dependent.

However, according to K. Brickman [256], professional development of high school teachers in society, which is based on knowledge, supported when the professional learning of high school teachers is shared and is based on the actual professional needs of high school teachers in training and in the context of development. It should contain the generated and planned formality / institutional training in various forms to provide further education to support education due to pedagogical challenges in the workplace and in the workflow. Creative and diverse professional development may be provided by the allocation analysis and self-reflection on professional experience of high school teachers, as well as the development of strategies for self-organized learning in the school environment. A similar opinion was expressed by L. Benade [255] that of self-realization of every person as the moral high school teachers reach the individual as a human organization and collective act of a professional association.

Due to the high requirements to pedagogical activity of high school teachers engaged in self-education, routine training and increase qualification in intercourse period in the institutions of postgraduate high school teacher education,



developing innovative techniques, methods, forms of work with students in the district methodological centers and school methodical associations. The desire to engage in self-education is conditioned by the self-educational function of high school teachers' professional self-realization.

During the self-educational there is professional self-identity. According to L. Mangos [138], professional personal fulfillment consists of the following sequential stages as: professional identity, professional development and professional development specialist. Factors of successful professional self-identity is the appropriateness of the personal qualities of character, peculiarities of the profession (content, goals, values); self-esteem; motivation to achieve success.

We are impressed by the idea of Ya. Absalyamova, who emphasizes personal fulfillment requires management, management as a system of making and implementing decisions on the use of material, labor and financial resources that perform the functions of planning, organization, motivation and control. According to the author, traditional external management does not provide disclosure of creative potential of high school teachers, and self-organization, self-regulation, self-control play an important role in the process of self-realization of specialist. "Because every man is the architect of his life in the sense of a trajectory of professional development, the process of self-realization in the profession is a strategic individual creative process aimed at the result, as hard and persistent work on yourself to attract all the creative potential to maximize their own capabilities and skills, leveraging your time and effort to master the necessary professional competence, to achieve the desired level of professional competence" [1, p.12].

Thus, the effectiveness of the educational functions of professional self-realization of high school teachers due to their abilities of self-organization as the ability to organize themselves in the process of fulfillment of functional duties, which is manifested in close reason, activity, conscious motivation, planning their activities, autonomy, quick decision-making and responsibility for them, criticality of an estimation of results of their actions, sense of duty.

The self-educating function of high school teachers' professional self-realization allows them to assert themselves in their achievements. Self-assertion in human life is the main criterion of its formation. Researchers T. Horobets, V. Shkoba [34] emphasize that in the process of preparing future high school teachers for professional self-realization, there should be a reorientation of their consciousness, which begins with the development of personality, individuality, purposeful formation of abilities



for self-development and self-realization, and its result is self-affirmation. “The goal of personally oriented humane education in the conditions of becoming Ukrainian statehood is not so much the desire to form or even educate, but to find, support the person to the person, to put in him the mechanism of self-realization of the individual (revealing the creative potential of the individual, studying and creating favorable conditions for its realization). [34, p. 309].

According to L. Maryanenko [145], the person with developed self-realization is openness to the world, the restructuring of the stereotypes, reflection of needs and feelings, holistic perception of the world formed pattern and the image of the world, semideterminate as the subordination of the cognitive, creative, and behavioral activity of human spirituality, faith and worldview, understanding the connectivity of contradictions, cognitive needs (a desire for on-life knowledge about the world), creative direction. For the development of self-realization necessary to achieve a particular formation of cognitive activity, however, for the formation and development of cognitive activity is necessary to the achievement and realization of self-identity, and as an effective component of cognitive activity and as personality traits.

Researcher E. Galazhynskuy found the personal qualities of a high school teacher with a high level of self-realization in professional activity, namely, cognitive activity and semideterminate, the formation of the world image; effective communication with other high school teachers, focused on professional growth; productive dynamics of experience: openness, growth, self-change [CIT. 145, p. 96]. The quality of creative self-realization of the high school teacher is defined: the width of his Outlook, the level and depth of professional knowledge and skills; the ability to effectively realize their professional potential, and the direction and ability to independently improve their professional and business training.

Thus, the study of the problem given attention in domestic and foreign science, but requires some more study of the issue of identifying individual opportunities for better self-realization in professional activities, i.e. increased levels of career satisfaction of high school teachers in pedagogical activity, creation of conditions for successful professional realization of pedagogical workers.

The theoretical substantiation of the essence, structure, functions of professional self-realization of high school teachers is the analysis and generalization of the content of scientific works, in which are disclosed the components of the self of the person (self-knowledge, self-determination, self-improvement, self-development and



so on).

In our study, the concept of professional self-realization of high school teachers of EGSE makes up such key positions:

1. Methodological basis of research of problems of professional self-realization of high school teachers should be acmeological, personality-activity, competence-based approaches.

Links to ideas of acmeological development of subjects of pedagogical process (V. Gladkova, A. Grechanyk, A. Derkach, S. Kalaur, Kovalenko, V. Maxymova, V. Ognevyuk, N. Poletaeva, L. Rybalko, G. Chornovol-Tkachenko, Kh.Shaparenko [28; 37; 38; 53; 81; 135; 165 Hours; 191; 235 Hours; 238]) allow to reveal the essence of professional self-realization of high school teachers as motivation of success and self-affirmation of the person in pedagogical work, its role in achievement of the highest results of such activity. The acme of a high school teacher is his multidimensional character, and the essential signs of such a state are the feeling of the need to reach new peaks, to find new ways of professional self-realization in various types of pedagogical activity. From the point of view of acmeological approach, the goal of professional self-realization of high school teachers is to achieve acme, i.e. the state of potential disclosure and use of internal potential in pedagogical activity. The highest level of professional self-realization of high school teachers is pro-professionalism, pedagogical skill, willingness to learn new and unlock resource potential in different types of pedagogical activity. Achieving professional acme by a high school teacher depends on the development of a productive "I" -conception, i.e. self-knowledge, self-perception, self-analysis based on reflection, self-identification, self-determination, self-restriction. Translating potential opportunities into the current requires stimulating the disclosure of the essential forces of the high school teacher, encouraging him to realize the resource potential, facilitating his self-forecasting and self-design.

Stimulation of this category of respondents should be based on andragogic principles of development of educational needs of high school teachers, the experience of mainstreaming elective, contextual, self-directed learning, collaborative activities (V. Burenko, S. Zmeyov, V. Maslow [17; 71; 146]). The feasibility of these approaches explain the fact that high school teachers have a certain experience in educational activities, but they are not devoid of stereotypes that hinder their professional self-realization in pedagogical activity. It is therefore necessary to encourage high school teachers to self-educational activity, through which they



expand the boundaries of their own professional fulfillment, build their own projects of self-improvement and self-development of professional abilities; with significant provisions of the personal-activity approach (B. Ananiev, I. Bech, L. Kondrashova, V. Lozova, I. Yakimanska [3; 11; 102; 128]) have extended knowledge on the personal phenomenon of high school teachers— ability for professional self-realization of high school teachers as the subjective characteristics of the individual to know and discover your own creativity by means of the pedagogical work, to analyze and evaluate the results of their own achievements, to design new achievements as their own, school. This approach gives the opportunity to understand the position of a high school teacher who seeks to develop their own ability in teaching. The teaching profession is a multifaceted and creative nature of its implementation, favorable for realizing the talents and teaching abilities. The high school teacher's role as a consultant allows him to reveal own potential, conditions of pedagogical activity, to create an atmosphere of pedagogical interaction based on cooperation and partnerships; the position of competence approach (A. Volosenko, V. Grinyova, L. Karpova, V. Lugovoy, V. Lunyachek, K. Rudnitska, G. Khortiv, A., Khutorskoy [20; 40; 130; 131; 195; 229; 233]) — come to a greater understanding of the professional competence of high school teachers as subject-activity characteristics of the individual to perceive and reproduce the advanced pedagogical experience, to test her own method of learning and education of students, continuously improve their professional and pedagogical potential. More details on this approach are described in section 1.3, "Components of professional self-realization of the senior school high school teachers in the educational project activities."

2. High school teachers' professional self-realization should be understood as the process and result of their own transformative activity, which is self-knowledge and comparison of personal and professional qualities with the requirements of pedagogical activity, qualitative fulfillment of professional duties, designing positive self-changes and achievement of the highest educational results. The emphasis in our study is shifted to the professionalism of the high school teacher, increasing his professionalism in various types of pedagogical activity. We derive the term "professionalism of the personality" from K. Sergeeva's scientific work [203], which defines it as a specialist's ability to embody his own abilities, competences and experience in the process of professional activity and cooperation at the creative level, as well as to constantly improve them throughout life. In our opinion, the professionalism of the high school teacher should develop in different types of



pedagogical activity - educational, cognitive, organizational and educational, scientific and methodological. However, insufficient attention has been paid to the educational and project activities of the high school teacher, in which he or she should increase the level of his / her own professional self-realization. Educational and project activity of high school teachers is a type of pedagogical activity in which they show individuality and creativity, imagine the perfect image of a new educational product and design ways to obtain it, explore pedagogical objects, phenomena, processes at a scientific level.

3. From the standpoint of the author's approach to understanding the professional self-realization of the high school teacher, it is advisable to consider its structure as a set of concrete actions, namely: self-knowledge and self-determination based on reflection; self-actualization and self-forecasting; directly self-realization as identification of potential forces, self-design, self-organization and self-management; self-improvement - self-regulation, self-control and self-esteem, self-affirmation; self-development in pedagogical activity, subordination of the purpose and tasks, motivation and value pedagogical orientations. In the study, we have collected and structured the actions of the self in a logical sequence, the implementation of which provides a process of deployment of the essential forces of the high school teacher. This structure is unique because such actions occur in different types of high school teacher's pedagogical activity. However, the scientific novelty of the study is the implementation of such a structure of professional self-realization of high school teachers in educational and project activities, which deepens the understanding of the essence and purpose of the phenomenon of man.

4. Understanding of the essence of professional self-realization of high school teachers should be enhanced by disclosing its functions - diagnostic, design, educational, developmental, self-educational, self-educational. In this way, the structure of professional self-realization of high school teachers is revealed through the direct realization of its components, and the functional approach allows revealing the connections between the processes of selfhood, to reveal them in specific subjective actions, for example, in the educational and project activity of the high school teacher.



1.2. Characteristic of high school teachers' educational project activities

Professional self-realization of high school teacher occurs in various types of pedagogical activity, including in the educational and project activity. Educational-project activity is a kind of pedagogical activity in which the personality and creativity of the high school teacher manifests itself, it is possible to imagine the ideal image of a new educational product and to design ways of its obtaining, where pedagogical objects, phenomena and processes are studied at a high scientific level.

Educational-project activity extends the boundaries of educational information, stimulates search, unites the subjects of pedagogical work to fulfill a common goal, promotes the development of cognitive skills, the ability to navigate the information space, and also allows solving problems in any field that promotes the search for new methods, flexibility of thinking, innovation.

Through educational projects, high school teachers increase the level of professional self-realization, as the generation of ideas and search activity mobilize professional and pedagogical potential for solving problems and non-standard situations, activate the previously acquired knowledge and skills of educational and project activities, promote intellectual development and extraordinary thinking. Creating educational projects requires high school teachers' determination and openness, flexibility and autonomy.

In scientific literature there are similar approaches to understanding the educational project of activity of subjects of pedagogical process. Scientists during the study of the peculiarities of organization of educational process of students use the term "educational project activities of the individual". In particular, the researcher T. Kamynina [84] understands the training project work of the student complex activity that integrates cognitive and project activities aimed at the assimilation of socio-cultural experience (knowledge, ways of working, creativity, values, ideals) and the enrichment of personal experience in the process of creating projects based on awareness of issues, proposing objectives, predicting outcomes, finding ways and means to achieve them, reflect on their activity and its further adjustments.

According the works of O. Kупenko and K. Yaresko [120; 250], which reveal the logic of the training project activities of students. According to the authors, this activity starts with the creation of a certain image of the future that delivers essential advantages in comparison with the situation without the project is possible according



to the available team of performers and resources, and which ends at a certain time, converting this image into an objective reality.

We drew attention to the work of S. Myelyehina [150], which indicates that the project of human activity integrated value-orientation, transformative, emotional, cognitive, aesthetic and communicative activities. We are interested in the ideas of the scientist that the needs of students during the development and implementation of the project and its transformative are crucial for training. In our opinion, the organization of design activity of pupils, changes in the personality of the high school teacher, because he also is developing new educational information, effective ways of self-knowledge, which contributes to the creation of an ideal or a tangible product, which is characterized by objective or subjective novelty. We are convinced that in the educational project activities of development of all subjects of pedagogical process, because the novelty and exploratory activities are of interest to them to uncovering their own potential strength.

In the Encyclopedia of education it is stated that the project activity is constructive and productive activities of individuals, aimed at solving vitally important problems, the final result in the process of goal setting, planning and implementation of the project. This activity refers to the unique ways of human practice related to the prediction of the future, the creation of his ideal image, implementation and impact assessment of the implementation of the plans. Projection is creative, innovative activity as it always aimed at creating subjective and objective new product. Projection — the category of transformative activities designed by the project [56].

The theory and practice of project activity and project training became active in the late XIX and early XX. Approaches to understanding the essence of these concepts in domestic and foreign pedagogy were different. Ukrainian scientists (G. Vaschenko, A. Makarenko, S. Rusova [173]) linked teaching methods, including design, to the problem of creative development of the individual, updating ways to prepare him for life and work. In particular, S. Rusova said: “The new school has as its main goal - to excite, to allow being independent creative forces of the child. By invoking the creative self-activity of the child, the high school teacher spreads the student's consciousness and thereby spreads the student's activity and helps him / her to create the best possible new means. In order to be able to evoke spiritual activity in a student you should understand the mental state of the child” [231, p. 375].

Foreign scientific basis of the project method was the pragmatic ideas of the



American philosopher and university teacher D. Dewey, who believed that training should be organized around a business, and the conditions for its success are the problem of educational material, activity of the child, link between learning and life, play, work. According to the scientist, the real aim of education is to proclaim the ability to adapt to reality, which can best be achieved through the acquisition of knowledge of practical amateur and personal experience (School of the Future, 1922). The role of the high school teacher is reduced to directing amateur children and awakening their curiosity [56].

In the dissertation we draw attention to the fact that in modern studies [58; 87; 98; 132; 144; 151; 159; 163; 164; 175; 189; 208; 232; 243] also refers to the project method, which, in our opinion, overloads the understanding of the nature of the high school teacher's educational and project activities, limits the functional limits of the high school teacher's duties. In our view, the high school teacher-education activities of the high school teacher are broader than the understanding of the use of the project method in the education and upbringing of students. Therefore, we analyzed the history of the project method, its use in the modern school, but concluded that preparing high school teachers from different subjects to use the project method with students of different ages is a methodological problem and requires separate study. In this aspect, the term "school project of students" should be used, which means "the ability to do something interesting on their own in a group or on their own, making the most of their opportunities; it is an activity that enables you to express yourself, test your strength, apply your knowledge, benefit and show the results of your achievement in public; it is an activity aimed at solving a significant problem, formulated by the students in the form of purpose and task, when the result of this activity - a found way to solve the problem - has practical character and important applied importance" [56, p. 717].

We are impressed by the opinion regarding the educational and project activity as a didactic means of development, training and education of students, which allows to form and develop specific design skills, namely to teach:

- 1) problematization (consideration of the problem field and selection under the problem, formation of the main problem and the task arising from this problem);
- 2) goal setting and activity planning;
- 3) introspection and reflection (introspection of success and effectiveness of solving the project problem);
- 4) presentation of its activities and results;



- 5) ability to prepare material for presentation in a visual form with the use of specially designed product for projection;
- 6) search of the necessary information, isolation and assimilation of the necessary knowledge from the information field;
- 7) practical application of knowledge, skills, skills in various, atypical situations;
- 8) the selection, development and use of adequate technology for creating a projection product;
- 9) conducting research (analysis, synthesis, hypothesis, detailing and generalization) [56].

In the work of O. Yaroshynskaya [252] pedagogical projection is considered as a holistic process of changing the educational environment, and its components are forecasting, modeling, construction, realization of the intended. In the monograph by O. Zhernovnykova [62] the stages of designing educational activities of high school students are highlighted: pedagogical modeling (model creation) as elaboration of the general idea of creation of pedagogical systems, processes or situations and main ways of their achievement; pedagogical projection (project creation) - further development of the created model and bringing it to the level of practical use; pedagogical construction (creation of a construct) - further detailing of the created project, approximation of it for use under specific conditions by real participants in educational relations. It should be noted that projection begins with forecasting, the results of which are reflected in the created plan, where to achieve the imagined it is necessary to reveal their own selves, to form, for example, the ability of self-organization. Taking into account the scientific and practical achievements of the named authors of the doctoral dissertations, we have formed our own opinion on the educational and project activity and its components.

Designing as a meaningful creation of the image of the future desired pedagogical result, the description of the procedure of transformation of this image into objective reality is an integral function of the high school teacher's pedagogical activity, its orientation on the child's future. In this case, we will again use S. Rusova's thoughts on designing the future of each child, which are relevant today. Changes in the educational environment are just taking place, which neither scientists nor practitioners have time for. Under these reforms, the main thing is lost - the person's personality. This is how S. Rusova said: "I believe that any education reform should be based on the individual's personality. The person himself must be the



center of education, and we must never forget that a person begins his intellectual growth not from university, but from birth, and should be stimulated for the first three years with great intensity. And further, “We, high school teachers, can only help this work. We witness the development of the human soul, the emergence of the New Man, who will no longer be the victim of events, but thanks to the clarity of vision, will be able to direct and create the future of humanity ”[231, p. 420].

V. Deynichenko's dissertation [52] analyzes the definition of the meaning of the concept of "designing" in various fields of activity and in the writings of scientists. In order to prevent duplication of the cited scientists, we have taken into account the basic features of design in education and have independently combined them in our own opinion. We have attributed the following features to design: a) integrated transformative activity consisting of thinking (analysis, synthesis, abstraction, perception, generalization) and practical (forecasting, planning, modeling, designing, self-organizing) actions, evaluation and correction of educational outcomes ; b) creation of a project - a prototype, a prototype of a predictable or possible object (state), which occurs due to perspective orientation in pedagogical activity, logical system of vision of future pedagogical processes, phenomena, objects, their modeling, clear implementation of practical actions; c) Innovation as a contribution to teaching activities that is related to the best practices of innovative high school teachers. To summarize the scattered statements of different authors, we note that designing in pedagogy is a system of ideas about the trends of education, social and industrial needs of the labor market, the image of a competitive graduate of the EGSE, requirements for a modern mobile high school teacher and ways of professional self-realization in different types of pedagogical activities. For a successful high school teacher, it is important to understand the perspectives of professional self-realization and career growth.

It is appropriate to be reminded of the perspective lines of human life that influence the projection process. According to A. Makarenko's definition, perspective is a desirable goal for a person, which he wants to realize, "tomorrow joy". Perspective can be close, middle and distant. Each person has a close perspective; it is natural and stimulates the activity of the individual, helps to overcome difficulties. Middle perspective is in the desire of a person for some event in her life, but pushed aside by time. A distant perspective is what one strives for in life [cit. for 128].

According to V. Humeniuk, I. Naumchuk, “projection is a new methodology of management today, a special kind of creative activity closely related to scientific



research, forecasting, planning, modeling, programming, social management” [47, p. 97]. V. Myroshnychenko [152] interprets the term "projection" as a teaching method and identifies it with the project method; the ability to use this method, according to the scientist, is an indicator of the high qualification of the modern high school teacher. According to I. Galchenko [25], projection the development and transformation of the educational system of advanced training of pedagogical staff envisages the creation of conditions for continuous education of high school teachers throughout life, the realization of which is provided by society and the state. Adjustment of the adult learning process, including high school teachers, on the one hand, will allow them to discover and realize the reserve potential that each person has, and on the other - to expand the educational services of universities, distance learning, postgraduate education systems, mass media, educational activities of public organizations. .

The essence of designing, according to V. Myroshnychenko [152], is to stimulate the students' interest in knowledge, to form the skills of practical application of acquired knowledge, to combine academic knowledge with pragmatic ones, to maintain the optimal balance at every stage of learning. Implementation of educational projects has a positive effect on the creative growth of high school teachers in the system of methodological work, because their implementation leads to cooperation, understanding the needs of all participants in the teaching process, showing respect for colleagues and students, openness to teaching experience.

Scientist L. Martynets [144] grouped the means of project activity on the basis of theoretical training: mastering the principles of project activity through optional (author's) special courses, consultations, individual work, educational work; student experience - creation of project portfolio by students (project team); practical training - creation of projects in lessons, optional classes, in the system "School of self-education", in the system of student self-government, in project workshops, in the system "student - parents".

Based on the analysis of scientific works (V. Deynychenko, O. Zhernovnykova, V. Kostina, O. Krasovsky, O. Kuppenko, O. Medvedev, N. Olefirenko, O. Ostapchuk, Ye. Polat, S. Pryima, O. Prashko, A. Pulina, G. Romanova, L. Savchenko, A. Tsymbalaru, K. Yaresko, O. Yaroshynska [52; 62; 110; 113; 149; 166; 169; 182; 183; 184; 187; 194; 196; 234]) educational and project activity of the subjects of the pedagogical process is characterized as: 1) designing - meaningful creation of the image of the future desirable pedagogical result, description of the procedure of



transformation of this image into objective reality (designing educational Business school students, high school scheduling career counseling, etc.); 2) self-design - the presentation and modeling of positive changes in personal and professional life (construction of an individual trajectory of self-development, own educational route); 3) creation of the implementation of educational projects - the embodiment of imagination and transformation of the desired image into objective reality with an existing team of executors within a specified time, obtaining a new educational product.

Based on the analysis of the aforementioned scientific literature, we have come to the conclusion that the components of the high school teacher's educational and project activity are forecasting, planning, modeling, construction, self-organization, which he carries out in the pedagogical process. We prove that it is in such a sequence that the implementation of actions ensure the effectiveness of educational and project activities.

A) **Forecasting.** In the New Interpretative Dictionary of the Ukrainian Language (2008), the term "forecast" is defined as "the prediction based on available data of the direction, nature and features of the development and termination of phenomena and processes in nature and society; forecast ", and the term "forecast" - "the science of predicting patterns of development and end phenomena and processes in the nature of society; forecast" [162, p. 23]. Forecasting is the development of forecasts, that is, probable judgments about the functioning of an object in the near and distant future. Forecast in education is part of the social outlook. In a broad social aspect, predict the resumption of education and training content (the introduction of education content standards implies changes in curricula); predict the introduction of educational technologies, terms of education at different levels of education; introduction of innovative diagnostic systems in assessment of students' knowledge, skills and skills; the health status of students and the dependence of educational outcomes on the complexity of learning technologies, the use of computers and information and communication technologies (ICTs); predicting the impact of ecology on human life processes [56]. "Forecasting is the scientific prediction and expectation of the results of interrelated activities of high school teachers and students, depending on the form of interaction (monologic, dialogical, interactive), on the goals of learning and pre-planning" [62, p. 68]. The result of forecasting is the assumption that it may be.

Methods of forecasting include methods of extrapolation, matrix, network modeling, expert evaluation. The extrapolation method is to disseminate the



conclusions obtained by observing phenomena, processes, objects.

In high school teacher prediction, we emphasize such positions as: goal setting as a representation and prediction of positive, better results, achievements of the subjects of the pedagogical process, as well as deviations of the negative; the development of imagination, intuition, as the high school teacher must feel the needs of students, identify their own needs; accounting and evaluation of the results of diagnostic activities.

Researcher G. Vyshynska [19] links design with pedagogical forecasting as a prediction of the nature, features of development and the end of phenomena and processes in nature and society, which is in the form of goal setting (establishment of the ideal anticipated result of activity), planning (projection into the future of human activity to achieve this goal by certain means, the transformation of information about the future into concrete actions to achieve results), programming (establishing the basic provisions, which then unfold In planning or the sequence of specific measures for the implementation of plans), design (creation of specific images of the future, elements of the developed programs, general solutions). We accept at our own expense the methods of forecasting, which the author speaks, since the educational project activity of high school teachers requires pedagogical intervention. G. Vyshynskaya's methods of forecasting in pedagogy include: theoretical calculations and modeling of the development of each sub-system and its components by stages in the form of descriptive graphical and mathematical models; pilot experimental modeling, when individual elements of the forecast are tested in practice; coordinating refinement of forecasts, their correction from the positions of related sciences. Let us return to the specifics of the high school teacher's pedagogical activity and recall K. Ushinsky's reflections on the goals of education and a promising vision of a happy person. "If we are told that the purpose of education will make a person happy, then we have the right to ask what the high school teacher understands by the word happiness: because, as we know, there is no subject in the world that people would look at as differently as happiness. : To one it seems to happiness, to the other it may seem not only an insignificant circumstance, but even just misfortunes. And if we look deeper without admiring the imaginary similarity, we will see that almost every person has a personal concept of happiness and that the concept is not a direct result of conditions, without the edge of diversity for each individual" [231, p. 173]. In such an expression of the well-known high school teacher are laid the grounded thoughts about the individuality of each person, his



desire for happiness, the desire to make himself better and more perfect. The high school teacher should present the goals of education of the students, provide ways to improve both their own and students, take into ac

An explanation of the essence of the high school teacher's imagination is found in the work of I. Yusupov [173] "Psychology of Understanding", which reveals the mechanism of predicting the behavior of both parties during pedagogical interaction.

In the mind of the high school teacher, a hypothesis appears about the possible events of the expected meeting. In this hypothesis, the combinations of pedagogical situations combinations known from life and practice are sorted out. The brain is strenuously producing all the experience in which similar situations appear as a dataset. Within this process of association, their comparisons are constructed to predict the various options and behaviors of the partner. Of course, imagination can produce fantastic options, so you should remember the reconciliation of the imaginary and the real result, the real potential of the high school teacher to solve the pedagogical situation, the creation of educational projects.

In this aspect, it is important the gnostic function of the high school teacher's pedagogical activity, which aimed at the study of individual students and classes,; evaluation of teaching and learning methods (defining the scope of effective application of objective and subjective); the study of methodological guidelines (their practical evaluation, the distinction between them objective and subjective); analysis of one's own experience and that of other high school teachers, generalization and transfer of effective forms, methods and techniques to the practice of one's work: study, self-education and self-education of one's personality [223].

B) Planning. In our opinion, the prognosis should be based on the diagnostic activity and take into account its results, since the prediction must be scientifically valid. Educational and project activity is manifested in the specific actions of the high school teacher, in the logical scheme of thinking: diagnosis - prognosis - plan. This activity is the result of long deliberations of the high school teacher, the consequence of diagnosing the situation and predicting the future educational product, which affects the effectiveness of pedagogical activity. According to I. Pidlasov, the effectiveness, for example, of a lesson depends on the high school teacher's ability to plan it. We should ask the high school teacher not only to analyze the factors of the effectiveness of the lesson, but also to equip him with a specific scheme, to gather these factors into the system, to evaluate the intensity of their influence. The logical conclusion of the analysis of the factors of the effectiveness of the lesson is found in



the diagnostic map. According to the scientist, diagnosis is important as a clarification of the picture of tomorrow. The diagnosis begins with prediction, the essence of which is that the thoughts determine the results and evaluate their quality, mentally "lose" options for the lesson, the choice of methods and techniques, the form of the lesson. The lesson plan is the transfer of their own thoughts to specific reference signals, peculiar landmarks, peculiar conclusions. "Let's look at the problem without emotions: the plan" does not work "because it is unrealistic. And it is unreal because it is developed without proper scientific substantiation. Here is the root of the problem. A poorly grounded plan cannot fundamentally affect the course of events. It will not have a mobilizing, directing force, and therefore it will turn from an advisor and assistant in the work to a "formal document" for those who carry out checks, and sometimes - a brake on progress "[173, p. 290]. In our opinion, the high school teacher should correlate his own potential with the requirements of the lesson, evaluate and identify creative approaches to his organization, and then the lesson plan will be realistic.

G. Lysovenko's scientific work [126] specifies that self-examination of a lesson is a complex approach in which psychological, pedagogical, meaningful, methodical and substantive aspects are closely interconnected. Self-examination of the lesson for the high school teacher is of paramount importance, because it gives the opportunity to "look" at his lesson from the outside, evaluate its value in general, purposefully comprehend the totality of their own theoretical knowledge, methods, techniques to work in their practical projection in interaction with the class and specific students. Self-examination of the lesson should be a reflection for the high school teacher, which allows the high school teacher to evaluate their strengths and weaknesses, identify unrealized reserves, and clarify conflicting points, individual styles of activity. Self-analysis of the lesson as a process of awareness and self-knowledge forms in the high school teacher analytical skills develops interest and determines the need to study the problem of learning and education.

C) Modeling. In the New Interpretative Dictionary of Ukrainian (2008), the term "model" means "an example of any new product, an exemplary instance of something; model; an object reproduced in a reduced, sometimes enlarged or natural form "[161, p. 213]. A model is an imaginary or material implementation system that displays or reproduces a research object (natural or social) and is capable of modifying it so that its study provides new information about the object. According to the properties of the model, we can learn about the properties of the object, it is



subject to requirements of adequacy, that is, its correspondence with the real reality of the essential properties [56]. In the study, we used the works of V. Maslow [146], who provides advice on modeling pedagogical systems, since there are such shortcomings of illustrative models in the works of pre-investigators, such as: elegance of content and chaotic display of their structural components, illogical arrangement of various components, violations of hierarchical connections between them. According to the scientist, in the process of modeling should be guided by the following provisions: the purpose of modeling should be to create a working analogue, as close as possible to the existing original or its mental imaginary reflection in a certain scheme: verbal, graphic, illustrative-plane, volumetric, static, dynamic; the model must reproduce the fullest possible picture of an existing or imagined mental (ideal) object, a process of a systemic nature; any model will always be simpler, more schematic than the original, except for the reference models that create it to be the model you want to focus on; the model has a certain level of abstraction from the specific external and internal features inherent in its original system. Here is an example from my own experience of developing an acmeological model of a Lyceum graduate based on an analysis of real potential opportunities, forecasting its future, revealing dreams of personality plans - professional self-determination of high school students (see Annex A).

In the Kharkov Lyceum 89 of the Kharkiv City Council of the Kharkiv region, we have developed a model of change in the lyceum, which purpose is to develop the personality of a lyceum as a modern, educated, competent person, capable of self-determination in a socio-cultural environment, a worthy citizen of the Ukrainian state-state conditions for the implementation of a multi-vector model of lyceum education, which allows to recognize and realize the individual abilities of students and is a condition for improving the quality of education. In modeling in general, the starting positions of the model are: certain input variables, output variables, set of system parameters, and algorithm for the process of changing the final result. What was important was the collective expression of the pedagogical team's vision of the development of our Lyceum. For this we turned to the gradual construction of our development. In designing the future of the Lyceum, we set priorities for achieving the goal. The realization of these tasks allowed laying the foundation of cultural and value orientations in the education and training of lyceum students, the principles of innovative development of the lyceum, the principles for improving the quality of educational activities.



D) Construction. The study uses the approach of the famous scientist N. Kuzmina [117] to determine the functions of pedagogical activity. According to the scientist, the high school teacher should perform constructive, communicative, organizational, gnostic functions of pedagogical activity. Although the researcher does not call the design function of pedagogical activity, the design elements are contained in each of these functions. In particular, the constructive function of pedagogical activity is defined as the ability to predict the pedagogical process containing the main types of design activity: constructive-meaningful activity as the selection of content of educational material and its design; constructive-operative activity - planning of the structure of actions of the high school teacher and the student; structural and material - designing of educational and material base for training and education of students.

With great respect to N. Kuzmina, we will depart from her opinion to some extent - we will not identify the design and design processes. In the New Interpretative Dictionary of the Ukrainian Language (2008), the term "design" means "to construct something; create something in a certain composition; to establish a certain composition of something; to create »[160, p. 881], the term "constructor" - "he who designs something, creates structures" [160, p. 881]; in comparison, the term "design" means in pedagogy "the process of developing real or conditional transformation projects in learning" [56, p. . 477].

E) Self-organization. We realize the idea of moving from the outside to the internal, that is, the organizational function of the high school teacher is the external manifestation of his educational and project activity, and self-organization is the internal driving mechanism of successful educational and project activity. In fact, design permeates both the organizing function of the high school teacher and the self-organization of him in such activities. The organizing function of the high school teacher's pedagogical activity is to implement and correct projects of constructive activity. It aims at the formation of moral values of the pupils and the scientific worldview, their attitude to work, the phenomena of nature and society, ideals and other motives of behavior; instilling a lasting interest in teaching and science, in production and in professional activities that respond to the aptitudes and abilities of children; organization of joint creative activity, the purpose of which is the development of socially important personality traits [223]. We consider the high school teacher's self-organization in the educational and project activity as the ability to organize himself, which is manifested in purposefulness, activity, conscious



motivation, planning his own activity, speed of decision making and responsibility for them, critical assessment of the results of his own actions, feelings of obligation; as the ability to independently support, reproduce, improve the level of professional self-realization in pedagogical activity. It is quite pertinent for V. Sukhomlinsky's advice on self-discipline in mental work, the essence of which is that "never put aside some of the work to be done today" tomorrow. And further: "Make it a habit to have some of tomorrow's work done today. It will be an effective internal stimulus that sets the tone for all of tomorrow" [231, p. 487].

Creating a clear plan of work based on own limitations and opportunities helps high school teachers during self-organization. Due to the timing of teaching activities able to organize all actions and to define priorities, which gives the opportunity to allocate time to execute a daily plan to make time for creative work. Rational use of working time is the result, delegation of authority, in addition to saving time, enables high school teachers to discover their abilities and to take more responsibility for decision-making.

To quote an example essay, portfolio, written by a high school teacher who participated in the professional competition "the High school teacher of year": "pursuing self-education, I found a lack of strong-willed qualities, for example, the inability to say "no" that made me develop a private exercise of discipline. For example, in your free time browsing e-mail clearly took 20 minutes, and adhered to this rule. While reading the new literature set himself the task to read without being distracted exactly 30 minutes — no more and no less. Introduced mandatory daily hour of work behind "closed doors" that allowed me to spend more time on creative work, which requires further reflection. I started to learn speed reading, because there is a demand of high-volume information. For example, she used the following techniques: while reading, she tried to understand the content of the text while reflecting a certain rhythm that developed concentration; not to repeat the text itself and not concentrate on each word, but to perceive the text as a whole. It was helpful to observe the dynamics of the manifestation of certain individual characteristics.

Self-design of the representation and modeling of positive self-changes in personal and professional life. The first act of self-realization, according to L. Rybalko [190], is self-design as a process of planning self-changes in the personal and professional life of a person. The term "self-design" is associated with the term "projection", which is the process and result of the conscious or unconscious transfer of the subject's own ideas, properties, states to external objects, realization under the



outflow of dominant needs, meanings and values of sub ' ecta. Self-design contains the actions of transformation, transference, prediction, the implementation of which requires a person of developed thinking, creativity, independence, emotional stability, mobility.

We rely on L. Korostyleva's opinion, which considers self-design an integral part of self-realization and defines it as "an idea of what a person wants to see himself in the near and distant future" [109, p. 126]. M. Nedashkivska's opinion [158], which considers that projectivity as a personal function is a leading fundamental condition for realizing a person's socio-personal potential, is close to uncovering the interconnection of self-design and self-realization. Projectivity is manifested in goal-setting skills, practical goal-setting, finding the means necessary to achieve the goal, and correction of results. According to Nedashkivskaya, projectiveness does not exclude the translation of elements of present and future and vice versa. I. Shendryck proposes to consider the self-realization of the individual from the point of view of design, from the standpoint of possible management, "which can be built through the awareness of the subject of his own individual properties, traits, qualities and ways of their actualization, the ability to make decisions motivated by the needs of growth" [242, p. 41]. In his opinion, self-design by the purpose-setting skill, which is carried out on the basis of the agreed self-determination of the high school teacher and the student; identification of preconditions for self-determination and indicators of movement towards the goal; forming a set of predictions about ways and ways of achieving the goal; making more promising hypotheses of ways of discovering one's potential; development of organizational and technical scheme of achievement of the set goal; implementation of reflection and redesign with further realization.

High school teacher self-design is special because the teaching profession is unique and specific. Well-known Ukrainian high school teacher V. Sukhomlynsky in his work "One Hints to the High school teacher" draws attention to the specific professional conditions of pedagogical work, calls "the work of the heart and nerves, it is literally a daily and hourly expenditure of enormous mental forces." Let us join in the opinion of V. Sukhomlynsky and point out that pedagogical work is a real change of situations, the solution of which causes emotional response and excitation of the nervous system. "Therefore, the ability to manage yourself, to hold yourself in one's hands is one of the most necessary skills on which both the success of the high school teacher's activity and his or her health depend. The inability to properly inhibit daily and hourly excitations, the inability to handle situations - this is what primarily



elevates the heart, depletes the high school teacher's nervous system "[173, p. 45]. Vasyl Oleksandrovych advises to remove excitement and irritation by directing the energy of the whole team of high school teachers to a cause that requires spiritual unity, collective creativity, labor concentration, mutual exchange of intellectual values. The optimism of the well-known high school teacher, such as "your piano and your music notebook, where you write the music of your childhood, your conductor who manages the tunes", draws attention. Optimism, according to V. Sukhomlynsky, is a strength of spirit, a state of heart and behavior.

Based on the analysis of V. Sukhomlynsky's thoughts, we came to the conclusion that the optimism of the high school teacher is the basis of his self-design, since the preparation of a self-development program requires a sound faith in his abilities, an optimistic attitude towards his own future, his students' future. It should be noted that in the list of pedagogical abilities (communicativeness, perceptual abilities, personality dynamism, creativity), optimistic forecasting as a prediction of personality development with an orientation to the positive in it and transformation of the whole personality structure through influence on positive qualities occupies a proper place.

Creating and executing educational projects as an embodiment of imagination and transformation of the desired image into objective reality by an existing team performers on time, get a new educational product. Educational projects activate the cognitive processes of high school teachers (perception, memory, imagination, thinking, observation, attention), stimulate their thinking activity and expression of ability to abstract, summarize, argue, draw conclusions, prove the truth or wrong views, thanks to awareness of various fields of science and technology is increasing. Through the development of diligence, patience, willpower, observation, independence, high school teachers productively seek scientific additional information on the topic of the study, overcome difficulties that impede the implementation of the project task. Particularly noteworthy are the criteria for the selection of high school teachers to participate in such projects, namely: identifying a topical problem and designing its practical significance, creative approach to teaching subjects, mastering innovative methods and techniques of schooling and education, owning ICT, desire to work independently, desire to work independently high level of self-organization, activity, initiative, achievement indicators of students with whom they worked, knowledge of foreign languages (for international educational projects).

Educational projects can be individual and group, research, exploratory,



creative, applied, role-playing, informative, thematic, practical-oriented, cross-curricular, performed on topical issues and at different levels.

In the course of educational project activity, the high school teacher chooses the theme, the object of design; formulates the purpose of the project; develops plot and design stages; structures content and technological components; solves the design problem; formulates the general task and provides the design results; plans work methods and activities aimed at solving problems; prepares resources (contractors, equipment, information materials); develops rules, system for encouraging, evaluating, correcting educational and project activities; prepares methodological recommendations for organizing such activities; summarizes the results.

The choice of project topics in different situations may be different. In some cases, these topics can be formulated by education authorities within the approved programs of development of EGSE, in others - to be nominated by high school teachers, taking into account the educational situation of their subject, natural professional interests, inclinations and abilities of students. The topic of the projects can be offered by the students themselves, who, naturally, are oriented towards their own interests, not only purely cognitive, but also creative, applied. More often, however, project topics, especially those recommended by education authorities, relate to a practical issue relevant to practical life that requires knowledge not from one subject but from different fields, their creative thinking, and research skills. Thus, they achieve a completely natural integration of knowledge.

We analyze the essential characteristics (purposefulness, possibilities of revealing individuality, search and transformative character of activity, teamwork and collective expression of thought, connection of theory with practice, creation of the ideal or material educational product) of educational-project activity of high school teachers. The purpose of educational and project activity is discussed in the works of Lyapina, P. Maslov [132; 147]. Scientists are united in the opinion that the educational and project activity of the subjects of the pedagogical process has an independent character of detection, for its realization requires the disclosure of the will and moral qualities, creative abilities for obtaining educational products in the form of material or ideal product. However, such activity should be purposeful, since setting the goal and mastering the methods and techniques of independent search activity require a clear understanding of the prospects for self-realization of the individual, the meaning of its fulfillment, understanding of the practical significance of the results obtained. We agree with the well-known scientist O. Leontiev [125] that



the effectiveness of activity is determined by what the goal is and how it is achieved by a person in his / her professional and professional life.

Adhering to the opinion of scientists that the goal is the imaginary desired result of educational and project activity, we use the work of P. Maslov [147], in which he reveals the features of professional project activity. According to him, the main purpose of professional design work is the development of a socially significant product in the form of any technical project, most often presented in a graphic form - drawings, diagrams, layout of a future product, object of design. The tasks of the project-roller as a subject of employment do not include the production of a real object. The implementation of the created project in life is the purpose of activity of representatives of other professions. S. Shustov [246], who came to the conclusion that project activity is a kind of educational and cognitive activity of schoolchildren, is aimed at mastering the experience of professional activity of designers, designers, designers and mastering special skills, mental actions and operations, discovering creative thinking. in the process of creating a product - a project perfect and real.

In contrast to such technical orientation of production workers, the educational and project activity of the high school teacher is a means of his professional self-realization and is aimed at obtaining the ideal thinking product of the educational process. Educational product is the self-changes of the subjects of the pedagogical process, namely, the educational and project activity has a subjective value and is aimed at mastering new ways and techniques of self-achievement of the set tasks, meeting the needs and motives of self-realization and self-development of personality.

Appropriate are the words of Sh. Amonashvili, who tried to compare his profession with the professions of architect, builder, geologist, astronomer. "I imagined that I am designing myself and building a baby soul as I project and build houses and architects and builders. But soon I gave up such thoughts, because the people of these professions are dealing with a lifeless reality that without resistance obeys their rich imagination and practical creativity " [173, p. 11]. The high school teacher has to communicate with the students who come up with their plans, dreams and aspirations to realize them, to assert themselves, and their soul is not a set of building materials. According to Shalva Alexandrovych, the soul of a child should not be built, but enriched, developed, filled with ideals, beliefs, instilling in her love for people, nature, life.

High school teacherslack the experience and methods of search work, solving



creative tasks of intellectual and practical nature, revealing novelty and practical significance of the results of the research, presentation of the results of educational and project activities at regional, regional and international levels. Disclosure of individuality in the process of creating educational projects is facilitated by the planning of an individual educational trajectory of self-development as setting the goal of professional self-realization, comparing one's own potentials and requirements for educational-project activities, evaluating and correcting the results.

According to O. Saphodoyeva, educational and project activity can be considered as a means of ensuring cooperation, co-creation of subjects of the pedagogical process, or as a way of implementing a personally-oriented approach in education [199]. High school teachers' professional self-realization takes place in the process of *cooperation* as self-perception through the development of collective thought and partnerships, obtaining joint results, and its effectiveness is enhanced by scientific and methodological guidelines for the implementation of group educational projects.

An important role in cooperation is the communicative function of pedagogical activity, which involves establishing relationships between students, small groups and student groups, with parents of students, with individual high school teachers and with the whole school staff. According to M. Fitsula [223], such a function allows to take into account and satisfy the requests and interests of students, to properly understand and evaluate information about the effectiveness of educational influence directed at students, to vary methods of teaching and upbringing depending on the real life and pedagogical situation. Thanks to the communicative function of the high school teacher pedagogical communication.

During the analysis of textbooks on pedagogy, high school teacher's pedagogical skill [171; 172] we find that design is closely linked to the communication process and its actions permeate all stages of pedagogical engagement. In particular, high school teacher modeling of future communication is due to predictive skills, namely, planning and forecasting content, structure, communication tools. The high school teacher should present the purpose of communication, the needs of the interlocutor and his mood for communication and interaction, alternative ways of solving the situation. Plan the possible ways and tone of communication, predict the perceived content of the conversation. "The high school teacher must first think about how to involve the pupil in the interaction, to be interested in how to create a creative atmosphere, so that his personality will be manifested. For this, the high school



teacher needs imagination, the ability to perceive and adequately evaluate the person” [172, p. 99]. The cited textbooks describe the initial stage of pedagogical communication, management, analysis of communication results. We fully agree that such content is methodologically literate and appropriate for future high school teachers who do not yet have pedagogical experience in the EGSE. Within the study, it should be noted that high school teachers have some up-to-date pedagogical communication with colleagues, parents, and students. However, they lack the experience of self-regulation of their behavior and self-control in solving conflict situations, there are difficulties in designing their own reaction to the events, the actions of schoolchildren, parents, predicting positive results of solving pedagogical situations. It is this kind of educational and methodological material for acquaintance with the ways of self-knowledge and self-regulation of the personality and that high school teachers are not enough for the projecting and building of interpersonal relations in the pedagogical team.

An indispensable condition of the educational and project activity is the presence of pre-produced ideas about the final product, stages of design (concept development, definition of goals and objectives of the project, available and optimal resources of activity, creation of the project implementation plan) and the direct implementation of the project plan.

Educational-project activity is characterized by the idea of an ideal desired educational product (positive personal and professional self-changes, acquired knowledge and ability of thinking and practical activity, texts, formulas, schemes, models, project, script, author's program, methodological lessons, educational activities, etc. obtained during the design and development of educational projects.

Thus, the high school teacher-educational activity of the high school teacher is a transformative and exploratory activity, the components of which are forecasting, planning, modeling, construction, self-organization of one's own activity.

1.3. Components of professional self-realization high school teachers in education and project activities

Special attention is paid to the professional self-realization of high school high school teachers, because knowledge of oneself, their own potentials allows to organize the educational process effectively, to understand the needs of high school students. In different types of pedagogical activity, in particular in the educational



project activity, there is a transfer of the reserve potential of the individual from the state of potential to actual, gaining experience of practical activity, formation of professionalism and pedagogical skill, achievement of acme (the highest degree of human development).

In the scientific literature [39; 42; 44; 85; 95; 97; 115; 129; 155; 156; 186; 207; 224; 251] There are different approaches to identifying the components of high school teachers' professional self-realization. For example, Z. Kryzhanovska identified the components of the high school teacher's professional self-realization through: professional experience, which is represented by such characteristics as professional knowledge, skills, skills, ways of orientation in the field of professional requirements related to the professional orientation of the high school teacher; professional self-consciousness, which is presented by characteristics of the high school teacher's self-esteem, which reflect the level of his / her awareness of the norms and requirements of the profession and compliance with the professional standards and norms; professional self-improvement, which involves directing the high school teacher to the balanced and harmonious development of various aspects of his personality. The content of the selected components of professional self-realization, according to the author, is manifested in professional competence; aspiration to carry out pedagogical activity professionally, creatively, responsibly; mastering the means of self-regulation. The development and functioning of the components of professional self-realization are conditioned by the motivation of professional development, efficiency and professional maturity [115, p. 9-10].

The researcher N. Kanios also identifies components of educational and professional self-realization of students, which include [85]:

–cognitive component - the idea of one's own abilities for educational and professional activity, the qualities necessary for successful work in the chosen specialty; the content, complexity and specificity of these representations, the presence of professional elements in them (these representations are components of self-awareness or awareness of the "I"-image); understanding of the features of professional activity (in particular, about its negative aspects); an idea of how to overcome external and internal obstacles (own shortcomings) on the way to a professional goal;

– motivational component containing: internal motives of educational and professional activity; professional, cognitive and substantive motives; dominant values and motives of self-improvement, interest in the profession (desire to become



an experienced specialist); general humanistic orientation (interest in people), positive attitude towards the future profession;

–exposure component containing: an idea of one's own professional perspectives (an idea of the main stages of a professional career); the presence of professional plans, intentions, specific goals in the near and long term; understanding of the means and ways of achieving these goals (i.e., students' awareness of the specifics of their professional perspective); the level and integrity of goal setting in professional activity;

–creative component that reflects the development of the following characteristics of creativity, which are important for self-realization: sensitivity to problems; ability to put forward ideas; ingenuity; developed imagination; originality and usefulness of behavior; independence; confident style of behavior. Self-realization as a revelation and deployment of the inner forces of the individual implies a certain act of creation, which also leads to the use of creative abilities;

–behavioral component, containing: level of social and professional adaptation; the level of personal maturity; behavioral features in social situations related to communication; behavior that is conducive to solving problems.

We agree with the authors that the boundary between each component is conditional and they all influence one another. Also, according to different scientific approaches, there is no accurate understanding of the essence of high school teachers' professional self-realization, since the principles for professional self-realization of personality are not allocated by the researchers. In our opinion, such preliminary principles for understanding the components of professional self-realization of high school teachers should be peculiarities of the phenomenon of self-realization of personality, specificity of pedagogical activity and teaching of certain educational subjects, for example, professional self-realization of future music high school teacher, professional self-realization of high school teachers and students, the willingness of the EGSE administration and the teaching staff to make positive changes to each teaching staff, creation of favorable conditions for the disclosure of such components high school teacher professional fulfillment.

In the study, we hold such authorial positions, which determine the need to disclose the components of professional self-realization of high school high school teachers in educational and project activities.

1. The components of professional self-realization of high school high school teachers, namely: motivational, purposeful, content-active, evaluative-personal need



to be disclosed by taking into account the results of the analysis of essential characteristics (purposefulness, identification of personality, search and transformative nature of activity, team work, connection of theory with practice, creation of an ideal or real) educational product) and thematic direction of educational and project activity of high school teachers (psychologist-high school teacher social, cultural and personal problems of a person).

2. Based on the analysis of scientific works on the problem (V. Krutetsky, O. Pehota, N. Chornous [116; 176; 236]) we conclude that full professional self-realization of high school teachers is taking into account age peculiarities of high school students and the specifics of profile education in the process of organizing educational and project activities in the school. Changes occurring in the motivational and value sphere of high school students indicate that they require actualization of self-expression and self-assertion of one's own personality, creative initiative and dedication to "great cause", interests related to professional orientation and profession. They are characterized by a selective attitude to the subjects, interest in their own abilities, their disclosure and evaluation of moral and psychological capabilities to achieve specific life goals and aspirations, the desire for self-education, developed sociable feelings and desire to work in a team. Therefore, in the educational and project activities, high school students should choose the topic of project research, which corresponds to their natural abilities, interest, desire to search independently and acquire new cognitive information, the desire to analyze the conformity or inconsistency of personal qualities to the requirements for the fulfillment of project tasks, intentions and exercise professional self-determination. For students to plan their work on an educational project, it is important for students to be able to imagine their own future and evaluate themselves from the perspective of their future profession. High school students change the nature of their activities: in addition to teaching, they carry out social activities that go beyond the school and help to shape the attitude of the individual to the society and find their own place to it. Thanks to educational projects and public presentation of results, under the influence of recognition of other people's own achievements, the own positive "I" of high school students is revealed and partnerships are formed in project teams. The development of cognitive interests, conscious attitudes to learning and self-study stimulate the cognitive processes of high school students (perception, memory, imagination, thinking, observation, attention), through which the cognitive sphere expands, awareness of various fields of science and technology increases. Under the



influence of educational and project activity, the thinking activity of high school students develops (the ability to abstract, summarize, argue, draw conclusions, prove the truth or wrong views). The search for new additional information on the topic, the implementation of the project task requires diligence, patience, willpower, observation, independence; high school students develop aesthetic taste, find independent judgments that are useful for designing their own results of educational and project activities and evaluation of other educational projects.

3. The readiness of the individual for self-education also determines the effectiveness of professional self-realization of high school high school teachers and disclosure of its components through educational and project activities. Within the scope of the study, the term "readiness for self-education", meaning integrated personality quality, characterized by the desire to constantly expand the range of perceptions of life with a view to a more thorough understanding of it and the ability to systematically study, namely: the ability to navigate freely in different contexts sources of information, to critically analyze them and independently to find the answers to all actual questions of life, to be "ready for emergency actions" as "the ability to respond quickly and effectively to emergency not anticipated situations and non-standard circumstances, as well as to change something in itself depending on requirements »[170, p. 101]. In our opinion, high school teachers' readiness for self-education is an integrated neoplasm of the self, which manifests itself in the desire to discover and realize their own resource potential in pedagogical activity, to grow and reach acme-peaks in the process of mastering the principles of pedagogical mastery, to assimilate the profession. Readiness for self-education is characterized by personal and professional knowledge and ability to internalize, redesign, exteriorize the pedagogical experience as its own, as well as adequate self-assessment of personal and professional readiness for self-realization in pedagogical activity, which is the result of a certain psychology

4. It is typical for a high school high school teacher to collaborate with students, which should be based on the motivational factors of professional self-determination of high school students. The motives for realizing the creative potential of high school students are the need for social status (respect) and the need for self-realization and individual development. The need for achievement and respect for them is the desire for success in the activity. Their high school students realize it in different ways: as a desire to test new cognitive abilities, to achieve respect and high social evaluation, to try to show themselves from the best side in front of



representatives of another gender. The adolescent's age is the age of growth of the "I" force, his desire not to lose, to preserve his "I" and to show his personality in the conditions of group activity. Needs and values are expressed in interests, inclinations, desires to create, need to express oneself in creative works.

It should be noted that the cooperation of high school high school teachers with colleagues, high school teachers of EHE, other scientific and social institutions, parents also influences the disclosure of their professional potential, leads to the disclosure of the components of professional self-realization of teaching staff.

Thus, on the basis of preliminary statements we can conclude that it is necessary to theoretically substantiate and reveal the components of professional self-realization of high school high school teachers in educational and project activities, which include motivational, purposeful, content-active, evaluative-personal.

I. *The motivational-purpose component of professional self-realization of high school high school teachers in educational and project activities* contains the purpose as a structural element of a professionally oriented system and is the basis around which values, content, means, organization are united; value orientations - cognitive motives, needs, interests, which determine the orientation of the high school teacher's personality to the result of educational and project activity. It determines the degree of activity and interest of high school teachers in educational and project activities, provides the choice of adequate techniques and methods of design, has systemic importance. The criteria are a reflexive attitude to the goals, content, methods and results of the project activity, the ability to choose appropriate methods and means of achieving the goal, a positive attitude to educational projects, the desire to learn new knowledge and methods of cognitive activity [249]. The essence of the motivational-purpose component of professional self-realization of high school high school teachers in educational and project activity is to determine the purpose - to represent the ideal image of the pedagogical process, phenomenon, object, own "I", future student and creation of a new educational product (formed professional "I" -concept of the high school teacher, his positive self-changes, acmeological model of the graduate, the plan of self-education, synopsis of lessons and scenarios of educational activities, author's programs on subjects, etc.), tasks - identification of needs and motives educational project activities, acquiring knowledge and skills such activities, development of educational projects. The leading are the needs of professional self-realization as the desire of high school teachers to unlock their own potential in educational and project activities, the desire to help high school students in



professional self-determination, interest in the process and results of the development of educational projects, the formation of motives for success and avoidance of failure, positive, positive is the driving force behind the professional growth of the individual, the achievement of new heights in life and profession.

II. Content and activity component of professional self-realization of high school high school teachers in educational and project activities The modern high school teacher should constantly increase professionalism and pedagogical skills, as teaching and education of young people require new approaches and implementation of a subjective approach to self-development of the individual. O. Steblyanko notes that "we are well aware that the modernization processes that take place in all spheres of the educational field require from us, the high school teachers, significant changes in the structure of the lesson, the organization of cognitive activity of students, the system of informational and didactic means of teaching" [210, p. 57]. High school teacherswork every year, preparing for the year for high school teacher meetings in creative groups and individually, summarize the creative experience of their colleagues in the implementation of modern educational technologies, replenish their bank of modern forms, methods, means of organizing students' activities in the lesson. However, there are such techniques and methods in the pedagogical arsenal that are still of practical importance today. Given the pedagogical value of, for example, the method of projects, it should be noted that nowadays it is not only relevant to participate in research projects, grants, but also it is necessary to organize cooperation of high school teachersand students for the development of creative personality, information exchange, interactive communication.

In the dictionary definition, the term "design" means "to draw up, to develop a project; to design anything; plan, outline, accomplish something, outline, and the term "project" - "something unfinished, outlined only in general terms; conceived action plan; plan" [162, p. 26].

Based on the analysis of psychological and pedagogical literature [58; 61; 73; 77; 79; 96; 120; 163] educational-project activity of the high school teacher is defined as the process of developing educational programs, methods of their implementation, goals and constructive schemes of achievement, as a result of professional self-realization. The essence of a high school teacher's professional self-realization lies in the fullest possible disclosure of his or her potential forces in the process of developing and implementing educational and project activities. The term "remedy" is defined as "a way, a reception, an event, some special action that enables one to do



something; that which serves as an instrument in any action, case ”[160, p. 723]. Such means include the student scientific society, the work of which is organized by the high school teacher, drawing up a portfolio, acmeograms of the high school teacher. In the study, the professional realization of the high school teacher is understood as the fullest possible disclosure of the internal potential in different types of pedagogical activity, in particular, in the educational project activity. O.Fonaryuk [225] defines pedagogical design as a special purposeful activity of a high school teacher in the creation of a project, which should reflect the process of mastering knowledge or the system of professional activity with the predicted result. The author distinguishes didactic design as a separate type of high school teacher's professional activity, where they develop models of implementation of didactic systems of different levels of complexity, as well as models of implementation of these systems in the real educational process.

In our view, high school teacher educational design is a process of obtaining an educational product that requires highly qualified knowledge and skills, professional self-realization during planning, direct implementation of pedagogical actions at the creative level, organization of cooperation and partnerships.

From this point of view, the professional competence of the high school teacher enriches the knowledge and skills of the project activity. As noted O. Zhernovnykova [62], future high school teachers in the process of professional training should master the principles of pedagogical design technology; ways of using the project method in teaching students of the subject; methodology of project training using its technology and taking into account age and individual characteristics of students; technology of evaluation of didactic and methodological possibilities of designing as kinds of high school teacher's professional activity; mechanisms of reflection of own design activity. In professional activities, high school teachers help high school students to expand the key design competencies necessary for independent living, performing professional and social functions. By engaging students in projects, high school teachers teach students to use knowledge as a tool to solve life's problems; purposefully use its potential for self-realization in professional and personal terms, as well as in the interests of society, the state; generate new ideas, make custom decisions, and be responsible for them.

Thus, the project method is a means of professional self-realization of high school teachers, under the influence of which they activate pedagogical potential. Practical value is gained by the method of projects in the upper classes, through



which students are able to determine their own preferences, abilities, inclinations for professional activity. During the implementation of educational projects, students develop a sense of responsibility, sociability, collectivism, the ability to think critically, creatively solve problems.

The content-activity component of professional self-realization of high school high school teachers in educational-project activity is revealed in depth and completeness of knowledge about their own professional "I" -conception, requirements and content of educational-project activity, age peculiarities of high school students and importance of educational projects for their professional self-knowledge. The basis of educational and project activity is the understanding of the high school teacher's own professional "I" -conception as the idea of real own opportunities to engage in such activities, to design their own future, the perception of their own achievements by other people, as well as comparing ideas about themselves with the requirements and content of such subject activities, resolving internal contradictions between "I want", "I can", "I need it" (I. Kon, V. Maralov, L. Mitina [101; 139; 153]). In this activity, the high school teacher shows creative ideas, designs ways of its implementation in real life, generates ideas and expresses their own, performs thinking (analysis, synthesis, abstraction, perception, generalization) and practical (forecasting, planning, modeling, design, self-organization) actions assesses and adjusts educational outcomes. At the same time, he serves as the developer and organizer of educational projects, project team leader and contractor. The implementation of educational project activities by high school high school teachers are accompanied by knowledge about the educational project as a process of thinking actions, reflected in the plans, dreams, ideas and the result of realization of professional and pedagogical potential at a high level. The study found that educational projects are individual, group, research, search, creative, applied, role-playing, exploratory, science-themed, practice-oriented, cross-curricular, and can be performed by high school teachers at various levels. Productivity of educational and project activity is provided by the ability of professional self-realization of high school teachers, to whom such as forecasting belong - to present perspectives of opening and development of own potential, to show conformity of own interests and abilities of the chosen activity; designing - the ability to anticipate ways of discovering one's own potential in such activity, to perceive the expected results and to analyze their relevance to real educational products; planning - the ability to make a plan for self-observation, individual educational route or educational trajectory



based on the identified essential forces; modeling - the ability to reflect your own concept in the form of a scheme, abstract new ideas of self-development and find ways to implement them; designing - to summarize the results of self-knowledge and to build the structure of professional self-realization of the personality, to develop an algorithm of self-improvement in activity; self-organization - unite your efforts and mobilize your potential, organize your work, allocate time and energy for its implementation.

According to I. Kharkavtsiv [228], a high school teacher must have the ability to be a subject of at least four types of activity: in pedagogical activity - the construction of a training course; conducting classes; organization of extracurricular work; conducting single events; individual work with students; in innovative activity - introduction of innovative experience of other high school teachers; own development of innovations; conducting pedagogical experiments; transfer of own innovative experience; in the activity of collective self - maintaining a favorable climate in the team; ensuring the effective work of project teams; ensuring the effective operation of methodological associations; ensuring effective work of project teams of high school teachers, who are tasked with developing a way to solve some problems of the educational process; participation in the development of collective decisions; in self-development activities - general cultural self-development; professional self-development; physical self-development.

The necessity of implementing a competent approach in high school teacher training and qualification is explained by objective tendencies and existing contradictions in pedagogical education, included in the White Paper of National Education of Ukraine [12, p. 147–148]. Educational trends include: increasing the role of diagnosis in substantiation and evaluation of learning outcomes; increasing the intensity of learning based on the use of modern pedagogical technologies; development and implementation of educational standards and their achievement by appropriate educational and methodological modules; integration and differentiation of educational courses, types, degrees and educational institutions; strengthening of individual-creative beginning of training; constant application of heuristic didactics. Contradictions remain, to some extent, unresolved: between theoretical developments related to the mastery of the teaching profession and not sufficiently high levels of their implementation in the EGSE; in the preparation of high school teachers, the development of their pedagogical skills as a system of competences, and the introduction in pedagogical practice of developmental learning; between the need for



a new type of pedagogical interaction between high school teachers and students and the existing model of "knowledge education", which limits the choice of content, educational trajectories, forms of raising the educational level of students; between the individual strategies of personal and professional development of high school teachers and the lack of adequate models and technologies of teaching in the system of higher pedagogical education; between the one-sided orientation of higher pedagogical education to enhancing "science", enriching it with new disciplines, and understanding that the preparation of a high school teacher as a subject of pedagogical action under the conditions of variability of school education cannot be ensured by the usual informational-knowledge saturation; multiplicity, variety of general pedagogical approaches, theories, systems of learning in school and failure to develop a unified organizational and activity strategy and program for the development of the future high school teacher's personality in the educational process; objective and heightened requirements of practice to the personality of the high school teacher and the lack of a coherent theory, which reveals the essential features of the phenomenon of his personality and professional development in the measurement of the fundamental competences of pedagogical skill.

The scientist T. Sorochan [209] also stresses the need to implement a competent approach in education, which is a kind of answer to the contradiction between the need for quality education and the inability to solve such a problem in the traditional way. Referring to the results of the analysis of the aforementioned scientific sources, let us express our own point of view regarding the necessity of forming in general the professional competences of the high school teacher, and in particular his educational and design competencies. Focusing on the professional competencies of a specialist is not a popular fashion statement of scientists, and the understanding that every young person must acquire such professional competences that enable him to maximize his own potential, find his own place in the labor market, be strong and self-sufficient, dependent only on his own efforts and aspirations. As far as the high school teacher is concerned, he should be ahead of the current tendencies of development of the mobile personality, be ahead of educational reforms and events, design the strategy of development of education and place in it an independent and free personality.

In the dissertation the working term is "*high school teacher's educational and projected competences*". It should be noted that the formation of such competencies is not given special attention in the process of high school teacher preparation, they are formed indirectly. To clarify the idea, we give an example of an educational-



professional (educational-scientific) program in pedagogy, the assimilation of which gives the following results of teaching future high school teachers. The high school teacher must have the competencies that he or she has acquired, namely: to observe; organize a pedagogical experiment; to conduct questionnaires; Conduct a conversation with students, parents, colleagues; use sociometry methods; use ranking methods; to analyze pedagogical situations; to analyze pedagogical theories, scientific works of high school teachers; to carry out critical self-examination of their personality for further work on self-education, self-education; to study the state of self-educational activity of students, its character; to keep records of observations, to analyze the collected material, work of generalization, to draw conclusions, to compare, to make tables, schedules on results of analysis; to study the positive experience of high school teachers: to observe lessons and analyze them, to identify progressive phenomena, innovations, to generalize, to organize social-pedagogical research, to develop a program of scientific social-pedagogical research, to diagnose deviant behavior of the individual.

The above example shows that in practice there is no single point of view regarding the use of the terms "competence", "competence". Therefore, the author's position regarding such use of terminological expression should be clarified. In the dissertation, we hold T. Soročan's point of view [209], which does not oppose competences with knowledge, skills, and skills, but considers them in totality as motivational, ethical, social, cognitive, technological, behavioral components, which ensure the formation of values, efficacy and values. training and education of personality. The well-known Ukrainian scientist V. Lunyachek [131] attributes knowledge, skills, communication, autonomy and responsibility to the structure of competence.

It is appropriate to take into account the insufficient attention of scholars and practitioners to the formation of high school teacher-project competences of high school teachers on the basis of analysis of the pedagogical work program for future high school teachers, as well as the list of competences that are to be developed in the system of postgraduate pedagogical education (T. Soročan). Some features of educational and design competencies are found in the definition of the term "methodical competence of the high school teacher" in the work of H. KHortiv [229], namely: the design of educational material, the prediction of learning outcomes, the design of their professional and educational activities of students.

Taking into account the ideas of I. Drach, V. Lunyachek, O. Ovcharuk, T.



Sorochan, H. Khortiv, A. Khutorsky [55; 100; 131; 209; 229; 233] we characterize the educational and design competencies of high school high school teachers as general scientific, professional, social and personal, instrumental and will be presented in Table 1.

Table 1

Educational and projected competencies of high school high school teachers

General scientific competences
Perceptions of theoretical foundations and scientific approaches to educational and project activities that help to expand the field of professional self-realization of high school teachers during the development of educational projects
Professional competences
Knowledge and ability of educational and project activity; ability to work in the project team; willingness to jointly resolve problematic situations; propensity for scientific search, solution of research problems
Socio-personal competences
Understanding the socially important purpose of professional self-realization and raising the level of pedagogical professionalism; tendency to cooperate, compete, desire to win, important for the pedagogical team, student's personality
Instrumental competences
Knowledge of self-education methods and techniques; aspiration for self-recognition and self-development by means of educational and project activity; information and computer skills to enhance self-education

Thus, the educational and design competencies of high school teachers of high school - is the awareness of the importance of professionalism and pedagogical skills in working with high school students, identifying and meeting the needs of professional self-realization by means of educational and project activities, the ability to perform professionally and professionally-active activity.

III. *Assessment-personal component of professional self-realization of high school teachers of high school in educational and project activity.* Thanks to the evaluation-personality component of professional self-realization of high school teachers of high school, educational-project activity becomes regulated, mechanisms of transition of external into internal and self-evaluation are revealed. (L. Vygotsky) [23]. As a result of reflection, the image of the desired result is restored in the mind



of the high school teacher, the image is compared with the real educational results, decisions are taken to continue or correct the action. The effectiveness of high school teachers' professional self-realization is enhanced by their personal qualities (activity, initiative, creativity, independence, communicative and organizational skills, adequate self-esteem and self-control).

The role of the project method for the professional self-realization of high school high school teachers is that the role of the high school teacher changes, he needs to constantly improve his own professional and pedagogical potential, to be a graduate mentor, to assist them in professional self-determination. The use of the project method in the education and upbringing of high school students makes it possible to organize cooperation and productive communication, together to solve problems in different scientific and technical fields. Participation in educational project activity activates high school teachers to purposeful replenishment of scientific baggage, updating of methodical knowledge and skills, use of creative abilities, important positive qualities of the person - critical thinking, humanism, persistence, tolerance.

According to scientists and practitioners [62; 79], the high school teacher in the educational project activity acts as an independent consultant. It is difficult to refrain from prompting, especially if the high school teacher sees that the students are doing something wrong. But it is important during the consultation only to answer the questions raised by the students. It is possible to conduct a seminar-consultation for a collective and generalized consideration of the problem that arises in a large number of students.

Considering this, we consider the opinion of I. Konovalchuk [103], which defines the high school teacher-innovator as the subject, the carrier of the innovative educational process, and therefore, innovative thinking allows the subjects of innovative activity on the basis of theoretical and practical knowledge and experience to analyze problems, to find and implement non-traditional ways of solving them and considers the readiness for innovative activity as a certain formation of the personal resource of the high school teacher, which provides the freedom of his professional self-realization in the conditions of social changes.

Educational-project activity develops cognitive and search skills of high school teachers, stimulates the development of the ability to independently construct knowledge and navigate the information space, activates critical thinking. The high school teacher should organize the work of the students on the projects, because they



do not have the relevant experience, to convince the personal interest in the work and the results of educational and project activities. Such tasks can only be performed by a dedicated high school teacher who understands the importance of educational projects for his professional self-realization, for the professional self-determination of high school students. Purposefulness helps the high school teacher overcome stereotypes of traditional learning, barriers to professional self-realization, obstacles of objective nature. Depth of professionalism and pedagogical skill of the high school teacher are conditioned not only by the knowledge and skills of the teaching profession, but also by the pedagogical abilities. M. Fitsula [223] recalls such "classical" pedagogical abilities of a person, which we understand as: communicativeness - the ability of a high school teacher to establish contact with colleagues, students, parents, communicate on the principles of humanism and partnerships; perceptual abilities - the ability to perceive and understand the needs of another person through insight, alertness, pedagogical intuition; personality dynamism - the ability to influence another person, to show leadership qualities; emotional stability or resilience - the willingness to identify the needs of self-regulation, positive emotions, to control one's own actions and behavior, to anticipate another person's reaction to a difficult situation, to plan a way out of it; optimistic forecasting - designing a strategy for self-development based on self-knowledge; creativity - ability to creative self-realization in different types of pedagogical activity, innovative activity, tendency to develop author's programs. Thus, it should be noted that pedagogical abilities are favorable for the educational and project activities of the high school teacher, their development can ensure the implementation of educational projects. However, the qualities of mobility, creativity, critical thinking, flexibility, and ability to work in a team should also influence the effectiveness of the project's educational and project activities.

We see personality as having a dual meaning: on the one hand, educational projects enhance the detection of such a property, on the other, it is this quality that ensures the effectiveness of the project program. V. Kornienko [107] defines the concept of "professions - high school teacher mobility" as the ability of the individual to respond quickly to changes in the educational field, to perceive the positive and to eliminate stereotypes that interfere with professional self-realization, to develop and implement author's programs in the pedagogical process, beyond activities, to constantly activate students to participate actively in various types of activities - educational, scientific, research, educational, public, self-educational. The work of



L.Horunjy [230] (formation of intellectual mobility of high school students) contains essential features of the concept of "professional mobility of personality", such as: the ability to successfully move to another activity or change activities, effectively use the system of generalized professional techniques for any task, have a high level of generalized professional knowledge, experience of their perfection and self-acquisition, promptly choose ways of professional activity both reproductive and creative. And intellectual ability, creativity and personal qualities that enable a person to quickly find out, process and use information to make decisions and act quickly in standard and non-standard situations effectively implement their new knowledge.

O. Goncharov's researcher [33] outlines the features of pedagogical creativity, such as: high level of social and moral consciousness; search-problematic style of thinking, developed intellectual abilities (ability to analyze, justify, explain, highlight the main), problematic vision, creative fantasy, developed imagination. Our attention was drawn to the author's thoughts on the potential of group and paired work to shape the high school teacher's pedagogical creativity. In our case, such forms of work develop responsibility for the jointly executed project, sociability in pedagogical interaction, understanding of the value of one's own contribution to the common cause. Self-affirmation of a person occurs through the prism of interaction with a team, a team of like-minded people, developing a collective thought and protecting it from the public.

Working on educational projects requires critical thinking, the essence of which is to make carefully deliberate and independent decisions that characterize the needs of self-improvement and conscious action, regarding their identification and implementation, and its components are independence, reflexivity (self-analysis), purposefulness, focus self-control and self-organization. This kind of thinking is necessary to solve the extraordinary practical tasks that have been put forward in the project, to build evaluative judgments. Critical thinking activates the identification of the needs of professional self-fulfillment of high school high school teachers, and means of educational and project activity meet such needs.

In identifying the personality and professional qualities of the high school teacher, which increase the effectiveness of the educational and project activity, we relied on the work of L. Mitina [153], which deals with the peculiarities of a competitive personality, its emotional, behavioral and intellectual flexibility. According to the scientist, the development of a competitive personality is the development of reflection, the ability to organize, plan their own activities, discover a



new style of thinking, adequately respond to unconventional approaches to solving difficult situations. In working on learning projects, flexibility as an ability to choose effective ways of action and adapt to change increases the high school teacher's self-awareness. In order to find new solutions to the project objectives, the high school teacher needs to involve their own resources, overcome obstacles and offer effective ways of educational project activities.

Discussion in the study of the problem of professional self-realization of personality is a characteristic of its levels, as traditionally dominated by the description of high, medium, low levels of detection of the phenomenon. For the said fact, we do not agree for the following reasons. First, it is impractical and unethical to mention the low level of professional self-realization of high school teachers, as they work on a "soul-calling", trying to give the best to their students. Secondly, in determining the levels of professional self-realization of high school teachers, it is necessary to take into account the indicators of independence and the desire to achieve quality educational products, concrete results of achievements in professional activity. Third, it is necessary to consider such levels, starting with the potential level and ending with the creative level, to show the dynamics of positive changes in the work of the high school teacher. For comparison, we give examples of other scientific works that describe the levels of professional self-realization of high school teachers, future high school teachers. In particular, scientists S. Garmash, L. Kalashnikova, N. Kalyna, T. Kutsenko, L. Rybalko, and I. Shemeniuk [82; 83; 121; 241] use a self-actualization test (SAT) to identify levels of personality self-realization. It should be noted that each scale of self-actualization test is characterized by a specific criterion for self-actualization of personality. For example, value scales (the ability of a person to share values) and flexibility of behavior (the lability of a subject's behavior, i.e. the ability to respond quickly to changing aspects of a situation) form a block of values. Scales of sensitivity and spontaneity are combined into a block of feelings. The first scale determines how well the individual is aware of his or her own needs and feelings, and the second is the extent to which they manifest themselves in behavior, that is, the subject's ability to spontaneously express his or her feelings. The block of self-perception is formed by the scales of self-esteem (the subject's ability to value his or her dignity) and self-perception (the degree of self-perception, despite evaluating one's strengths and weaknesses). Scales of conception of human nature and synergy are also very close in content and combined into a block of concept of man. The first scale indicates the ability of the subject to perceive the nature of man as a whole



positive, and the second - the ability to holistic perception of the world and people, to understand the connection of opposites. The block of interpersonal sensitivity is the scale of acceptance of aggression (the subject perceives irritation, anger and aggressiveness as a natural manifestation of human nature) and contact (establishing strong and friendly contact with people). Scales of cognitive need (human desire to acquire knowledge about the world) and creativity (creative orientation of the individual) form a block of attitude toward knowledge.

To complete, you need to learn the mechanism of translating "raw" points into standard T-points, to build a schedule of individual profile, which demonstrates the presentation of yourself and deepens understanding of their needs, determine their own level of self-realization (high, medium, low) and analyze, pay attention to the development of creativity, contact, positive response to novelty in the work, which provide professional self-realization of the high school teacher in methodical work.

In our opinion, this methodology and its indicators cannot be the main diagnostic tools for identifying the levels of professional self-realization of high school high school teachers in educational and project activities, since the results are based on the self-esteem of the respondents, which may be overestimated or underestimated. Then it is necessary to make additional diagnosis of the development of high school teachers' self-esteem. Such techniques do not produce the results of the respondents' practical activities and can be used as additional, at least indicative, for further research. One should not mention the positive aspect of the use of such methods, due to which the respondents' interest in their own development of abilities increases, diagnostic personality skills are formed. The levels of high school teachers' professional self-realization are determined, namely: potential - self-actualization as readiness for action, self-awareness and planning of own achievements in educational and project activity, understanding of own state of motivational-value sphere, abilities, available knowledge and skills of its realization; reproductive - detecting direct actions of self-realization (self-design, self-organization, self-management) in the educational-project activity, mastering the experience of the educational-project activity, partial satisfaction with professional achievements and career advancement, which have occurred due to self-changes and personal development in professional activity; creative - self-improvement and self-affirmation as a result of the established stable position of high achievements, further designing of new ways of professional self-realization in educational and project activities, transfer of experience to new conditions of professional activity.



In the study, we were interested in the creative level of high school teachers' professional self-realization, as a modern high school teacher must be creative and creative. In this aspect, the opinion of I. Kharkavtsiv [228], who believes that pedagogical creativity as a searchable, innovative process of creation and transformation of personality is manifested, on the one hand, in the scientific activity of the high school teacher (aimed at developing new technologies of teaching and self-improvement of the high school teacher), on the other - in creative pedagogical work (original solution of pedagogical tasks, development of new pedagogical methods, techniques, application of pedagogical experience under new conditions, improvement of the system of work with students, improvisation in the pedagogical process). When working with students, the high school teacher anticipates pedagogical effects, influences the imagination, attention, cognitive activity of students, and also resorts to pedagogical reincarnation, which makes his activity a creative process. The author also argues that pedagogical creativity is a higher form of activity and activity, since as an important constructive characteristic of human activity, it reflects the capacity for self-development, self-movement through the initiation of purposeful productive subjective actions.

Based on the analysis of scientific literature and our own pedagogical experience, we have reached the following conclusions.

1. In the study it is not enough to reveal only the structure and functions of the high school teacher's professional self-realization, but it is necessary to have an idea and implement the components of the professional self-realization of the individual in the educational and project activity, which will deepen the content of the phenomenon. The author reveals universal components of professional self-realization of high school teachers of high school, namely: motivational, purposeful, content-active, evaluative-personal, which can be revealed and formed not only in educational-project activity, but also in other types of pedagogical activity.

2. The disclosure of the components of professional self-realization of high school high school teachers should take into account the results of the analysis of essential characteristics (purposefulness, identification of personality, search and transformative nature of activity, teamwork and generation of creative ideas, connection of theory with practice, creation of the ideal or real educational product) and thematic direction of educational and project activity of high school teachers (psychological and pedagogical, socio-cultural, personal problems of the person).



3. Professional self-realization of high school teachers is an independent self-educational process of discovering their resource potential in different types of pedagogical activity. We attach special importance to high school teachers' self-educational activity, their readiness to engage in self-education constantly. In our opinion, the desire for self-education is the driving force behind the professional self-realization of high school high school teachers in educational and project activity. Self-education broadens the boundaries of high school teachers' self-knowledge, arouses their interest in new approaches in education, to educational and project activity.

4. In the process of uncovering the components of high school teachers' professional self-realization, we must take into account their ability to work with colleagues, parents, high school students. This is explained by the fact that the perception of one's capabilities comes from teamwork, and the sense of responsibility for the results of the work makes it possible to carry out professional duties clearly and correctly.

5. In the study, it is acceptable to think about the levels of professional self-realization of high school teachers as potential, reproductive, creative, since the dynamics of self-development of pedagogical workers is better expressed.

Conclusions to the Chapter 1

The section reveals the essence of the concept of "professional self-realization of high school teachers" as a process and result of one's own transformative activity, which is a correspondence of self-knowledge and comparison of personal and professional qualities to the requirements of pedagogical activity, quality fulfillment of professional duties, designing positive self-changes and achieving the highest educational outcomes.

From the point of view of the author's approach to understanding the high school teacher's professional self-realization, its structure is defined as a set of concrete actions, namely: self-recognition and self-determination based on reflection; self-actualization and self-forecasting; directly self-realization as identification of potential forces, self-design, self-organization of self-government; self-improvement - self-regulation, self-control, self-esteem, self-affirmation; self-development in pedagogical activity, subordinated to the purpose and task, motivation and value



pedagogical orientations. It is found out that in the pedagogical activity professional self-realization performs diagnostic, designing, educational, developmental, self-educational, self-educational functions.

The educational project activity of the high school teacher is characterized as his transformative and search activity, which components are forecasting, planning, modeling, construction, self-organization of his own activity. Such activities are presented as designing, self-designing, creating and executing educational projects by the high school teacher.

Taking into account the results of the analysis of the essential characteristics (targeting, possibilities of revealing individuality, search and transformative character of activity, teamwork and collective expression of thought, connection of theory with practice, creation of ideal or material educational product) and thematic direction of educational and project activity of high school teachers (psychological-pedagogical, socio-cultural, personal problems of the person), the components of professional self-realization of high school high school teachers, namely: motivational, purposeful, content-active, evaluative-personal.

The skills of professional self-realization of high school high school teachers in educational project activity are refined, namely: the ability to predict, design, plan, model, construct, self-organize.

On the basis of the revealed structure of self-realization of the personality and the expressed desire of high school teachersto achieve high results in pedagogical activity, in particular in the educational project activity, the potential, reproductive, creative levels of professional self-realization of high school teacherswere specified and characterized.



KAPITEL 2 / CHAPTER 2.

PEDAGOGICAL CONDITIONS OF PROFESSIONAL SELF-REALIZATION OF HIGH SCHOOL TEACHERS IN EDUCATIONAL PROJECT ACTIVITIES

2.1. Theoretical substantiation of the pedagogical conditions of professional self-realization of high school teachers in educational and project activities

The New Interpretative Dictionary of the Ukrainian Language (2008) provides an interpretation of the term "conditions", some of which mean "a necessary circumstance that makes it possible to accomplish, create, create, or promote something; the circumstances, the particularities of the real reality under which anything happens or is done; rules that exist or are in place in a particular field of life, activities that ensure the proper functioning of something; rules, requirements, the fulfillment of which provides anything; the set of data, the provisions that are in the basis of something "[162, p. 617].

The scientist A. Zaytsev [65] defines pedagogical conditions aimed at stimulating the ability of future high school teachers to creative self-realization in the process of professional preparation: the organization of educational process on the basis of an integrated combination of the student's direction for self-realization and conscious self-regulation of his volitional sphere; ensuring creative interaction of the high school teacher with students in the process of work taking into account the praxeological factors; encouragement of students' creative performing activities and formation of self-management experience; mastering integrative methods of stimulating creative thinking in the process of applying improvisational tasks that actualize the future high school teacher's professional experience. According to the researcher, creative self-realization of future high school teachers in the process performing activities requires directing students' reflective actions to the creative result obtained during educational work.

According to I. Kharkivtsiv [228], the formation of creative self-realization of high school teachers should be purposeful and should be constantly acquainted with the modern achievements of the method of teaching the subject during the planned retraining, conducting seminars-trainings at school methodological associations, creation of situational groups (schools, districts, cities, oblasts) to solve pressing problems of scientific and methodological support for teaching school courses.



Within the framework of the study, we consider the pedagogical conditions of professional self-realization of high school high school teachers in the educational project activity as a set of internal guidelines and external circumstances that contribute to the fullest possible disclosure of the high school teacher's educational and project potential and the formation of professionalism and pedagogical skill, achievement of acumen.

Based on the analysis of scientific literature (N.Bryukhanova, M.Voron, V. Homoniuk, O. Gorovenko, Y. Kavun, N. Klokar, V. Kostina, L. Kravets, V. Kulish, G. Milchevska, L. Rychkova, G. Romanova, N. Sofiy [15; 22; 30; 35; 43; 94; 110; 112; 119; 154; 192; 194]), taking into account our own educational experience, we theoretically justified the pedagogical conditions.

The necessity of the first condition - *stimulation of positive motivation of professional self-realization of high school teachers of high school in educational project activity* - is conditioned by the needs of high school teachers to design successful professional careers, to get pleasure from work in educational projects, to create their own image and authority in order to increase social significance. At the same time, according to the results of the analysis of scientific literature (B. Ananiev, E. Ilyin, N. Kanyosa, N. Klokar, Z. Kryzhanovska, Y. Orlov [3; 74; 85; 94; 115; 167]), a number of factors, internal (stereotypes to work traditionally, focus on the knowledge paradigm, not the development of personality, unwillingness to change themselves, poor development of willpower, anxiety, low level of self-organization) and external nature (lack of financial incentives and funding, educational activities taught and from district competitions) that adversely affect high school teachers' professional self-realization. Such obstacles reduce the level of professional self-realization of high school teachers, cause them to have uncertainty in the results of search activities, anxiety in the implementation of educational projects, low self-esteem of their own educational results.

The need to identify and remove barriers to self-realization of personality is discussed in the works by S. Garmash, L. Kalashnikova, V. Maralova, and L. Rybalko [82; 139; 190]. It is a good idea of the authors that the barriers to self-realization of the person always exist, but the person promotes them has different. It can overcome obstacles and rise to new heights, otherwise it may depart from its intended purpose and not become who it wants to be. Scientists divide the barriers of self-realization of personality to personality-internal (lack of positive motivation and accordingly the goals of activity, lack of knowledge and skills of self-realization, in



particular in professional activity, low level of development of willpower, self-confidence, mobility, inability to deal with negative traits and stereotypes), social and external (stereotypes and negative attitudes, lack of favorable atmosphere working team).

During the pilot study, we identified obstacles that hinder high school teachers' professional self-realization (121 people were interviewed). To the question "Who or what hinders your interest in educational project activity?" the high school teachers were answered the following

- overloading with paper reports, lesson notes, plans. Educational work of schoolchildren and work with parents, which causes mental and physical fatigue, hinders the creative development of teaching staff (59.5%);

- lack of experience on educational projects, lack of knowledge and skills of educational project activities, awareness of the subject of educational projects, ability to present their own achievements (33.1%);

- lack of interest in updated forms of work with upper-class students, unwillingness to get rid of stereotypes of traditional education and upbringing of students, satisfaction with what has already been worked out over the years (7.4%).

High school teachers thus find themselves in adverse conditions that inhibit the disclosure and realization of their creative potential. It should be noted that such conditions do not satisfy high school teachers because of insufficient material satisfaction of life needs.

Within the framework of the study we have obtained the authors' suggestions [28; 139] on how to remove the barriers to self-realization of the individual that need to be known in the process of creating the conditions for professional self-realization of high school high school teachers in educational project activities.

We can distinguish such ways of activating cognitive interest of high school teachers as:

- formulation of the purpose, needs and motives of self-realization of high school high school teachers, their cognitive interest by means of educational project activity;

- development of high school teachers' self-actualization skills - to know, discover, identify with the subject of professional activity, analyze and adjust the results of teaching, including the results of educational project activities;

- combination of high school teacher's educational project activity with his self-educational activity, unlocking self-educational potential in the process advanced



training, professionalism and pedagogical skills;

- it is advisable to use psychological protective mechanisms of self-realization of the individual as displacement, formation of the opposite reaction, projection, substitution, rationalization.

Educational project activity is a type of pedagogical activity, but high school teachers are not specifically prepared for its implementation. As you know, initiative projects involve active, active high school teachers who have a creative level of professional self-realization. It should be noted that young people are interested in educational projects, inclined to accept the new, which intensifies their thinking, activity, behavior. There is a motivated high school teacher to educate such young people, who can assist students in carrying out educational projects, discussing and evaluating educational reform projects.

We are impressed by R. Shapoval's opinion that in the process of continuous education there should be an incentive for both the head and the high school teachers to find positive motivation in pedagogical activity through self-knowledge and awareness of the meaning and importance of professional activity, "identification of educational needs (identification of specific knowledge, skills, skills, qualities to be mastered), revealing the volume and nature of professional and life experience, finding out individual characteristics, determining the range of motives of pedagogical activity" [239, p. 8]. It is quite commendable that the author proposes the development of a personal-professional personality improvement program for the choice of educational strategy. In our opinion, the range of motives of pedagogical activity of the high school teacher and the head of the school is complementary to the cognitive interest of high school high school teachers in the educational project activity.

We conducted a pilot study to find out how high school teachers relate to educational project activities. Among the surveyed subject high school teachers (121 persons in total), the majority give an extraordinary role to the educational project activity and believe that educational projects "awaken" in them knowledge of the new, develop business qualities and partnerships (58,7%); like to participate in educational projects and prepare students for competitions, olympiads (31.4%); they do not have special training in the creation of educational projects, but they want to learn, at least to manage student research projects within the educational subjects they teach (9.9%). Nowadays, the popularity of high school teachers' educational project



activity is increasing, but in practice the potential level of their professional self-realization in such activity is outweighed.

Among the motives that drive a person to work is interest. The interpreted notion of "interest" in the Ukrainian Pedagogical Dictionary (1997) allows us to make certain explanations. In psychology and pedagogy, interest is a form of expression of a cognitive need by which personality is aware of the purpose of the activity, is oriented to acquaintance with new facts, their additions for a more complete and thorough reflection of reality. The presence of cognitive interest of high school teachers in the educational project activity indicates that they want to learn new through the lens of their own abilities, to share the assets with the students, to promote their professional self-affirmation. We are interested in the view that it reflects the contradiction between the needs and the conditions of their satisfaction, manifested in the emotional reaction to the events that are taking place. The interest does not disappear, but raises new interests in the cognitive activity to which we refer educational project activity. In the dynamics of sustainable development, interest turns to slope as an expression of the need for activities. In the previously cited dictionary, the term "interest in learning" is defined as "the active attitude of students to learning and work" [74, p. 147]. This interpretation extends the boundaries of understanding the cognitive interest of high school teachers through the attributes of attitude that is stable or active, episodic or situational, indifferent or passive.

Among the surveyed high school high school teachers (121 in total), we received the following answers to the question "Who and what is your interest in educational project activity?"

- interests of high school students in information on the press, the Internet, it spreads among friends, parents, acquaintances, about the role of projects in employment, moving in the educational international space, which allows a young person to be mobile and competitive (70.3%);
- the process of preparing students for work in educational projects, which is completed by improving their subject success, satisfaction with school and parents, positive emotions of students (19.8%);
- self-knowledge of one's own potential, its results, which are reflected in the improvement of status in the teaching staff, authority among high school students (9.9%).

Based on the analysis of the results of the survey, it should be noted that the



motivation for the educational project activity is manifested by the high school teacher's interest in professional self-determination and enhancement of subject success of high school students, the essence of which is to help high school students in self-determination and expanding their outlook, learning new information, learning new information.

Despite the popularization of the project method in the pedagogical process, the subjects are not sufficiently covered by the educational project activity. There is a production need to stimulate the subjects of the educational process to such activities. In particular, M.Shabdinov [237] proposes to involve students in a specially organized step-by-step cognitive-search, project-positional and practically-effective vocational guidance, which involves the fulfillment of their professional research tasks, as well as mastering the content of the course of vocational guidance "Professional self-determination in the field of engineering, technical and working professions" and the implementation of professional tests in the form of project technology.

The idea of designing and delivering special courses for high school teachers in the system of postgraduate pedagogical education belongs A.Grechanyk ("The theory and practice of formation of acmeological competence of the high school teacher"), where the author uses in general to increase the professional competence of IPO students, formation of their acmeological competence [37].

Certification of teaching staff plays a significant stimulating role in the professional growth of teaching staff, contributes to the moral and material encouragement of teaching staff, generalization and implementation of the best high school teachers' experience in teaching and training. It passes in accordance with the approved Model Regulation on the certification of pedagogical staff and is carried out on the basis of a comprehensive assessment of the level of qualification, pedagogical skills, the results of pedagogical activity through testing, attending lessons, extracurricular activities, analysis of control work. Organizational and methodological support of the performance appraisal is carried out in accordance with the legal framework, according to the plan, within the timeframe specified.

According to the analysis of the plan of the methodological center of Shevchenkivskyi district of Kharkiv city council, the training of high school teachers is carried out in accordance with the annual plan of work of the department of education and is carried out through the work of the board, district methodical council, district methodological associations.



During the academic year, develop and carry out methodical activities for all categories of teaching staff: thematic methodological seminars, trainings, professional competitions, work of pedagogical workshops, creative groups, schools of young high school teachers, high school teachers, psychologists and the School of effective pedagogical experience; Methodist center counselors provide advice on educational process management. The meetings of the RMO discuss issues related to the organization of profile training, the provision of training materials on subjects, the creation and use of tests of various types during the preparation of test work, implementation of ICT in the educational process, analysis of monitoring studies of student performance. Particular attention is given to the introduction of innovative programs and technologies, analysis and adaptation of existing methodological and didactic developments in the modern school.

In order to increase the professional competence of practical psychologists, social pedagogues, class leaders, methodological center employees systematically organize various district events: instructional and methodological meetings; sectional meetings within the framework of district conferences, exhibitions and presentations of innovative pedagogical ideas and technologies; seminars, workshops, trainings, workshops for pedagogical staff; meetings of creative groups of high school teachers; lessons of the School of the young specialist.

High school teachers are assigned the qualification category "senior specialist", pedagogical title "senior high school teacher", pedagogical title "high school teacher-methodologist", high school teachers- pedagogical title "high school teacher-methodologist".

Therefore, the essence of stimulating positive motivation of high school teachers' professional self-realization is to overcome internal and external obstacles that negatively affect the professional self-realization of high school teachers in the educational project activity, and to activate the professional needs, motives, interests, value orientations of pedagogues, encouragement with support for individual interest in educational projects, extraordinary attestation of obtaining the pedagogical titles of senior high school teacher, high school teacher-methodologist, Awarding diplomas of different levels and badges (badges). An important incentive for high school teachers is to encourage and acknowledge their results to colleagues, parents and high school students. The best high school teachers are awarded an honorary diploma of the Ministry of Education and Science of Ukraine, badges "Excellence in Education of Ukraine", "Sofia Rusova", "Vasyl Sukhomlinsky", "Alexander Zakharenko".



During the substantiation of the second pedagogical condition - provision of scientific and methodological assistance to the high school teachers of the senior school in the disclosure of their educational and project potential by the educational management bodies, administration of the School of Social Sciences, district methodical centers and school methodological associations of high school teachers - proceeded from the following provisions. The study of pedagogical experience, plans and reports of methodological associations, examination of educational projects showed that the level of professional self-realization of high school teachers will increase if they provide scientific and methodological assistance on the methodology of educational and project activities, methods of its implementation.

According to the data of the conducted pilot study, high school teachers (121 persons in total) noted that for effective professional self-realization they lacked: a) experience in organizing and executing educational projects, information on educational projects, selection criteria that they propose to participants (31.9 %); b) well-established interaction in the implementation of joint educational projects with parents and high school students (25%); c) a modern material and technical base equipped with the latest information and communication tools in the workplace (20.5%); d) creative initiative team of like-minded people, positive attitude of colleagues and on-scientific-methodological assistance from the administration of the EGSE (13.6%). Some high school teachers (9%) are indifferent to educational project activities. Therefore, based on the results of the survey, my own experience development of educational projects revealed that high school teachers need scientific and pedagogical assistance in discovering educational and project potential.

It is stated that scientific and methodological assistance to high school teachers should be the task of coordinated activity of the Scientific and methodological pedagogical center at the Department of Education (study of socio-economic conditions of development of the region, requests of parents, wishes of high school teachers and students, production needs, potential of the educational sphere in order to identify the global educational problem, setting the strategic goal of the educational and project activity of the region), district methodical centers (designing the local purpose, tasks and tactics of educational and project activity); EGSE administration (definition of the purpose and objectives of the educational and project activity of a specific EGSE, association of high school teachers with the aim of sharing pedagogical experience and enhancing their professional self-realization, coordination of scientific and methodological work, organization of cooperation with



educational and social institutions); school methodological associations (assistance to high school teachers in the development of educational and project theme, planning of self-educational).

Scientific and methodological assistance is aimed at the introduction of innovative programs and technologies, analysis and adaptation of existing methodological and didactic developments, creation on the basis of the obtained results of new, adapted methodological projects. Here is an example of a seminar of the Heads of the EGSE of Shevchenkivskiy District of Kharkiv on the topic "Educational and project technologies: theory, practice, prospects of implementation". It should be noted that practically every methodical event considers the issues of application of innovative methods in the educational process, methodical preparation of high school teachers for the application of the project method in the educational process. However, it is necessary to focus on the systematic approach of high school teachers to master the experience of their own educational project activities, methods of using innovative technologies.

High school teachers have the opportunity to participate in district seminars, webinars from the Consulting Center "Perspectiva" and the Publishing Group "Osnova". Provides a series of hands-on training sessions for high school teachers who have problems with computer technology, highlighting the benefits and disadvantages of using multimedia in the educational process. High school teachers are invited to participate in the city competition for the best distance course among the high school teachers of the EGSE on subject nominations: "Informatics", "Physics", "Biology" and "Technology".

In general, active high school teachers are able to increase the level of professional self-realization through the implementation of research pedagogical experimental and innovative projects that have the status of an all-Ukrainian, regional level. Here are examples of such educational projects.

All-Ukrainian level: "Art-aesthetic education and upbringing of students in the process of implementation of integrated courses"; "Scientific and methodological principles of introduction of financial literacy in the educational process of the EGSE"; innovative educational projects: "Modular-developmental system of schooling of students"; Intellect of Ukraine; "The European Network of Schools for Promoting the Generation of Health".

Regional level: "Artistic and aesthetic education of students at full-time school"; «Scientific and methodological bases of introduction of media education in the



system of work of EGSE of Kharkiv region».

Definition of the third condition - *creation and implementation of educational projects with high school students and various educational and social institutions* (EHE, scientific institutions, family, public organizations) - justified by the fact that the high school teacher should prepare students for the socio-cultural educational space in which they find the meaning of life are determined by the profession, and this requires a change in the structure of the high school teacher's relationship with other educational and social institutions. High school teachers' professional self-realization takes place in the process of cooperation as self-perception through the development of collective thought and partnerships, satisfaction with the results of teamwork. Collaboration of high school high school teachers with high school teachers is aimed at establishing the depth and orientation of subject material to the level required in a particular HSE, at a particular faculty, specialty (which contributes to the expansion of the high school teacher's outlook, allows students to successfully graduate, increases the prestige of the high school teacher, and as a result increasing the prestige of EHE); acquiring additional knowledge for students' research work (which is a form of high school teacher self-education, helps prepare winners of different levels, creates a success situation that is a motivator for the high school teacher's further development); providing recommendations for further education of gifted students (the realization that the high school teacher has brought the learning of a particular student to a logical conclusion; positive self-promotion of the high school teacher); acquaintance with the latest achievements of science for motivational work with gifted children, children from well-to-do families (today school psychologists are trained to deal with problematic issues with problem children); use of the library fund; use of equipped laboratories; involvement of high school teachers of EHE for realization of additional education of students, as well as vocational work; acquiring knowledge about self-development of personality (self-management, banking, ICT).

Collaboration of high school high school teachers with scientific institutions is aimed at the use of facilities, equipment, laboratories to provide students with practical application of educational material, to demonstrate how in practice they use the knowledge provided by the high school teacher in the lesson that motivates students to study a particular topic, even if it is complex (which is also a high school teacher's self-education and also helps the high school teacher to understand how theoretical knowledge is put into practice); acquaintance with the modern achievements of science in the field of instrument making, which allows the high



school teacher to orient the students in the practical direction of their own subject; acquaintance with the organization of different types of production, which helps the high school teacher, first, to separate from the material taught, the practical component, and secondly, to carry out vocational work; acquaintance with the technologies of production, which contribute to the formation of the logical sequence "school - EHE - production / science" of the high school teacher and the student.

Collaboration of high school high school teachers with public institutions is aimed at developing the sociocultural abilities of high school teachers and students; not only academic education, but also the knowledge and experience necessary for success and society. Such cooperation contributes to the development of leadership qualities of high school teachers and students, the formation of interpersonal and interpersonal intelligence, the realization of the needs of the individual to be in demand in society. Public organizations assist to organize the social and educational projects that operate within the city, region, country, and world. An important mission is to provide sponsorship for gifted or socially disadvantaged youth in the form of funding for educational projects.

The partnership of high school high school teachers with parents is aimed at obtaining information that helps in the high school teacher's educational activity, in finding motivators for student activity, in order to establish feedback, to obtain additional information to choose methods of working with students; awareness of the place of the high school teacher in the environment of the student; awareness of the impact of their own pedagogical activity on the student.

We are impressed by the opinion of N. Bilotserkivska [14, p. 27], which emphasizes the sociocultural activity of the high school teacher and defines it as a scientifically based culturally appropriate regulation of the high school teacher's interaction with social institutions (education, upbringing, family, social services, cultural and educational institutions, public organizations, informal information groups) to address the issues of education, upbringing and socialization of student youth. The cooperation is based on socio-cultural interaction, which the author defines as a multi-purpose psychological, pedagogical, moral-social and legal process of communication and envisages common actions - joint projects, tasks, problems, collective solutions. According to the author, the high school teacher should create favorable conditions for socialization of students, their cultural development and upbringing, professional self-determination, self-realization. In the process of human interaction with different institutions and organizations, the accumulation of relevant



knowledge and experience of socially approved behavior, as well as the experience of simulating socially approved behavior and conflict / unconflict avoidance of social norms.

The effectiveness of educational project activity depends on the interaction of the subjects of the pedagogical process, the results of teamwork. On mind of O. Pehota and S. Ratovska "cooperation is the process of working of the subjects of study together, side by side to achieve a more meaningful result than during the performance of individual work" [176, p. 75]. The experience of educational project activity is acquired both by high school teachers and high school students. Collaborative learning of new experiences increases motivation, stimulates exchange of thoughts, activates critical thinking, develops partnerships between participants of pedagogical interaction. In our opinion, it is necessary to develop the ability of the high school teacher to organize cooperation between colleagues, students, parents, to develop the ability to work in a team, to build partnerships through educational project activities.

In the research we were interested in the idea of developing a personal model of education of Y. Klymenko [93], the essence of which is to raise the high school teacher to a qualitatively new level of professional activity, which is expressed in the creation of their own, individually adapted, rather effective system of realization of the educational process. In fact, such a model complements the high school teacher's professiogram, "humanizes" it, brings us closer to understanding the nature of man, the processes of self. We cite the criteria of model formation as "subjectivity, high school teacher's authorship in setting goals, content development, development of tools, forms of pedagogical interaction, adaptation of the methodological system to the individual-style features of the high school teacher: cooperation, co-authorship of high school teacher and student in developing all aspects; adaptability of pedagogical interaction: clarity of elemental composition, logic use of fixed assets, activity-communicative embodiment of pedagogical plan; positive results of pedagogical activity, coincidence of results of this activity for diagnostic purpose. Integrity is to ensure the unity of the personality-sense and cognitive aspects of student development "[93, p. 47]. Within the framework of the research, the idea is that pedagogical creativity is two-sided: as a result of the high school teacher's professional self-realization at the creative level and as a co-creation of the high school teacher with the student, the results of which are joint projects.

Researcher E. Burova [18] emphasizes the forms of cooperation, which are



defined in the memorandum on joint activities of the EHPE and EGSE (Kharkiv). These are: co-ordinated and enshrined joint curricula, seminars, research activities of high school teachers and high school teachers in curricula and programs; creation of developmental scientific-methodological and analytical groups for the purpose of: a) analysis of school programs in basic educational subjects, creation of alternative educational programs; b) development of content and methodological monitoring of textbooks and manuals, elaboration of recommendations for the publication of the next generation of educational literature; c) approbation of external independent evaluation tests, analysis of the principles of their preparation and criteria of verification; d) working out recommendations on the use of modern computer technologies in the learning process and the creation of training manuals on electronic media. However, as the author points out, there is also a lack of teaching and methodological assistance from the faculty of the EHPE, namely: fixing a large number of student trainees in one class; appointment of methodologists to high school teachers who had no experience in school; Ignoring the recommendations of school high school teachers to improve the forms and methods of pedagogical practice, which reduces the effectiveness of interaction between schools.

In the article O. Steblyanko [210] emphasizes that the work of a high school teacher gifted children should only be built on cooperation within the program of the Gifted Child and Competent Personality educational project. For senior classes, they hold competitions, defense of scientific works, competitions of advanced tasks, training programs.

In Civic Education T. Remekh [189, p. 164] sees a number of pedagogical tasks, such as: the implementation by students of both research and practice-oriented tasks, which allows them to feel like a citizen here and now, people involved in the cause of society; implementation of educational projects that enable students to acquire skills of contact with the outside world, because during the project activity they apply to the school administration, local self-government bodies, executive authorities; developing students' creativity and skills in working with sources of information; helping students who find it difficult to take lessons through project activities to solve practical problems, but they get the opportunity when doing the project. Educational project activity is an environment in which high school teachers and students gain strength and confidence, and therefore experience is extremely useful for the students' future and will be needed not only in self-education and self-realization, but also simply in life. In the course of working on educational projects, not only do students



gain experience in creative and independent activity, but also high school teachers open up potentials to create, find new approaches in working with high school students.

The organization of a profile education requires serious analysis and, perhaps, drastic changes in the approach to its implementation. The high school high school teacher should be prepared for the implementation of the principles of profile learning set out in the Encyclopedia of Education (2008), namely: coercion (the distribution of students by educational level, interests, needs, abilities and inclinations); variability and alternatives (educational programs, training technologies and teaching and methodological support); continuity and continuity (between pre-professional training and profile training, vocational training); flexibility (content and forms of organization of profile and distance learning; providing the opportunity to change profile); diagnostic and prognostic feasibility (identification of students' abilities for sound orientation to the study profile) [56].

At the same time, the organization of the educational process in the EGSE needs improvement through the use of the latest forms of work with pedagogical staff (conducting webinars, conferences), clear planning of activities, involvement of high school teachers in the meetings of the district and school methodological associations on the issues of increasing their professional self-realization.

An analysis of the activities of the EGSE on the organization of international cooperation revealed some problems: insufficient attention was paid to the activities of the Euroclub Schools in establishing and developing partnerships between the EGSE and the partner schools of the twin cities; the performance of students' participation in the FLEX Future Leaders exchange program and international competitions is not always tracked.

In order to overcome the identified shortcomings in the meetings of district methodological associations, it is necessary to plan activities, and the EGSE administrations should control the quality of the educational process in the profile classes, and increase the effectiveness of teaching the specialized disciplines.

In order to encourage high school teachers to self-discovery and self-disclosure through external factors, it is necessary to diversify the areas of cooperation. Within the framework of the research, we propose an *educational project "Perspectives on cooperation and partnership in education"* (headed by S. Kirychenko) to increase the levels of professional self-realization of high school teachers and create conditions for self-development and professional self-determination of high school students.



According to such cooperation, there are some needed programs such as:

1) "Steps to a higher education institution" - high school teachers must identify the depth and direction of the subject material they teach, analyze the quality of preparation of high school students for external independent testing, be aware of the requirements of a specific EHE, faculty, specialty; popularized the teaching profession during the organization of the Day of Pedagogy, the work of university departments in schools and the joint scientific and methodological studies for high school teachers, methodologists, high school teachers of the school, high school teachers;

2) "The future of science and technology" - high school teachers and high school students should familiarize themselves with the organization of different types of production and learn to design their own future according to the scheme "school - EHE - production or science"; , use the bases of scientific institutions for vocational guidance, identify students inclined to scientific activity;

3) "Public Personality Position" - high school teachers should acquaint students with the legal framework of volunteer movement activity, ecological status of Kharkiv region, ways of overcoming human crisis states - dependence on alcoholism, drug addiction, measures to prevent HIV / AIDS, tuberculosis.

However, despite the public position of high school teachers and high school teachers of the EGSE, a low level of cooperation with other public organizations, lack of available methodological literature on the work of youth organizations, lack of a separate room for participants of students' self-government of schools were revealed. Work to create and improve the work of Peacemaker Clubs, Euroclubs, Debate Clubs needs to be stepped up.

Thus, we theoretically substantiated the pedagogical conditions of professional self-realization of high school high school teachers in educational project activities, the implementation of which requires organizational and methodological support.

2.2. Scientific and methodical provision of implementation of pedagogical conditions of professional self-realization of high school high school teachers in educational project activities

We consider scientific and methodological support as a system of pedagogical means that positively influence the increase of levels of professional self-realization of high school teachers of high school in educational project activity (author's



program, methodical recommendations, portfolio, acmeogram, trainings, models, training and methodological special course, work plans compounds).

The introduction of scientific and methodological support was carried out in three interrelated stages: preparatory (actualization of basic knowledge and skills of the high school teacher regarding the essence of educational-project activity), basic (design and assimilation of specific knowledge and implementation of actions of educational-project activity by the high school teacher), final (presentation of the results of educational-project activity, adjustment high school teacher of his own mistakes). Organized pedagogical work with high school teachers had a dual effect, since the actions were aimed directly at revealing the components of high-school high school teachers' professional self-realization and at forming skills of working with high school students on educational projects.

In the process of realization of the first condition - stimulation of positive motivation for professional self-realization of high school teachers of high school in educational project activity - high school teachers of experimental schools were explained the importance of determining the purpose of professional self-realization, correct comparison of their own potential opportunities with the requirements for the organization of educational-project activity, adequate assessment own educational outcomes. The high school teachers were convinced that the educational project activity was productive for their achievements and students, and the creation of a positive image of the EGSE; explained the prospects of professional self-realization of high school high school teachers in educational project activity; explained the role of positive personality motivation for success, perception and recognition of personal and professional outcomes by others; tried on examples of educational projects "Intellect of Ukraine" (headed by I. Beh, I. Gavrish), "Gifted youth" (headed by L. Karpov), "Lyceum education of students" (headed by S. Kirychenko) to prove that the effectiveness of professional self-realization of high school teachers increases in the process of cooperation, since self-perception occurs through the development of collective thought and partnerships, satisfaction with the realization of their own position in team work.

At the meetings of the methodological associations the topics were discussed: "What is missing from the high school teacher for educational project activity?", "The role of educational projects in improving the methodological competence of high school teachers". High school teachers were invited to the seminars with reports on the topics: "High school teacher's innovative activity", "Priorities in education and in



their own activities", "Implementation of acmeological ideas in school education", the assimilation of the content of which increased high school teachers' confidence, eliminated their fulfillment educational projects.

Preparation for the annual scientific-practical conference "Lyceum Education and Modern Science" had a positive impact on the identification of the resources of high school teachers, high school students and parents. Experienced high school teachers demonstrated the results of educational projects at the Days of Educational and Methodological Departments "Country Studies", "Philology", "Integral", "Natura", they were invited to other schools where they shared their experience.

Elimination of the obstacle "lack of time" was due to self-management lessons, in which high school teachers were aware of the role of design in organizing their own activities, increasing the level of self-organization. The concept of self-management, developed by S. Kirychenko, is to stimulate high school teachers to understand their own system of values and values of the organization, to determine the goals of professional self-realization in the educational project activity and to develop a strategy of personal and professional growth. Here are some examples of techniques that high school teachers have suggested to use in personal time management:

1) the reception of ALPEN planning involves the need to make notes of certain plans, to evaluate the duration of each of them, to involve in scheduling standby time, to choose the sequence of execution;

2) Strategic Card reception allows you to identify the most important tasks that are not firmly tied to a certain day, and thus to systematize a considerable total amount of tasks that need to be solved.

Since the effectiveness of high school teachers' professional self-realization depends on the attitude of the EGSE leaders towards them, recognition of their success and encouragement of the results achieved, in the pedagogical experiment we addressed the leaders, who were both assistants and participants of the experimental work. For leaders and high school teachers to prioritize, the Eisenhower matrix has been helpful and to identify their biorhythm to effectively manage their own time, for example, if a person is a lark then all the important questions and decisions should be addressed as soon as possible in the morning.

Among the goals of education is the achievement of professionalism in the activities of an educated person. This is also a characteristic of the quality of education. Therefore, another component of the chosen system of methods of activity is the installation of personal and professional development. All its components are



important for professional self-improvement: self-knowledge, self-design, self-organization, self-regulation. In particular, for the purpose of self-knowledge, they advised to keep a diary in which they recorded daily events, their own reaction to them, and analyzed their own traits and personal qualities.

With the purpose of purposeful stimulation of professional self-realization of high school teachers of high school in educational project activity, they conducted an author's scientific-methodical seminar on the theme "*Stimulation and encouragement of high school teachers to professional self-realization in educational project activity*" for the leaders of the school, methodologists, high school teachers, school psychologists. Methodists, a school psychologist, and a high school teacher of computer science were invited to organize and conduct the classes, which professionally considered the issues of their direction (diagnostic methods, requirements for testing, ICT).

Creating a high school teacher *self-projected program* for six months, a year, five years has been effective, which has helped not only to clearly understand the desired goals, but also to specify their fulfillment, highlighting the first steps, timelines, anticipating possible obstacles. It was necessary to involve regular diagnostics of one's own strengths and benefits through result analysis or feedback. The rule should be: "Every time I make decisions or take certain actions, I need to be aware of what I want to achieve." Over a period of time, they compared the actual development of the situation with their forecasts. Such an analysis, as a rule, showed what knowledge was lacking and what skills or competences were not yet available, which made it possible to concentrate on the stronger aspects and develop the weak.

Another component of self-management is the development of a culture of relationships in the teaching staff and the designing of one's own professional "I" - concept in it. The ability to forge relationships proved necessary for productive work on the basis of partnerships between relationships between lyceum high school teachers and between high school teachers and students and parents, because they were united by common interests, shared goals, and an understanding that only together could one achieve the set goals.

Interesting was the appeal to the theory of constraints, whose purpose is to optimize the work of everyone. From these positions, the activities of the Lyceum were analyzed and "bottlenecks" were found which hindered the overall development. In particular, some high school teachers were overwhelmed: in addition to compulsory lessons, classroom management, circles were also involved in



scientific work. An appropriate management decision was made to delegate some of the powers, including circle work, to others, namely the young, energetic ones, who had the time and inspiration to do the job.

Undoubtedly, an important component of self-management is the search and implementation of methods of effective personnel management. Successful management of the EGSE staff could be achieved only through the correction of their managerial behavior, the change of the teaching staff's style of work through a well-thought-out motivational policy. First of all, the conditions for the professional development of high school teachers were created, their needs were identified, expectations were determined, factors that influenced high school teachers' intrinsic motivation and their ability to work were identified. High school teachers were introduced to coaching technology as a means of interaction with colleagues, have created an atmosphere of initiative, responsibility, in which high school teachers are ready to innovate and seek to embody them. That is, the educational environment has become developmental for both students and high school teachers.

Self-management classes addressed the development of leadership qualities of high school teachers. High school teachers were acquainted with the scientific works of N. Marakhovska [140], which examines the leadership qualities of high school teachers and has pedagogical experience of their formation in students. The high school teacher's leadership position is to convince colleagues, parents, students to move towards change, to work to support the image of the EGSE, its high quality of education, culture, comfort for learning and work. For this purpose it is necessary to constantly grow professionally, to raise the level of the competence, to improve methods and methods of management activity, to update all pedagogical tools. From your own experience of leadership development, it is important to emphasize the importance of maintaining a positive emotional background when communicating with colleagues, such as a sense of humor for a leader is a valuable asset. One of our observations is the importance of a leader's ability to improvise, that is, instantaneously, unplanned, to respond creatively to a particular situation. Let us emphasize the importance for the leader of self-presentation skills, as he is an example for everyone else.

In order to prepare high school teachers for the implementation of educational and project activities in the experimental schools, the following were organized and conducted:



- methodical dialogue "Using social media in lessons";
- methodological marathon "Solving problematic pedagogical situations";
- auction of pedagogical ideas "Creative high school teacher - creative student";
- pedagogical discussion "High school teacher communication as a high school teacher-student interaction";
- methodical table "The role of forms and methods of developmental learning in the general development of the student's personality";
- methodic studio "Using interactive technologies as a means of productive learning";
- seminar-training "Innovative teaching and teaching methods";
- roundtable on "Professionalism, Skill, Experience, Innovation, Talent";
- permanent counseling for young high school teachers;
- high school teachers' involvement in conducting district collective forms of methodical work;
- refresher courses and high school teacher certification;
- methodological group meetings, seminars, roundtables, open lessons, lessons learned.

We have referred to external stimuli as artificially created situations of success that positively influenced the motivational and emotional sphere of high school teachers, facilitated the disclosure of their resource potential [8; 48].

The introduction of the second condition - the provision of scientific and methodological assistance to the high school teachers of the senior school in the disclosure of their educational and project potential by the educational management bodies, district methodical centers, administration of the school, school methodical associations of high school teachers- was due to the author's scientific and methodical seminar "Theory and Methods Seminar professional self-realization of high school high school teachers in educational project activity", which consisted of theoretical and practical modules and was held weekly.

High school teachers of the experimental groups were acquainted with the scientific works of A. Maslow, K. Rogers, V. Frankl, the peculiarities of the professional "I" concept of V. Maralov [139; 148; 193; 226]. Based on the analysis of orders and orders of education management bodies, recommendations and instructions from rayon methodical centers discussed the strategy of development of educational sphere in the region and prospects of educational and project activity of



the EGSE. During the workshop the criteria and indicators of the levels of professional self-realization of high school teachers were specified (S.Garmash, L.Kalashnikova, N.Kalyina, L.Rybalko .Shemenyuk [82; 83; 241]), designed the image of the future student and the place of the high school teacher in the school of the future, modeled the individual trajectory of the high school teacher's educational and project development potential, developed the model of the Lyceum graduate. High school teachers were briefed on the topics of methodological associations and consultations on the development of educational projects, criteria for selecting active participants to work in them. Together with the methodologists, they developed and conducted a training "High school teacher Educational Project Activity" (see Appendix D). For high school teachers, a master class was held on the development of an educational project "Involving Students in Scientific Activity through Participation in the Tournament Movement", during which each participant had the opportunity to try themselves as a speaker, opponent and reviewer during the simulation game. The high school teachers were tasked with developing the ability to focus on the main, synthesize other people's ideas, express their own point of view; watched videos of educational tournaments for high school students.

Active training methods were introduced in the classes with high school teachers: discussion (group discussion, analysis of situations of moral choice, brainstorming); games (business and role-playing), which not only facilitated the exchange of information on educational and project activities, but also helped to activate their own potential in the execution of tasks, to model and realize creative ideas.

Scientific and methodological assistance to high school high school teachers was differentiated. High school teachers who had no experience of educational and project activities, used algorithms for the development of educational projects, offered to solve professional situations, gave examples of generating their own ideas, performed imagination and observation exercises, familiarized with the materials of the developed educational projects, conducted scientific and methodical seminars on the topic of "Organization of high school teacher's self-educational activity", made a plan of self-education, developed the educational route of the high school teacher (L. Knyazev) [96]. The thesaurus of high school teachers was added to the teaching staff of educational projects, which acted as an instrument of practical actions of high school teachers. High school teachers were asked to draw a portrait of a successful high school teacher, a portrait of a prospective student who was able to imagine



themselves and their students in the future, identify ways to achieve successful results. High school teachers with experience in educational and project activities increased the level of professional self-realization by initiating new educational projects, involving high school students and parents, designing electronic textbooks for educational subjects, designing the process of preparing high school students for testing, mastering foreign languages and learning. High school teachers used their educational and project activities in the design of subject lessons, conducting circles, organizing student research work in, preparing high school students to perform competitive research.

The seminar simulated ways to increase the effectiveness of the pedagogical process, discussed the social status of high school teachers in our country and abroad, determined the social role of high school teachers and parents in educating young people, designing its future.

At the meetings of the methodological associations were discussed pedagogical and methodical issues. In particular, they discussed the rules of organization of a modern lesson in physics, which O. Fedchyshyn [220] considers in the form of designing under the conditions of profile training, where it is necessary:

- determine the purpose of the lesson: educational - mastering new physical knowledge, forming skills; educational - formulation of outlook, polytechnic, aesthetic, moral education; developmental - formation of techniques of mental activity, ability to independently solve problem situations;

- prepare the content of the training material, i.e. determine its volume and complexity according to the purpose and capabilities of students of a certain profile; connect with previously learned material and methods of thought and practice; define a system of tasks, practical and independent tasks for students; to prepare equipment for the lesson (demonstration experiment, handout);

- specify the type of lesson, the sequence of solving didactic tasks that should help achieve the goals;

- select the most effective teaching methods and techniques according to the goals, content of the training material and the level of training of students;

- determine the structure of the lesson that is relevant to the goals, content and teaching methods.

Designing such lesson, one should keep in mind the role of tasks in teaching physics. Problem solving belongs to the practical methods of teaching physics and as a component of this process performs the following functions: educational,



educational, developmental, with support for the active mental activity of students. The use of tasks of different types, different levels of complexity enables the high school teacher to provide students with new information, to explain theoretical material. In addition, physical tasks play an important role in the implementation of the principle of polytechnism in the learning process. Most of them demonstrate the connection of physics with life, technology, production.

As O. Fedchyshyn points out, “it is imperative that a single logic of deployment of high school teacher and student activity be ensured, which will ensure effective management of high school teacher educational and cognitive activity of students” [220, p. 131]. According to the researcher, the modern lessons are those lessons, which are dominated by intellectual activity, curiosity, competence, ability to discuss, independent thinking, self-criticism.

L. Gudenko [45] provides recommendations for the study of high school teachers' experience, which we used to study the experience of high school teachers in the educational and project activities, namely:

- read the literature on the issue, clarify any questions that may arise;
- gather information about the high school teacher, have a conversation with the schools administration, colleagues, students, parents;
- visit a series of high school teacher lessons, find out the scientific and methodological principles of his work;
- observe the influence of the high school teacher on the students, find out how the children treat him and the subject he teaches;
- test students' knowledge, skills and abilities as they possess the elements of a scientific organization of work;
- find out the level of education of the students;
- analyze with the high school teacher his work experience: basic pedagogical tasks that he solves, the scientific substantiation of experience, the level of novelty of experience, the possibility of applying the experience under other conditions;
- assist the high school teacher to organize the work experience materials: lesson notes, extracurricular activities scenarios, methodologies, didactic cards;
- discuss the scientific and methodological experience of working at the meetings of the methodical council;
- identify forms of generalization and implementation of this experience in school, city, district, and region.

High school teachers also discussed forms of dissemination of best pedagogical



experience, such as: oral propaganda - in the form of lectures, lectures delivered by methodologists at pedagogical meetings, methodological associations, conferences, seminars, pedagogical readings; printed propaganda - description of experience in special posters, booklets, brochures, articles in pedagogical newspapers and magazines, publication of special collections on work experience; scientific propagandism - is carried out during regular, episodic pedagogical exhibitions of materials from experience, exhibitions [45].

In order to provide high school teachers with scientific and methodological assistance in the field of ICT mastery, which are necessary for the creation and implementation of educational projects, they were invited to an educational project on informatization "School information world" (project of the city level), the purpose of which is to create a unified information and educational space of the educational institution, which contains a set of technical, software, telecommunications and methodological tools that enable the active use of ICT in the educational process and the collection, storage and processing of data on the functioning of the Lyceum; ensuring the quality of education through the active use of information technologies; support of educational process and automation of management activity; use of ICT for professional self-determination of school graduates.

We describe the priorities of the high school teacher's activity as: awareness of ICT as a component of the high school teacher's general information culture; use of information resources of the Internet in the organization of cognitive activities of students in the classroom; use of Internet resources in the cycle of humanities, natural and mathematical subjects and in the course of computer science; distance learning, advanced training; use of information technologies and resources of the Internet on separate the stages of the traditional lesson in the upper classes, for vocational guidance; computer testing of students; preparation and conduct of integrated and online lessons; development of own electronic lessons, formation and use of library.

Here are the expected results of the organization of the educational project:

1. Creating a single information space: improving the efficiency of the educational process; automation of organizational and administrative activity of the Lyceum.

2. Increasing the level of information culture as a component of high school teacher's professional skill: creating conditions for creative growth of all participants of the educational process through the use of ICT; improving the quality of



education; improving the professional competence of high school teachers; dissemination and generalization of high school teachers' experience through participation in scientific-methodological and scientific-practical seminars, conferences, network communities; creating optimal conditions for family and lyceum interaction through a single information space; ensuring the effectiveness of the school site.

3. Increasing the information culture of students and high school teachers: the use of computer technologies for self-education and various types of independent work; participation in competitions, olympiads, conferences.

4. Assistance in professional self-determination of high school students, creation of conditions for professional choice, acquaintance with information about the peculiarities of professions, diagnostics that allow to determine the individual qualitative characteristics of high school students.

The high school teacher's self-educational activities and their design require proper conditions. In particular, N. Sydorchuk [204] considers that the high school teacher's self-educational activity is intensified by such conditions as: organizational-pedagogical (motivation of high school teachers to self-educational activity, organization of educational space for self-realization of educational potential and satisfaction of the results of such activity, formation of high school teachers' readiness for activity) and socio-psychological (creation of conditions for self-improvement of the strong-willed qualities of the high school teacher's personality, enhancement of the high school teacher's professional-pedagogical competence, his creativity, social dominance).

In our case, the acmeogram helped to design the high school teacher's self-educational activity. We considered it advisable to structure the information in the high school teacher's acmeogram in the following meaningful factors: motivational (motives for success and career development) in professional activity); cognitive (professional and pedagogical knowledge); meaningful (the ability of pedagogical activity, including the ability of self-educational activity) and control and corrective (adherence and correction of the acmeological position of the subject of pedagogical activity).

As experience in the pedagogical staff of EGSE testifies, it is better to build an acmeogram on the basis of the results obtained by its components - the method of biography, acmeological dossier, portfolio high school teacher-innovator. According to N. Marakhovskaya [140], biography helps to identify the sources of self-



development of the personality, to establish how the individual "creates himself", to determine the significant turns of his life path. The biography form may be free, but the scientist advises to write it in the form of a narrative (describing oneself and one's own life experience in the form of a coherent message constructed according to the laws of the organization of the artistic text), and specific reference points should help to reveal the dynamics of personality development. In working with high school teachers, we have focused on their expectations and the results of the educational project activity. In this case, questions were asked: "Do you have experience in educational project activities, what can you share with other high school teachers?", "Are you satisfied with the results of preparing students for project activities?", "Are your students satisfied with the work on the educational problem, participation in educational projects? ", " What do you need to change from the organization of the pedagogical process in a comprehensive educational institution? ", " What difficulties did you encounter during the educational project activity?

The basis of the acmeological dossier is the SWOT method, which we used for the purpose of introspection, self-assessment of our own professional competence and which is traditionally used in business as a method of strategic planning in order to study the characteristics of a company and its place in the market, focusing on its advantages and disadvantages, opportunities, threats. SWOT consists of four items: Strengths; Weaknesses; Opportunities; Threats. In particular, high school teachers' preferences include knowledge of their subject matter, knowledge of other subjects and ability to integrate them, knowledge of age and psychological characteristics of students, their favorite types of learning and, accordingly, the ability to develop their own strategies and teaching methods, which are the basis of his professional and pedagogical competence. High school teachers were asked to write an essay on "My achievements and plans for the future."

The disadvantages of the high school teacher include lack of confidence in professional and pedagogical competence, lack of knowledge of information and communication technologies and interactive teaching methods. High school teachers were offered a workshop to familiarize themselves with ICTs and their practical applications.

Opportunities are the answers to the following questions: "What do I need to do to self-identify my potential" I "?" High school teachers were asked to make a portfolio of their own achievements, which has a positive impact on educational design activities.



In order to identify obstacles to design, we used the following questions: "What prevents me from working with students?", "What else do I not know about myself?" Among the threats are the overload of high school teachers and students, the loss of students' interest in the subjects, the lack of financial incentives, the authoritarian style of school management and so on. Thus, it is possible to increase the interest of high school teachers in self-educational activities in the process of developing an acmeogram.

In order to convince oneself of a positive system of views and thinking, they used the advice of Vaughn Aiken John in the book "Everything is Possible!". Together with the high school teachers, they discussed such topics as: "You are made for success, not for survival, barely making ends meet," "What is it that changes you?", "Each of us has our own value", "Your best days ahead, "" You and your results are not the same thing. "To get rid of stereotypes, the author advises not to hold on to his past, the experiences, forgiveness and mistakes of childhood that accumulate over the years. "Positive thoughts, changes and even happiness are substances that do not desire and cannot exist in one space with loads of past failures. They need a beautiful, free, spacious soul and consciousness - then they will be able to fully open their wings and carry us forward" [21, p. 108].

The study identified a link between high school teachers' ability to project their activities and their self-identity. They were aware of the role of self-knowledge for effective self-educational activity, designing its means. Typically, high school teachers have their own design skills, for example, the ability to design the type of lesson, to develop its stages, to create a scenario of educational hours, to identify cross-curricular relationships, to improve through the lens of knowledge and self-skills (self-development, self-improvement, and self-realization). In the process of continuing education, high school teachers expressed a desire to learn new, a desire to work fruitfully and to overcome difficulties, and discussed ways to increase their professional competence. High school teachers paid considerable attention to methodical work, meetings of the methodical council, at which they became acquainted with acmeological techniques, methods, forms of interaction of the high school teacher with the students, as well as improving their own potential.

The professional self-realization of the high school teacher occurs during the creation of favorable conditions for the development and realization of students' creative abilities, their involvement in scientific activities, meeting the needs of career-oriented self-determination. Involving high school students to work in a



scientific student society requires the high school teacher to realize resource potentials, advanced scientific knowledge, organizational and communication skills. Educational project activity is to identify, develop, support young gifts; propaganda scientific knowledge and achievements of national science; organization of students' search and research activities; developing students' job skills with literary sources, the ability to experiment, to observe, to summarize facts, to draw conclusions, to draw up the results of research; stimulation of participation of lyceum students in competitions, olympiads, tournaments, conferences.

High school teachers' professional self-realization took place at the meetings of the teaching and methodological departments of the HSE, the reporting scientific conference "Step into the future", the final scientific conference "Vocational education and modern science", competitions, preparation of high school students for the protection of scientific and research works. Special achievements in scientific activity and their scientific leaders were rewarded with diplomas, valuable gifts.

It is a positive fact that the participants of the Lyceum Society acquired the qualities of a self-actualized person, as they were active participants in the propaganda among the lyceum students of scientific and technical knowledge, achievements of science and technology, participated in Olympiads, competition-protection of research works of the MAS, intellectual tournaments, conferences, seminars, exhibitions; raised the general cultural level; exhibited scientific potential.

We fully agree with researcher A. Pulina [188], who believes that the portfolio belongs to the category of authentic individualized assessments and is oriented not only to the evaluation process but also to the evaluation itself. In our opinion, compiling a portfolio is an important factor in the professional self-realization of high school high school teachers. Firstly, in this way they work on themselves, improve their own professional and pedagogical potential, and secondly, stimulate high school students to introspect and reach new peaks, which is important in furthering their professional self-determination. The high school teacher organizes the work of students to compile a portfolio, the type and content of which depends on the specific learning objectives. As is well known, it is appropriate to use two types of portfolio for each student: working and assessment. The student adds to the working portfolio the results of his or her own educational and cognitive activity on a specific topic, and to the evaluation portfolio the student selects those elements that are either mandatory in the evaluation portfolio at the request of the high school teacher or, in the student's view, more fully reflect his efforts and dynamics changes in the



pedagogical process.

Consequently, the compilation of a portfolio is the identification of individual achievements of high school teachers and students in the pedagogical process and in the course of self-education, summarizing them, analysis of the dynamics of development of competencies that confirm the effectiveness of the subjects of the educational space.

Researcher A. Pulina [188] views the high school teacher's portfolio as an alternative or additional form of assessment of professionalism and the performance of the qualification appraisal. In this case, the portfolio consists of materials that demonstrate the high school teacher's ability to solve the tasks of professional activity, to choose the strategy and tactics of professional behavior, and is intended to assess the level of professionalism of the high school teacher. The author attributes the basic principles of portfolio compilation: systematicity, completeness, specificity, objectivity of information, presentability.

In our opinion, in addition to scientific and methodological activity as an important section of the portfolio, the results of educational and project activities (plans, observation results, interviews, notes, etc.) should be placed. The materials published in the portfolio testify to the professionalism of the high school teacher, the correct choice of educational technologies and the use of ICT in the educational process, cooperation with other institutions, participation in professional and creative pedagogical competitions, methodical and subject weeks, the successful results of the organization and holding of seminars, round tables -classes, research, on the successful development of scenarios of extracurricular activities and programs of circles and electives.

For the EG high school teachers, a problematic seminar was held on the topic: "Project activity as a basis for creative self-realization of high school teachers and students" and a business game "I am a professional". The purpose of the seminar was to raise the level of high school teachers' awareness of the nature, purpose, objectives of the educational project activity, its implementation in the educational process. During the business game, high school teachers tried themselves in new roles that they needed to "live" in the process of managing student projects (enthusiast, specialist, consultant, manager, questioner, coordinator, expert).

According to the third condition - creation and implementation of educational projects with high school students and various educational and social institutions (EHE, scientific institutions, family, public organizations) - EG high school



teachers participated in the development of educational project "Perspectives on cooperation and partnership in education" (headed by S. Kirychenko).

Within the framework of the joint educational project "Cooperation prospects and Partnerships in Education" were involved:

a) EHE - as H. S. Skovoroda Kharkov National Pedagogical University, V.N. Karazin Kharkiv National University, Kharkiv National Aerospace University M. Zhukovsky "Kharkiv Aviation Institute", etc .;

b) City and district children's establishments: Kharkiv Regional Council for Young Tourists, Palace of Children's and Youth Creativity, British Council in Kharkiv, Center for Economic Education, French the center in Kharkiv;

c) scientific institutions: Scientific-technological complex "Institute of single crystals" of NAS of Ukraine, Research Institute of Problems physical modeling of aircraft flight modes, Research Institute of Radiotechnical Measurements, Research Institute for Crime Studies of the National Academy of Law Sciences of Ukraine;

d) Non-governmental organizations and associations: Kharkiv Youth Council, Kharkiv City Mayor, Israeli Cultural Center, Shevchenko Veterans Council, Volunteer Organizations, District Branch of the Afghan City Veterans Union, UnPressClub Children's Non-Governmental Organization, Media Group "Skrepka", military base No. 1451, District Debate Club, Mayor Development School;

e) the following forms of work were used: additional high school teacher education (workshops, self-management academy, seminars); individual consultations; workshops; Pedagogy Day at the Lyceum; educational excursions; Day of teaching-methodical departments "Country Studies", "Philology", "Integral", "Natura"; exhibition-presentation of pedagogical ideas and technologies; integrated scientific and methodological studios for high school teachers, HSE leaders, HSE high school teachers; university departments at school; Open Day; conducting joint scientific and methodological seminars for high school teachers and high school teachers; writing educational manuals; generalization of high school teachers' work experience.

According to the mentioned educational project, the programs "Steps to higher education institution", "Future of science and technology", "Public personal position" were implemented.

The Steps to Higher Education Institution program has been implemented in such areas as: introduction of innovative pedagogical ideas; stimulating students' interest in research activities; modernization of high school teacher's methodical



work; enhancing the professional competence of subject high school teachers; strengthening the vocational guidance of students and finding new forms and directions; consulting help of high school teachers of EHE to pedagogical collectives of schools and parents.

Another form of joint activity is the creation of university departments on the basis of the EGSE. In particular, pilot schools under the direction of the Department of Education to promote creative interaction and exchange of experience between high school teachers and high school teachers, to develop the skills of scientific critical thinking of students, to form a stable school motive receiving relevant higher education and lifelong learning have implemented a memorandum on university departments in the EGSE, shared agreements and plans for cooperation with the departments of Kharkiv EHE. Thanks to the functioning of the university departments in schools, conditions were created for high-quality and meaningful preparation of high school students for study at EHE, systematically conducted joint scientific and practical activities with the involvement of pedagogical teams of EHE and schools of the district. They worked together to develop mechanisms for updating content and forms of schooling in accordance with the requirements of modern science and practice.

EG high school teachers and high school teachers of EHE actively participated in monitoring studies of the quality of textbooks and manuals, developing recommendations for the publication of the next generation of educational literature, the use of modern computer technologies in the learning process and the creation of textbooks on electronic media, testing of tests of external analysis, independent evaluation their compilation principles and test criteria.

The result of the collaboration for the EGSE was the intensification of the process of formation of students' scientific critical thinking skills, mastering the elements of technologies of application of relevant competences in practical activity, the active introduction into the educational process of modern educational technologies, increasing the motivation of students, their interest in learning and work; a certain increase in the level of interest of high school teachers in conducting research work.

The Future of Science and Technology program was designed as follows. During the joint meetings of methodological associations with scientists and high school teachers of EHE, methodical recommendations on organization of educational and project activity were worked out, the high school teachers got acquainted with the



latest pedagogical technologies. On the basis of the experimental schools, workshops were held, in which the high school teachers of EHE participated. Such cooperation was also beneficial for students, as it helped to develop students' creative abilities through early career guidance, to identify students' interests in in-depth study of a number of subjects of the school course, to create conditions for high-quality and meaningful preparation of high school students for higher education.

Special attention should be paid to the organization of joint activity of educational institutions of the district and KhNAU M. Zhukovsky "KhAI". Within the framework of the agreement on cooperation in the field of continuous profile education, the KhNAU M. Zhukovsky "KhAI" and the Department of Education for students of the 10th grade schools of the district conducted an annual training practice at this university. The students got acquainted with the structure of the faculties and departments, received information about the conditions and features of the entrance to the KhNAU M. Zhukovsky "KhAI", attended practical classes, created the first programs. The knowledge gained in the course of teaching practice helped the students during the preparation for the scientific-practical conference of pre-university youth "Gagarin Readings", for subject Olympiads in physics, astronomy, mathematics.

Within the framework of cooperation, the educational districts "*Wings of Kharkiv*", "*Education of the Future*", "*Gifted Children*" should be named, with which experimental schools conducted joint activities. The subjects of educational districts worked on joint projects for the further implementation of the program of conducting EHE presentations at school, excursions, meetings with students, university high school teachers, joint discussion of the topics of the work of the SAS at the departments of EHE, results of participation in international, republican conferences and meetings, tests according to the tasks of the EGSE (grades 9-11) and so on.

We have joined the eTwinning International Education Project, launched by the European Commission in 2005 to educate and collaborate with European schools to implement collaborative educational projects on a dedicated online platform. High school teachers applied for PSA Ukraine ("Partner Agency") and signed up. High school teachers were selected who met the selection criteria for the participating project high school teachers, namely initiative, desire to develop, work creatively, knowledge of information technology, foreign language skills. But in the course of mini-projects we also attracted willing unregistered high school teachers. After learning about the structure, content, forms of work and technical tools, my students



and I joined the Polish mini-project Textile Adventure. This mini project was created for those who are interested in making dolls by themselves. With the TwinSpace tools, we discussed the goals, objectives, structure of the mini-project, student age, duration and final product. High school teachers of history, geography, fine arts, vocational training, computer science and foreign language were invited to participate in the mini-project. We are joined by students and high school teachers from Romania and Turkey. The Textile Adventure mini-project lasted for 10 months, during which time the students were able to communicate and exchange views not only with peers from Poland, Romania and Turkey, but also with high school teachers from these countries. The participants got acquainted with the history and technology of making dolls in different countries, gained experience in international mini-project, evaluated themselves in their joint work. Such work has taught students to express their opinions and at the same time to understand that someone has a position that also has the right to exist, to develop creativity, skills of cooperation and communication. The final product of this mini-project was a photographic report on the adventures of light cities in Europe. The Textile Adventure mini-project was awarded the eTwinning Label. After that, the students of the elementary school were simply swept up by the wave "doll of their own hands". The job training high school teacher had to change the scheduling and insert an additional topic, and the students did not only dolls but also cartoon and fairy tale characters in lessons.

The next step was to create an independent mini-project. It was dedicated to the celebration of the European Day of Languages. The aim is to draw students' attention to the languages spoken in Europe, to acquaint students of European countries with the beauty of the Ukrainian language, to promote cultural diversity and to encourage students to learn languages throughout their lives. We invited high school teachers of history, literature, foreign language, computer science, fine arts to the work of art. 18 countries have joined this mini-project. In the course of the work, the students learned a lot of interesting information about the languages of the partner countries; we sent postcards, drawings, sang songs, spoke patterning words in Ukrainian and English, studied words, learned to count in different languages, held an exhibition of leaflets received from partners for the International Day of European Languages. Most of all, the high school teachers and students liked the online conferences, where they spoke with colleagues and peers from other countries in English. It was fantastic and inspired many students to learn foreign languages. During this mini-project, high school teachers also had the opportunity to adopt teaching methods from foreign



colleagues, share pedagogical experience, and unlock the potential of students who find it difficult to reach in the normal learning process. In particular, foreign language high school teachers shared the methods of teaching phonetics while learning English, and computer science high school teachers were taught to use new ICT tools and multimedia tools that high school teachers now use in their work.

High school teachers also received knowledge and support through the eTwinning educational project. An example of an eTwinning Plus Practical Session is a series of training events for active project high school teachers in Ukraine. The program includes: key news and plans for eTwinning development in Ukraine; learning basic and updated Portal, Desktop and TwinSpace tools; features of registration and project activity; useful workshops, team workshops and games; communication with ambassadors and participants of international seminars; networking and experience sharing; an overview of the best projects and awards. At these trainings, high school teachers were introduced to the key competences of the 21st century and the means of integrating them into the learning process. In the short Learning Event online courses, project participants have learned the tools to work in the program. The classes were conducted by experts in the relevant fields for 10 days in the form of online sessions, discussions between participants and independent work. The training was organized on the basis of the Learning Lab - an online platform for the professional development of high school teachers participating in the project, where you can learn about educational events, discuss specific topics in the program, share practical experience with foreign colleagues. Also, every year, some of the most active high school teachers participating in the project have had the opportunity to participate in international eTwinning seminars, selected by the PSA Ukraine team on the basis of program activities.

It was valuable that high school teachers participated in the eTwinning International Education Project, engaging in partner mini-projects and creating their own. The main benefit of the eTwinning International Education Project is its educational and project activities. Found out what is useful is discussing with other high school teachers the stages of working in an educational project and determining who is strong, who can take responsibility for a particular area of work and make more effort to get a successful outcome. For high school teachers, participating in the international eTwinning project is Lifelong Learning - it is lifelong learning. Participation in this project is most needed for those high school teachers who are at a very high stage behind the pyramid of A. Maslow - they need expression. That is,



these high school teachers have a well-established work process, and they want to develop further, and it is for them who are passionate about their work that the program opens opportunities for self-realization.

We combined the educational project with the training, as there is some material that has to be submitted traditionally. High school students were active participants, constantly wanted to work on a new mini-project. It is clear that the project is learning in a more interesting way, because there is a real opportunity to go beyond the classroom, the students expressed their thoughts, offered their own vision: how and what they would like to do in the project, what presentations, videos, etc. should look like. Within the mini-projects, they spoke more in English and this contributed to the consolidation of knowledge and the expansion of their worldview. The students also learned to work as a team, knew that they had their own work they needed to do - they liked it. They loved to shoot in the video and became real stars: they were not afraid of the camera, freely expressed their thoughts.

In practice, we implemented an educational project of multi-vector lyceum education, which began with the goal of creating a favorable educational environment for the professional self-realization of high school teachers. We have developed the development programs: "Image of the educational institution: from stereotypes in education to the modern European educational environment", "Program for improvement and development of educational and project activities of the subjects of the pedagogical process". They also positioned their own vision regarding the organization of self-education work as the creation of their own organizational culture of the leader and high school teachers of the EGSE with a unique, unique, special system of values, customs and traditions. In this way, there was forecasting, modeling, constructing pedagogical interaction with colleagues, parents, high school students, improving relationships.

In the course of implementation of the program "Public Personality Position", high school teachers were introduced to the legal framework of volunteer movement activity, ecological status of Kharkiv region, overcoming human crisis situations - dependence on alcoholism, drug addiction, measures to prevent VIL / AIDS, tuberculosis.

Together with the Roman Donik Volunteer Group (Kharkiv) we organized a meeting of the pedagogical team with ATO soldiers. The most impressive impression was made on us by Mamaluy Alexander - Ukrainian lawyer, candidate of law, junior lieutenant of the Armed Forces of Ukraine, participant of the war in the east of



Ukraine. Together with volunteers from the Help Army organization (I. Skyba-Yakubova, Bednyak, V. Rodionov) and charitable organization "Charitable Foundation" Assistance to ATO Veterans " high school teachers and students sent military films, greetings, presents, and warm things to the charity organization "Assistance to ATO Veterans".

We play an important role in the patriotic upbringing of young people, their participation in the projects "Nobody is forgotten, nothing is forgotten", "Descendants remember". High school teachers of the experimental schools systematically met with Afghan veterans; organized photo exhibitions with "Watch of Memory" exhibits dedicated to commemorative dates, congratulations to veterans on holidays, holding round tables, tea parties involving parents and pupils. Within the framework of the project "I remember ... I am proud ..." they welcomed the residents of the neighborhood, organized the viewing and discussion of thematic films, and held the "Order and medals of my family" contest.

Together with the Kharkiv City Non-Governmental Organization "Peace Energy", the high school teachers initiated the work of the environmental education project, organized annual competitions of creative works on environmental topics for students. Together with the volunteers of Kharkiv Charitable Organization Animal Adoption Center, Kharkiv Regional Non-Governmental Organization Mutual Assistance, we are implementing the educational project "Great Warmth for Younger Friends" with the parent community, which is aimed at assisting homeless animals from the city's Center for Pets.

The opinion of M.Melnyk [151] is consonant, who considers that the high school teacher is the main link in the implementation of the educational project and should be aware of social responsibility, strive for self-improvement and self-development, own the project technologies. High school teachers of the experimental groups, together with their parents, high school students, visited various social institutes of education and upbringing (centers for social protection of children, psychologic help, homes for children's creativity, museums, boarding school for blind children and children with low vision, regional shelter for children "Harmony"). After such excursions, they discussed the possibilities of creating joint projects, the importance of the experience of socio-cultural activity of each person, their indifferent attitude to another person, the desire to help such people, belief in their future.

We planned joint activities to prevent and prevent offenses, prevent child



neglect and homelessness, abuse and abuse of children, promote a healthy lifestyle with the Center for Social Services for Family, Children and Youth of the Shevchenkivskyi District of Kharkiv Department of Labor and Social Policy, Committee on Family, Youth and Sports for Shevchenkivskyi District Department of Family, Youth and Sports of Kharkiv City Council, Kyiv City Children's Polyclinic No. 14 ", the City Children's Polyclinic № 14, the Children's Services Department of the Shevchenkivskyi District Office of Children Services of the Department of Labor and Social Policy of the Kharkiv City Council, etc.

High school teachers actively participated in trainings on "Prevention of sexually transmitted diseases, VIL / AIDS", "Create your own life project and help others", "People who are waiting for volunteers" where they received legal information regarding the protection of each person and help her in a difficult situation, identify her own needs to engage in socio-cultural activities, open up unknown resources so far. On the basis of ICSSSDD "Trust" high school teachers participated in meetings with social service workers, discussed issues of single and disadvantaged families, worked out ways to assist them, and conducted social inspections of disadvantaged children together.

Thus, increasing the professionalism of the high school teacher and the levels of his professional self-realization in the educational project activity was due to the scientific and methodological support, which had the character of the author's intention and innovative approach.

2.3. Criterial-experimental research base

To test the effectiveness of pedagogical conditions of professional self-realization of high school high school teachers in educational and project activities, a pedagogical experiment was conducted as a method of pedagogical research, during which an active influence on pedagogical phenomena was created by creating new conditions that meet the purpose and objectives of the research.

Organization of pedagogical experiment required the development of scientific literature on the methodology of scientific and pedagogical research, the use of methods of pedagogical research, namely: observation, conversations, study and generalization of advanced pedagogical experience, pedagogical experiment, methods



of mathematical results analysis, questions and situations in writing and graphics [6; 31; 64; 111; 118; 168; 174; 178; 205].

During the pedagogical experiment the annual curricula, programs of activity of methodical offices, plans and protocols of meetings of district methodical associations, plans of high school teacher qualification, reports on internships, high school teacher's portfolio for obtaining the knowledge of the researcher on the organization of educational and project activity in EGSE were analyzed. professional self-realization of high school teachers in such activities.

The pedagogical experiment was conducted in three stages. The basis of the experiment was selected by the EGSE I-III levels of Kharkiv city council of Kharkiv region of Shevchenkivsky district. High school teachers are divided into groups: Experimental (EG) - high school teachers of EGSE № 22, 51, 89, 129, 146, 150, which actively participated in the experimental work (172 persons); control (CG) - high school teachers of the EGSE №№ 105, 131, 135, 147, 154, 159, who worked traditionally (144 persons). A total of 316 high school high school teachers were enrolled.

At the ascertaining stage of the pedagogical experiment, the entrance level of professional self-realization of high school high school teachers in educational project activity was determined, diagnostic tools (questionnaire "High school teachers' attitude to educational and project activity"), exercises and tasks from the self-cognition workshop of V. Maralova, self-act), test "Self-realization", reception "Unfinished sentences", pedagogical situations, methods of detecting communicative and organizational skills, a reception "Draw a scheme of their own trajectory of high achievements", talk "Method of projects: past, present, future", master class "Educational and project activity of the high school teacher").

According to certain components of high school teachers' professional self-realization, the criteria with corresponding indicators of the levels of identifying the phenomenon in the educational-project activity were specified, namely: motivational-potential (the desire to discover their own resource potential and improve themselves in the educational-project activity, the desire to succeed and avoid failures); cognitive-designing (knowledge of one's own professional "I" -conception, essence of educational-project activity, its importance for achieving the goal and result of professional self-realization of high school teachers, methods of creation and development of educational projects, age peculiarities of high school students and features of professional self-realization; - forecasting, designing, planning, modeling,



designing, self-organization); reflexive-analytical (analysis of results and anticipation of further self-improvement in pedagogical activity, self-esteem, expression of one's own activity, initiative, intuition, creativity, determination, independence, stress resistance).

Thus, the levels of professional self-realization of high school teachers are characterized, in particular:

- *potential* — self-actualization as a willingness to act, self-awareness and planning of one's own achievements in educational and project activity, understanding of one's own state of the motivational-value sphere, abilities, available knowledge and abilities of its realization;

- *productive* — determination of direct actions of self-realization (self-design, self-organization, self-management) in educational-project activity, assimilation of experience of educational-project activity, partial satisfaction with professional achievements and career advancement, which occurred due to self-change and personal development in the profession. Depending on the situation, such high school teachers are characterized by an interest in the educational and project activities, the desire to reveal the tendency to develop educational projects, the desire to work in the project team. This is especially true the fact that the EGSE is required to participate in various district events and the school administration organizes high school teachers to participate in educational and project activity. We add to the above that not all high school teachers can overcome obstacles that hinder professional self-realization in educational and project activities. That is why their refusal to participate in projects and prepare high school seniors adversely affects the level of professional self-realization. Such high school teachers have incomplete knowledge of the nature of the individual, his or her self, insufficient information about their own propensity for educational project activities and potential opportunities to acquire new knowledge. in non-standard situations, about their ability to use the acquired experience of working on educational projects, but try to supplement the luggage of knowledge, gain experience in educational projects;

- *creativity* - on which self-improvement and self-affirmation is the result of the established stable position of striving for high achievements, further designing of new ways of professional self-realization in educational and project activity, transfer of the gained experience in new conditions of professional activity. This level corresponds to the personal-pedagogical and professional-pedagogical orientation of high school teachers and is characterized by such motives as: social importance of



work of the high school teacher, attractiveness of work with children, youth, belief in abilities to such specialty, family traditions, experience in school, learning -project activities, the desire to reveal the tendency to develop educational projects, the desire to organize the work of high school students on educational projects. High school teachers have complete knowledge about the nature of the person, his or her self, sufficient information about his / her propensity for educational project activities, have potential opportunities to acquire new knowledge in non-standard situations, have work experience and rewards for successful work in educational projects and are able to use it in further activities.

Here are some results of **the ascertaining stage of the pedagogical experiment**. High school teachers' desire to unlock their own resource potential and improve themselves in the educational and project activity was shown by the developed *questionnaire "Attitude of the high school teacher to the educational and project activity"* (see Appendix B), in which we focused on the innovative nature of such activity, the perception of high school teachers in their new work, understanding the importance of educational projects success in teaching and, most importantly, against this background, the desire to engage in educational and project activities.

To find out the reasons for the passive nature of the vocational and pedagogical orientation of high school high school teachers to the educational project activity we used such professional situation as: "You have been appointed the head of the educational project" Pedagogical talent of man, his future ". Make a plan for the content of the project, select a team and assign those responsible for the tasks. For high school teachers who are indifferent to the educational project activity, this situation would be strange at first and then arouse interest in project management. However, to design the right actions to solve the situation, they lacked the knowledge and skills to design a project, organize a team of like-minded people, and be responsible for teamwork. Thus, we have indirectly found that the lack of initiative and indifferent attitude of high school teachers is due to the insufficient level of their educational and project competence.

It should be noted that high school teachers are not confident in their own needs to change the usual style of work, and novelties in work are applied systematically, in particular when they are forced by circumstances. Such a quantitative indicator indicates that high school teachers want to engage in educational project activities, but they are hindered by the excessive saturation of the educational material in the subjects they teach, the hasty involvement of high school teachers in the development



of educational projects, lack of psychological preparation for work in the project team, lack of time use of the computer's possibilities for professional self-realization in pedagogical activity. We saw the high school teachers' interest in success, but the question of their understanding of the mechanisms of successful educational and project activity remained unclear. Therefore, we also added an indicator of the desire to succeed and avoid failure, which was measured by the Self-actualization Test (SAT), the Self-Realization Test [247].

In EG and KG groups of high school teachers prevailed uncertainty motive for success, they sought for it, but uncertain and indecisive in their own power, in the need for professional achievements (respectively claimed groups of 41.9% and 43.0% of the person) showed anxiety and low levels self-organization, self-perception and self-esteem (37.2% and 37.5%, respectively).

Here is an excerpt of an essay on "Success in my life" written by a high school teacher with up to 5 years of experience. "Nobody forced me to work as a high school teacher, which I very much want. I like my subject, but I would like to acquire techniques for its placement. I like students with their different characters. Apparently, if I understand and help them, it will be my success. Of course, there are doubts whether I can do everything to be a successful person. And does it need for the state, parents, students or just me?"

The research used the scientific work of L. Rybalko, which states that "the key position in finding out the knowledge and skills of a future high school teacher to carry out pedagogical activities, maximizing their own potential and reaching certain acme-peaks in the process of professional training, is the idea of integration, which is the means, mechanism and process behind ensuring the integrity of the professional-pedagogical self-realization of the future high school teacher" [190, p. 236]. Therefore, the knowledge about the high school teacher's professional self-realization is integrated and contains concepts, terms, facts, theories about his own professional "I" concept, the essence of educational project activity, its importance for the achievement of the goal and the result of professional self-realization of high school teachers, the methods of creating and developing educational projects, the age characteristics of high school students and the features of profile education.

In the study, we used a practicum on self-knowledge of V. Maralova [139], which contained such tasks as: 1) to show ability to self-knowledge by means of the questionnaire "What does it mean to know yourself?" 2) describe your own "I" concept using R. Burns instruction; 3) identify different components of the "I"



concept with the help of the projective methodology "Symbolic tasks for revealing the social" I "; 4) to show self-esteem by means of ranking the personality traits both ideal and those that are inherent in the personality; 5) to realize their own advantages and disadvantages, to learn self-perception; 6) to carry out testing with the help of self-study research methodology; 7) to show the level of self-confidence and satisfaction.

Knowledge about the essence of educational project activity, its importance for the achievement of the goal and result of professional self-realization of high school teachers, methods of creation and development of educational projects were revealed due to the developed questionnaire of self-determination of high school teachers' level of readiness for realization of educational project activity (see Annex B).

High school teachers' knowledge of the age characteristics of high school students and the features of profile education were revealed through the reception of "Unfinished sentences". Here is an example of such sentences that high school teachers ended with their own thoughts. «In the educational project activity, high school students should choose a topic of project research that corresponds to their natural abilities, interest, independently search and acquire new cognitive information, to analyze the correspondence or inconsistency of personal qualities with the requirements for the implementation of the project task, to acquire elementary professional professional skills , what..."; "For the planning of the work on the educational project are important features of students such as ..."; "Educational projects activate the cognitive processes of high school students (perception, memory, imagination, thinking, observation, attention), stimulate their thinking activity and expression of ability to abstract, summarize, argue, draw conclusions, prove truth or false beliefs ...".

EG and KG high school teachers mainly acquired knowledge about their own potential and prospects for professional self-realization in the educational project activity at the potential level (48.9% and 50.0%, respectively). Such high school teachers had incomplete knowledge of nature person, his or her self, not sufficiently informed about their own propensity for educational project activity, but show willingness to know themselves, to acquire new knowledge about the method of creating and working on an educational project, able to use the acquired experience of working on projects in the upper classes, and most importantly - want to supplement the conceptual apparatus with new knowledge, participate in educational projects.



It should be noted that we additionally took advantage of pedagogical situations, situations of success, through which they showed creative, reconstructive, potential character of mastering the knowledge of professional self-realization of high school teachers in educational project activity. Here are examples: "You have received information that a project group recruitment is being announced for the purpose of creating an educational project. To do this, you need to suggest the topic of the educational project, the main ideas that you plan to implement in it, to share imaginative thoughts about the team, in which you will work, present your own place in it "; "You have been invited to lead the project team. Imagine and propose your own actions to get you started on an educational project "; "Describe your own perspectives in the educational project (suggest the name of your choice)."

To identify the state of formation of the skills of forecasting, designing, planning, modeling, constructing, self-organization of high school teachers of high school, the methods of identifying communicative and organizational abilities [247] were used, the technique "Drawing the scheme of own trajectory of high achievements" was conducted, the interview was conducted "The project method: past, present, future ", master class" Educational and project activity of the high school teacher "(see Annex D).

The high school teachers of the EG and KG groups were dominated by the potential and reconstructive levels of professional self-realization skills, but they lacked a clear idea of their abilities, they are not able to design ways of disclosure in educational and project activities, rarely achieve creative educational results, that is, the creative level of professional self-actualization skills (9.3% and 10.4% respectively).

We designed a questionnaire to evaluate high school teachers' professional self-actualization skills in quantitative terms that correspond to creative, reproductive, potential levels: 3 points - acquiring skills based on thoroughly learned knowledge, correct reproduction of logic and sequence of operations through specific actions, communication between operations, improvement and transfer of skills in a new situation; 2 points - identification of subjective difficulties in the process of acquisition of skills; incomplete scope of operations and operations; the reasons for the link between the transactions are not fully understood on their own; 1 point - many mistakes are made in the process of acquiring skills.

For example, high school teachers made a plan for professional self-realization in educational project activity and showed different level of ability to plan; developed a



synopsis of an unconventional lesson - the ability to design; made a plan of work the next day and analyzed its implementation - the ability of self-organization.

The results of high school teachers' satisfaction with the results of professional self-realization are revealed through the tests "Assessment of job satisfaction", "Are you satisfied with your work?", "Are you suitable for your work?".

The high school teachers of the EG and KG groups were dominated by dissatisfaction with the actual results, as they did not meet expectations (48.8% and 50.0%, respectively).

Analysis of results and anticipation of further self-improvement in pedagogical activity, self-assessment of the levels of self-activity, initiative, intuition, creativity, determination, independence, stress resistance were due to the tests "Self-esteem", "Resolution", "Assessment of emotional states", "Are you active enough?".

The prevailing number of high school teachers of EGs and CGs of groups that overestimate and overestimate their own abilities, lack of self-analysis skills (39.5% and 34.7%, respectively) and who underestimate and underestimate their own abilities, lack of self-analysis skills, respectively (indicated groups 46, 5% and 48.6% of persons). We will conclude that it is necessary to help high school teachers to be more confident in educational and project activities and to adequately evaluate their own achievements.

Here are some conclusions.

1. Educational project activity of the high school teacher has a dual character - professional self-realization of one's personal and professional potential (work on oneself) and organization of work of high school students on educational projects (work with another person).

2. High school teachers are partially satisfied with the results of their work, communication with colleagues, but strive to succeed in pedagogical activity. It is a resource for intensifying the work on systematic exchange of experience of high school teachers not only at the district level, but also at the city level, which can be implemented through constant workshops, business games, pedagogical trainings.

3. The system of professional motivation of high school teachers requires improvement, changes in approaches to the formation of the need for self-development, self-realization of high school teachers through new forms and methods of scientific and methodological work at the level of the school and the district as a whole.

4. The problem is a high degree of emotional tension in high school teachers,



which is manifested in an increased tendency to professional burnout. This is one of the barriers to professional self-fulfillment for high school teachers of the EGSE. Therefore, a system of measures aimed at to increase high school teachers' interest in work, to form they have stress resistance in their work, in search of ways to discover resource states, creativity and create conditions for self-realization.

At the **formative stage of the experiment**, the pedagogical conditions for the professional self-realization of high school high school teachers in educational project activities were introduced in the experimental groups (this step is described in paragraph 2.2).

At the **control stage of the pedagogical experiment**, the effectiveness of introducing pedagogical conditions of professional self-realization of high school high school teachers in educational project activity was checked.

More effective quantitative changes in the levels of professional self-realization of high school teachers of these groups in educational project activity indicate the effectiveness of the implementation of pedagogical conditions and the developed scientific and methodological support for their implementation in the EG of high school teachers from KG (Table 2).

Table 2

Results of experimental work (increase in%)

Criteria, indicators (levels, nature of detection) professional self-realization of high school high school teachers in educational and project activity	High school teacher groups	
	EG (172 people)	CG (144 people)
<i>Motivational-potential criterion</i>		
The nature of the desire to unlock your own potential and desire to improve yourself in the educational and project activities:		
- steady - strive and systematically occupy- are perfecting themselves	+26.7	+12.5
- situational - seek, but are engaged in episodic perfection if necessary to participate in competitions, competitions and more	-15.1	-7.7
- almost does not appear - indifferently became self-improvement	-11.7	-4.8
The nature of identifying the motives for success and avoiding failure:		
- the dominance of the motive for success (aware and adequately compare their own needs and ability to meet the requirements of educational design activities that are confident and determined in the profession-	+48.8	+9.7



their achievements) - ambiguity of the motive for success (seeking, but not confident and not decisive in their own power, in the needs of professional achievement) - the dominance of the motive for avoiding failure (exhibiting anxiety and low levels of self-organization, self-perception and self-esteem)	-22.1 -26.7	-9.0 -18.7
<i>Cognitive-design criterion</i>		
Levels of acquired knowledge about one's own potential and perspectives of professional self-realization in educational and project activity:		
- creative (show knowledge of their own the potential and perspectives of professional self-realization in the educational and project activity, necessary for self-expression and self-affirmation at the creative level)	+22.7	+8.3
- reproductive (show knowledge of one's own potential and perspectives of professional self-realization in educational and project activities necessary for design and self-design at the reproductive level)	-6.4	+8.3
- potential (show knowledge about their own potential and prospects for professional self-realization in the educational and project activity at the level of self-actualization)	-29.1	-16.6
Levels of high school teachers' professional self-realization skills:		
- creative (clearly present their capabilities, design ways of disclosure in educational and project activities, reach creative educational results)	+23.8	+7.6
- reproductive (present their capabilities, identify not all ways of disclosure in educational and project activities, create educational products at the reproductive level)	+7.6	+7.8
- potential (trying to identify their capabilities, design ways of disclosing them at the level of self-actualization)	-31.4	-15.4
<i>Reflexive-analytical criterion</i>		
Feeling satisfied with the results of professional self-realization:		
- satisfied, the real results were in line with expectations	+22.1	+5.6
- satisfied, but expectations were not fully confirmed by the results	+16.2	+9.7



- dissatisfied, real results did not meet expectations	-38.3	-15.3
Formation of self-esteem on the basis of introspection:		
- adequately evaluate their own abilities on the basis of introspection	+47.6	+20.8
- overestimate and overestimate their own abilities, lack of self-examination skills	-20.9	-8.3
- underestimate and underestimate their own abilities, lack of self-examination skills	-26.7	-12.5

Analyzed results of measuring the levels of professional self-realization of high school high school teachers in the educational project activity indicate significant positive changes in the nature of their motivation (desire to discover their own resource potential and improve themselves in the educational and project activities, the desire to succeed and avoid failures) in the EG after conducting a pedagogical experiment.

The number of high school teachers in the EG group with a steady nature of the desire to realize their own potential in the educational and project activities increased (+ 26.7%). Let us explain this by the fact that purposeful work was carried out on realization of the author's scientific-methodical seminar on *the theme "Stimulation and encouragement of high school teachers to professional self-realization in educational and project activity"* for the leaders of the HSE, methodologists, high school teachers, school psychologists, through which high school teachers of EG groups not only convinced of the practical importance of educational projects, but also discussed the mechanisms of internal and external incentives, requirements for promotion as a method of stimulation and behavioral correction. The high school teachers emphasized that the promotion and evaluation of their educational and project activities should be fair on the part of the administration, as there were cases of subjective evaluation of the results at competitions, competitions, etc. Timely encouragement plays an important role, so that it matches the wishes and opportunities of high school teachers to participate in educational projects, as it is "extra time and how your own family looks at it". High school teachers emphasized the need to be encouraged, as it happens that "they call the same high school teachers many times and no one else works." The issues of commercialization in education were open to discussion: the pros or cons and how to address the related issues. The participants of the seminar were interested in advice on drawing up a business plan, the use of self-management techniques in pedagogical activity.



In addition, they conducted self-management lessons that helped high school teachers find internal incentives for self-education activities and the creation of educational projects.

In the EG group, the number of high school teachers who show knowledge about their own potential and prospects for professional self-realization in the educational and project activities necessary for self-expression and self-affirmation at the creative level increased (+ 22.7%). Explain this by the fact that the high school teachers of the experimental groups were constantly engaged in self-education, acquainted on the site of the Ukrainian Acmeological Academy (Kyiv) with acmeological literature, which refers to the development of human life, participated in acmeological trainings, expanded and developed self-realization in educational projects.

The EG group has increased the number of high school teachers who clearly represent their capabilities, design ways of disclosure in the educational project activities, and achieve creative educational results (an increase of + 23.8%). Let us explain this by the fact that they actively participated in the work of the author's scientific and methodological seminar "Theory and methodology of professional self-realization of high school teachers of high school in educational project activity", were co-authors in the process of developing the theoretical and practical modules, made presentations and presentations about their own achievements, shared their impressions of participating in new educational projects. Such a seminar proved to be valuable because the high school teachers were discovering the ability to design, plan, model, construct, set an example and organize the work of others. In particular, the development of an educational project *"Creating a multi-vector model of lyceum education as a basis for the formation of a competent student personality and a positive image of the EGSE"* has positively influenced the level of high school teachers' professional self-realization, which was reflected in their creative thoughts, ideas, practical recommendations, and understanding of their partners. and follow their suggestions.

It should be noted that the active participation of high school teachers in trainings ("Creating a Success Situation", "Know Yourself"), in which they revealed their own resource potential, focused their work on success and satisfaction. Such high school teachers created a situation of success for themselves and those around them, grew spiritually through the creation of psycho-emotional comfort both at school and at home, sought to know themselves more deeply and try to develop educational projects. High school teachers expressed their wishes for collaboration



with psychologists who can provide professional advice to them and their parents.

Here is *an example of our own introspection of educational project activity*. “From myself as a participant in educational projects of school education restructuring, I would point out that by building my own trajectory of self-development, I was moving from self-management to effective management of lyceum activities. Analyzing the interim results of the institution, it can be noted that the level of professional competence of pedagogical high school teachers of the Lyceum has increased significantly, a system of exchange of effective pedagogical experience has been created. I can say that today, together with high school teachers, we have succeeded in creating such educational and pedagogical environment, in which the formation of the personality of the lyceum as a modern, educated, competent person, a system of psychological and pedagogical actions for the identification, development, self-realization of gifted and capable system of activity of school scientific society. Networking with educational institutions, institutions of additional education, enterprises and higher educational institutions of Kharkiv has been expanded and strengthened. Successful self-realization of children after the lyceum is observed; the satisfaction of pupils and their parents with the results of education and upbringing has increased. So, my personal and professional self-development strategy in the face of innovative change is personal motivation for self-organization, self-management, not only plays an important role in the way of increasing the level of managerial competence, but is also essential in the development of professional skills of the whole teaching staff, which in general and ensures the quality of education in our lyceum.

Examples of educational projects are shown in Table 3.

As a result of the experimental work, the high school teachers of the experimental schools expressed their desire to work in *the educational project "Integrated Leadership in Education"* within the Lithuanian Program for the Development of Cooperation and Promotion of Democracy. The aim of the project is to improve the quality of the educational space and the educational process in Ukraine through the education and development of integrated leaders and agents of change among the participants of the educational environment (high school teachers and children), promoting the development of emotional intelligence and empathy, dialogue and understanding among young people, spreading ideas of empathy and informed learning, teaching and pedagogy of partnerships among education system participants in Ukraine. The educational program of the educational



Table 3

Educational projects, in which high school teachers of experimental schools participated

Levels	Examples of educational projects
International	ETwinning Education Project, International Conferences, Seventh International Forum on Innovation in Contemporary Education
All-Ukrainian	"Open world", "Tutorial technology as a means of realizing the principle of individualization in education", "Intellect of Ukraine", educational project of the Ukrainian Health Foundation
Regional	«Scientific and methodological bases of introduction of media education in the system of educational work of educational institutions of Kharkiv region»
Urban	Educational project on informatization "School information world", educational projects "Gifted youth", "High school teacher of the year"
Local (school)	Educational projects "Cooperation and Partnership in Education", "Lyceum Scientific Society of Kharkiv Lyceum # 89 of Kharkiv City Council of Kharkiv Region", "Financial and Economic Literacy for Students, High school teachers and Parents", "Implementation of Research Results into Practice in Physical Education", "Modern science", "Modern trends and features of speech culture", "Slobozhanshchina", "ICT at the service of humanity", "Security"

project will attract the best trainers from around the world, in particular in such fields and fields as: partnership pedagogy, development of emotional intelligence and practice of nonviolent communication, integrated psychology and spiral dynamics, child psychology, 21st century skills, self-awareness and mindfulness practice, art therapy, dialogue facilitation, strategic planning in the educational space.

The EGSE implements international projects and programs: "Partner Schools" Kharkiv - Izmir (Turkey), "Friendship for Correspondence" - a tripartite project of twin cities of Kharkiv, Nizhny Novgorod (Russian Federation) and Tzinannia (PRC); FLEX Future Leaders Exchange Program (American Councils in Ukraine). The high school teachers were the organizers of various international creative and sports competitions for schoolchildren: international competitions in judo "Golden Autumn", open European Taekwondo Championship, and their students participated in the II musical competition of children's performing arts, in international



competitions "Energy and Environment", "Ukraine, Europe, the world." The high school teachers were pleased and helpful in the fact that their students were winners and graduates of prestigious music and drawing competitions held in Italy, Bulgaria, Russia, India, Japan, Finland, Austria, Portugal, Poland. Students received a scholarship to study in Germany; Within the framework of the German Language Diploma project, the students won the TANA World Competition (Collapse Felix) and received the diplomas of the winner of the International Competition "My Family History" (Dar Rosalia). School Euroclubs participate in meetings, meetings, festivals, conferences, round tables, debates, educational and entertaining events, master classes.

International educational exchanges of students and high school teachers continued. High school teachers study in Germany, England, Canada, USA, France. High school teachers fill out a "Success Card" that fits into the portfolio and a "High school teacher Activity Map" to find out about their own creative development, and get encouragement from the administration.

A null hypothesis (H_0) was formulated to determine the plausibility of the pedagogical experiment (H_0) in the experimental data of the experimental and control samples is caused by the errors of representativeness, and the alternative hypothesis (H_1) - that the difference between the obtained data of the experimental and control samples is caused by the introduction of the experimental factor (the realization of pedagogical conditions of professional self-realization).

H_0 - levels of professional self-realization of high school high school teachers there are no significant differences in the educational and project activities of the experimental and control groups;

H_1 - levels of professional self-realization of high school high school teachers in the educational and project activities of the experimental and control groups differ significantly.

To test the proposed hypotheses, it was advisable to apply the Pearson criterion χ^2 [36], since the sample groups of high school teachers of the EGSE are random and independent; on a scale that has the following categories: creative, reproductive, potential levels ($c = 3$). The value of statistics T_{exp} was calculated by the formula:

$$T_{\text{exp}} = \frac{1}{N_1 N_2} \sum_{i=1}^c (N_{1i} Q_{2i} - N_{2i} Q_{1i})^2,$$



where N_1 is the number of high school teachers in the experimental groups; N_2 - number of high school teachers of control groups;

Q_{1i} and Q_{2i} are the number of high school teachers who were at a certain level of professional self-realization in educational and project activities (low $i = 1$, average $i = 2$, high $i = 3$) in the experimental and control groups, respectively.

For the significance level $\alpha = 0.05$ and the number of degrees of freedom $\nu = c - 1 = 2$ critical value of statistics $T_{kr.} = 5.99$. According to the decision rule, if the value of $T_{ex.} \gg T_{kr.}$, then the null hypothesis H_0 is rejected and H_1 alternatives are accepted and accepted: differences in the distributions of high school teachers of experimental and control groups by levels of professional self-realization of high school high school teachers in educational and project activities are statistically significant with a probability of $P = 0.95\%$. Calculation of statistics $T_{ex.}$ for the studied levels of professional self-realization of high school high school teachers in educational and project activity according to the cognitive-design criterion (levels of skills formation of professional self-realization of high school teachers) are shown in *table 4*.

Table 4

Calculation of statistics for the studied levels of professional self-realization of high school teachers of experimental and control groups

	$i = 1$	$i = 2$	$i = 3$	N_1	N_2	$\frac{1}{N_1 N_2}$
$EF(Q_{1i})$	33	83	56	172	—	$40,375 \cdot 10^{-6}$
$KF(Q_{2i})$	52	66	26	—	144	—
$Q_{1i} + Q_{2i}$	85	149	82	—	—	—
$N_1 Q_{2i}$	8944	11352	4472	—	—	—
$N_2 Q_{1i}$	4752	11952	8064	—	—	—
$N_1 Q_{2i} - N_2 Q_{1i}$	4192	-600	-3592	—	—	—
$(N_1 Q_{2i} - N_2 Q_{1i})^2$	17,6.108	360000	12,96.108	—	—	—
$(N_1 Q_{2i} - N_2 Q_{1i})^2$	2,07.107	2416	1,58.107	—	—	—
$Q_{1i} + Q_{2i}$						
$T_{ексн.}$	835,76	0,097	637,93	—	—	—
$T_{ексн.}$	1473,69	—	—	—	—	—



The value of the stats $> T_{kr.}$ ($1473.69 > 5.99$). This leads to the conclusion that there is a significant difference between the results of control and experimental groups.

Thus, the dynamics of indicators, which is a confirmation that pedagogical conditions have positively influenced the level of professional self-realization of high school teachers of high school in the educational project activity. It is worth noting that positive changes have taken place both in the professional self-realization of high school teachers and in the educational activities of students.

Conclusions to the **Chapter 2**

The pedagogical conditions of professional self-realization of high school high school teachers in educational project activity are theoretically substantiated, namely: stimulation of positive motivation of professional self-realization of high school high school teachers in educational project activity; providing high school high school teachers with scientific and methodological assistance in discovering their educational and project potential by the educational management bodies, the EGSE administration, district methodical centers and school methodological associations of high school teachers; creation and implementation of educational projects with high school students and various educational and social institutions (EHEs, scientific institutions, family, public organizations).

At the ascertaining stage of the pedagogical experiment the entrance level of professional self-realization of high school high school teachers in educational and project activity was determined, diagnostic tools (methods, practicum of self-cognition of V. Maralova, self-actualization test (SAT), test "Self-realization") were determined.

According to certain components of high school teachers' professional self-realization, the criteria with corresponding indicators of the levels of detection of the phenomenon in the educational-project activity were specified, namely: motivational-potential (the desire to discover their own resource potential and improve themselves in the educational-project activity, desire to succeed and avoid success); cognitive-designing (knowledge of one's own professional "I" -conception, essence of education and project activity, its importance for achievement of the goal and result of professional self-realization of high school teachers, method of creation and development of educational projects, age characteristics of high school students and features of profile education; ability of professional self-realization of high school



teachers- forecasting, designing, planning, modeling, constructing, self-organization); reflexive-analytical (analysis of results and anticipation of further self-improvement in pedagogical activity, self-esteem, self-activity, initiative, intuition, creativity, determination, independence, stress resistance).

The results showed that the level of professional self-realization of high school high school teachers in the educational and project activity was insufficient.

At the formative stage of the experiment, the pedagogical conditions of professional self-realization of high school high school teachers in educational and project activities were introduced in experimental groups.

In the process of experimental work, the author conducted a scientific and methodological seminar "Theory and methodology of professional self-realization of high school high school teachers in educational project activity", which consisted of theoretical and practical modules and was held weekly.

A master class on developing an educational project "Involving Students in Scientific Activity through Participation in Tournament Movement" was effective, during which each participant had the opportunity to try themselves as a speaker, opponent and reviewer during the simulation game; scientific and methodological seminar on the theme: "Organization of high school teacher's self-educational activity", creation and implementation of the educational project "Perspectives of cooperation and partnership in education" (headed by S. Kirychenko).

High school teachers who had no experience in educational project activity, used algorithms to develop educational projects, offered to solve professional situations, provided examples of generating their own ideas, performed imagination and observation exercises, familiarized themselves with materials of the developed educational projects. High school teachers who have had experience in educational project activities have increased their professional self-realization by initiating new educational projects, involving high school students and parents, constructing electronic textbooks on subjects, and so on.

At the control stage, the effectiveness of the pedagogical conditions of professional self-realization of high school high school teachers was evaluated in educational and project activity. The reliability of the obtained results was confirmed by the methods of mathematical statistics - criterion χ^2 (xi-square).



GENERAL CONCLUSIONS

Summarizing the results of theoretical search and experimental work has led to the following *conclusions*.

1. Based on the results of the analysis of scientific literature, the essence of professional self-realization of high school teachers as a process and the result of their own transformative activity is revealed, which represents self-knowledge and conformity of personal and professional qualities to the requirements of pedagogical activity, qualitative fulfillment of professional duties, designing positive self-changes and achievement of the highest self-changes, the results of both their own and the students they teach. The structure of high school teachers' professional self-realization as a set of concrete actions is revealed, namely: self-recognition and self-determination based on reflection; self-actualization and self-forecasting; directly self-realization as identified potential forces, self-design, self-organization and self-management; self-improvement - self-regulation, self-control and self-esteem, self-affirmation; self-development in pedagogical activity, subordinated to the purpose and tasks, motivation and value pedagogical orientations. It is found out that in the pedagogical activity professional self-realization performs diagnostic, designing, educational, developmental, self-educational, self-educational functions.

2. The educational project activity of high school teachers is characterized as designing in the pedagogical process, self-projecting of positive changes in pedagogical activity, creation and implementation of educational projects. The essential characteristics of the educational project activity include purposefulness, the possibility of revealing individuality, search and transformative nature of the activity, teamwork and collective expression of thought, connection of theory with practice, creation of the ideal or material educational product, as well as clarified thematic direction of the educational- project activities of high school teachers (psychological and pedagogical, socio-cultural, personal problems of the person).

In the scientific work the components of professional self-realization of high school high school teachers (motivational-purpose, content-activity, evaluation-personal), its levels (creative, reproductive, potential) are revealed.

3. The effectiveness of pedagogical conditions of professional self-realization of high school high school teachers in educational project activity is theoretically grounded and experimentally tested, namely: stimulation of positive motivation of professional self-realization of high school high school teachers in educational and



project activity; providing high school high school teachers with scientific and methodological assistance regarding the disclosure of their educational and project potential by the educational management bodies, the EGSE administration, district methodical centers and school methodological associations of high school teachers; creation and implementation of educational projects with high school students and various educational and social institutes (EHE, scientific institutions, family, public organizations). According to the results of the pedagogical experiment, the number of high school teachers of the high school of experimental groups, who were aware and adequately compared their needs and abilities with the requirements of educational and project activity (increase + 48,8%), took an active part in educational projects, had high their own achievements, preparing students for the Olympics, competitions and had among them winners (an increase of + 23.8%) adequately evaluated their own abilities on the basis of self-examination (an increase of + 47.6%). The effectiveness of professional self-realization of high school high school teachers is evidenced by the awards they received, letters of commendation, certificates, student victories at subject Olympiads, in the competitions of the SAS. It is noted that the increase in the levels of professional self-realization of high school teachers in the experimental groups had a positive impact on the results of training and education of high school students, their professional self-determination.

4. According to certain components of high school teachers' professional self-realization, criteria with corresponding indicators of the levels of detection of the phenomenon in the educational-project activity are specified, namely: motivational-potential (the desire to discover their own potential and improve themselves in the educational-project activity, the desire to not succeed); cognitive-designing (knowledge of one's own professional "I" -conception, essence of educational-project activity, its importance for achievement of the purpose and result of professional self-realization of high school teachers, methods of creation and development of educational projects, age peculiarities of high school students and features of professional self-realization; - forecasting, designing, planning, modeling, designing, self-organization); reflexive-analytical (analysis of results and anticipation of further self-improvement in pedagogical activity, self-esteem, expression of one's own activity, initiative, intuition, creativity, determination, independence, stress resistance).

On the basis of specified criteria (motivational-potential, cognitive-designing, reflexive-analytical) and corresponding indicators of levels of professional self-



realization of high school teachers of high school in the educational project activity, the analysis of the obtained results was carried out.

The study does not exhaust all aspects of the problem. Prospects and further intelligence are to investigate the problem of high school teachers' professional self-realization in pedagogical activity, to develop mechanisms for involving them in the creation and implementation of educational projects.



APPENDIXES

Appendix A

THE ACMEOLOGICAL MODEL OF THE LYCEUM GRADUATE

Guidelines and expectations in the modeling process:

- formation of public position, readiness for preservation and development of material and spiritual values of society;
- orientation to continuing education, high graduate education;
- constant desire for self-education and self-realization;
- ability to creative work, professional growth, research work with the use of new information and new technologies;
- willingness to work, to be responsible for the actions in new economic conditions of development of Ukraine.

The standard portrait of a lyceum graduate is a set of key educational competences, personal qualities and values of the high school student which testify the high quality of his education.

The standard portrait of a lyceum graduate includes three groups of characteristics:

- a) subject and cross-curricular knowledge, providing a high-quality informational and cultural base for further education and socialization. The specific set of knowledge is provided by the State Educational Standard and the internal standards of the Lyceum (as part of the intracurricular educational component);
- b) extra-curricular skills create a solid base for professional self-realization and self-solving of life problems. Traditionally, information, logical, organizational and communication skills are allocated to the school;
- c) personal qualities and values, which are the basis for the life choices and actions of the person, his semantic self-determination in the context of culture and history.

Lyceum graduate:

1. **An experienced communicator** is successfully transmits and receives information in different forms in more than one language.
2. **The inquisitive student** is engaged person, acquires the skills necessary for research work; able to work and learn independently.
3. **Aware student** explores various ideas, concepts and problems that are of local and global importance, gaining a thorough knowledge.



4. **Impartial student** understands and values his own culture and history; ready to embrace the perspectives, values and traditions of others and societies.

5. **Fundamental student** has a strong sense of justice and respect for the dignity of the individual and society; is responsible for his actions and their consequences.

6. **Moderate student** successfully applies mental skills in the analysis of complex problems and makes sound, ethically sound decisions.

7. **Risky student** behaves deliberately and fearlessly in unfamiliar situations, trying on new roles, ideas and strategies, able to convincingly defend his point of view.

8. **Analyst student** is analytically based on the student's own experience, able to evaluate and realize their own strengths and weaknesses and effectively use this knowledge for their own development.

9. **Caring student** shows compassion, compassion and respect for other people's needs and feelings. He is ready to serve the community, to act for the benefit of others and the environment.

10. **Harmonious student** recognizes the importance of balancing intellectual, physical and emotional development to achieve one's own well-being and the well-being of others.



Questionnaire "Teacher's attitude to educational and project activity"

1. Are you always interested in innovations and experiments in teaching?

- 1) Yes;
- 2) no;
- 3) not sure.

2. How many times in the last academic year have you tried to apply any novelties in your work?

- 1) Not once;
- 2) several times;
- 3) systematically.

3. What are the 2-3 main reasons that hinder the introduction of new pedagogical ideas and technologies?

- 1) insufficient material support;
- 2) excessive saturation of educational material;
- 3) psychological unpreparedness of students for the perception of innovation;
- 4) hasty implementation;
- 5) imperfect computer ownership;
- 6) lack of time;
- 7) little knowledge of child psychology.

4. What is your interest in educational and project activities?

- 1) It develops students' interest in studying the subject;
- 2) It is the teacher's ability to express himself;
- 3) It is the ability to introduce new methods and forms of work with children;
- 4) It is the desire to learn something new.

5. What are the internal contradictions that prevent the creation of a new one:

- 1) uncertainty about the positive result;
- 2) it is doubtful whether I will be successful in this activity;
- 3) no one is paying attention to the extra time and effort spent working in a new way;
- 4) there is no certainty that the new will be better than the old;
- 5) nothing.



6. What new pedagogical technologies could you apply in a supportive environment?

- 1) Design technologies;
- 2) personally oriented learning;
- 3) integrated learning;
- 4) advanced training;
- 5) interactive learning;
- 6) information and communication technologies;
- 7) other (please specify) _____.

7. What diagnostic techniques do you have freely?

- 1) Test;
- 2) questioning;
- 3) observation;
- 4) presentations.

8. What are the signs of readiness for innovation you possess?

- 1) The desire to learn new;
- 2) the desire to experiment;
- 3) creativity;
- 4) previous experience in technology implementation.

9. What do you consider to be the main component of success?

- 1) Self-confidence;
- 2) a clear vision of the goal;
- 3) self-interest, perseverance;
- 4) search and introduction of novelty.



QUESTIONNAIRE FOR THE SELF-DETERMINATION OF THE TEACHERS READINESS LEVEL TO IMPLEMENTATION OF EDUCATION AND PROJECT ACTIVITIES

A table to fill in the results of teachers' responses

Readiness levels		Components		
		psychologically (motivational component)	meaningful (cognitive component)	procedural (creative component)
1.	Not ready for educational project activities			
2.	Ready for educational project activities			
3.	Actively implement or initiate			

Note. First, we figure out our own level of readiness, then work on the Components section.

Reflective component. Do you need help implementing this component?

Yes

No

If you are implementing or initiating an educational project activity, please indicate the directions and aspects:

- Organization activities
- Learning technology
- Management activities
- Scientific-methodical work
- Content of training
- Educational work
- Other (please specify) _____

Note. If there are more than one deputy directors of educational work at the school, they only submit a consolidated questionnaire.

Background to the questionnaire



The structure of readiness for pedagogical activity is considered by scientists as a set of motivational, cognitive, creative, reflexive components.

Motivational component. The main indicator is cognitive interest in innovative pedagogical technologies and personal meaningful meaning of their application.

Cognitive component. Combines the totality of teachers' knowledge of the essence and specificity of pedagogical technologies, their types and attributes, as well as a set of skills and competences in the use of pedagogical technologies in the structure of their own professional activity. This is the result of cognitive activity. The main indicator is the amount of knowledge (breadth, depth, systematic), style of thinking, formation of skills.

Creative component. Implemented in the original solution of pedagogical tasks. Its implementation involves the creative nature of pedagogical activity. This component manifests itself through openness to pedagogical innovation; flexibility, critical thinking, creative imagination.

Reflective component. Characterizes the knowledge and analysis of the leader phenomena of his own consciousness and activity. It is realized through the following reflexive processes: self-understanding and understanding of another, self-evaluation and evaluation of another, self-interpretation and interpretation of another.

Note. Please note:

- 1) pedagogical staff take part in the survey;
- 2) all deputy directors of educational work at the school take part in the survey.



TRAINING FOR PEDAGOGICAL STAFF OF KHARKIV LYCEUM № 89

Theme: Teacher Project Activity

Coach: S. V. Kirychenko, Director of Kharkiv Lyceum 89

The stairs of life are thorny,
and most of all they absorb,
when you slide down them.
W. Brownell

Purpose: formation of a system of theoretical and practical knowledge, skills, skills necessary for scientific cognition through active intellectual and creative activity; increasing the motivation of teachers to apply the project method; enhancing teachers' knowledge about the essence of project-based learning technology.

Equipment: PC, projector, presentation, supplies in the form of white paper and paper, multicolored smiley icons.

Participants of the training are divided into 5 groups of 5 people. Each participant at each table is assigned a smiley icon of blue, green, yellow, white, red.

Course of training

1. Greetings.

2. Announcement of the theme.

3. Announcement of the purpose of the training.

4. Announcement of training rules:

- Respect the speaker;
- “Here and now” rule;
- Raised hand rule;
- Compliance with regulations;
- Brevity is the soul of wit;
- If you offset you will offer.

5. Introduction

The expected result and criterion for the quality of education today is the competence of graduates in various types of mental activity, such as research, design, organization, leadership, management, design, programming, etc., which requires the



teacher to seek new approaches to pedagogical activity. Among these approaches is the introduction of design and research technologies into the educational process, but for many teachers this causes rejection and even a certain fear of a fundamentally new form of pedagogical process, where the teacher should act not as an interpreter of ready knowledge and their translator, but as an equal accomplice to the process of learning. processing, analysis and presentation of knowledge by students. Of course, this is much more complicated as it requires extra time for both the student and the teacher, as well as extra effort on both sides.

But everything changes, so does the teacher.

In our lyceum for many years there is a lyceum scientific society, the student members of which are engaged in research activities. For these students, they conduct a course on "Entering Research", monitoring research to identify the most desirable areas of work and the most attractive professions, students work on their projects and ask us, the teachers, for help. That is why, first of all, it is necessary for the teacher to personally learn to engage in project activity, to become a researcher.

Coach. It is often the case that when we work in neighboring offices, we know nothing about each other's interests and interests. Let's start our training on the "Let's meet you" exercise.

Exercise 1 "Let's meet you"

Within 5 minutes the group is invited to prepare a message about each participant and the group as a whole. When preparing, forget that you are a teacher.

Speakers Message.

Coach. Who is the teacher today? This is a teacher, a high school teacher, a psychologist, a scientist, a researcher and many more. Talking about project activity, we answer the question: is a teacher involved in a project activity a teacher, scientist or researcher? As the image of the teacher is familiar to all present, let us answer the following question: what does the scientist look like in your opinion?

Exercise 2 "The image of the scientist"

Work in a group of 3 minutes. Describe the scientist's appearance.

1. What language should a scientist have?
2. What gestures and facial expressions does a scientist have?
3. What are the interests and views of the scientist?
4. What is your life and relationship with family members?

Speech of the group speaker.



Coach. Thanks to this exercise, we have obtained a collective image of the scientist. All these characteristics are not unique to one person. There are several types of personality scientist. Now we get to know them.

Exercise 3 "Types of scientist's personality"

Each group receives a small volume of text material. Within 8-10 minutes, the group gets acquainted with it, discussing strange places. Then the trainer collects the handout.

Coach. Let's form new groups by the color of the smiley icon. So we have formed 5 new groups of 5 people each. Each member of the newly formed group should share the information they received in the previous group (6 minutes).

Now let's all answer the questions together:

1. Who is a scientist "enhancer"?
2. What scientist can be called a "classifier"?
3. Who is the scientist "analyst"?
4. Who is the scientist "Bookworm"?
5. Who is the scientist "synthesizer"?
6. Who is the scientist "troublemaker"?
7. Who is the scientist "aggressive debater"?
8. Who is the scientist "first-class shark"?
9. Who is the "holy" scholar?
10. Who is a scientist "fact-finder"?

None of these prototypes exist in pure form; their characteristics sometimes overlap, and in addition, individual individuals may have additional characteristics that would justify the endless expansion of this list of types.

Each of the present can find the traits of a scientist.

Now let's answer the question: what qualities does a researcher have?

Exercise 4 "The qualities that a researcher has"

Each group is given several strips of white paper on which the qualities that the researcher should have are fixed. Then these strips are attached with adhesive to the large paper on three types of qualities: cognitive, creative, organizational.

After working in groups, a full list of the researcher's qualities is displayed.

Coach. For further work, let's move on to the former groups and start exploring.

In order to begin research, we need to find a problem that can be investigated and that we want to solve. She will tell you how to formulate the topic of the study.



And what does it mean to find a problem?

The formulation of the problem is extremely complicated. The problem appears as something unknown in science. The essence of the problem lies in the contradiction between established facts and their theoretical understanding, between different explanations and interpretations.

The main quality of any researcher is to be able to find something out of the ordinary, to see the complexities and contradictions where everything seems familiar, clear and simple to others. The easiest way to develop the ability to see problems is to learn to look at the same subjects from different angles.

To develop the ability to see problems, to formulate productive thinking, to develop the ability to look at the world with different eyes, we will do the exercise "Change the perspective on the object."

Exercise 5 “Changing the Perspective on an Object”

You should complete the story "The autumn sky was covered with black clouds and it was snowing. Big snowflakes fell on houses, trees, sidewalks, lawns, roads ...", from different points of view, imagining that you are:

- a kid walking in the yard with friends;
- the driver of a truck traveling on a snowy road;
- a bunny or fox in the forest;
- a young mom who rushes to kindergarten and then to work.

Speaker's speech.

Coach. Once a problem is identified, there is a problem with choosing a topic. There are rules for choosing a research topic.

Exercise 6 “Setting a goal and tasks, formulating a hypothesis for a given research topic”

Each group chooses a theme from the following:

1. Enhancing mental activity as a condition of high quality memory.
2. Introduction of computer technologies into the educational process.
3. Opportunities of educational resources of the Internet in the work of creative teachers.
4. Conceptual foundations of the model school of science and mathematics.
5. Integrated learning lessons as a prerequisite for professional development.



Speakers Present their Express Projects.

Reflection

Summary of the training.

1. Are you ready for research?
2. Did you like the training form of work?
3. Did you enjoy working in variable groups?
4. Do you want us to continue training on project activity?
5. What exercises did you remember most?
6. What did you dislike about the training?

Coach. Thank you all. I will be waiting for you at the next training, which will take place on holidays.



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