



UDC 378.111+155.2

DOI 10.35433/pedagogy.3(118).2024.7

MODEL FOR MANAGING THE DEVELOPMENT OF CREATIVE POTENTIAL OF TEACHERS OF UKRAINIAN LANGUAGE AND LITERATURE AS A DYNAMICS OF PERSONALITY TRANSFORMATION

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The article deals with the problem of forming the creative potential of teachers, and identifies the main conditions for its development. The importance of this topic lies in the context of modern requirements for the quality of education services and the need to form competitive specialists is substantiated.

The article analyzes the scientific literature on marketing management and management of the development of teachers' creative potential in the system of general secondary education, philosophical, cultural and social nature of personality in the context of its formation, etc.

It is noted that creative potential is a dynamic state of a reflective attitude towards oneself as a self-creative personality and one's behavior in professional activities in accordance with the comprehension of pedagogical values and interaction with others.

The article identifies a number of contradictions that affect the development of teachers' creative potential, in particular: between tasks and results, efforts and results, personal dissatisfaction and the search for effective methods of teaching and education.

The peculiarities of managing the development of the creative potential of teachers of the Ukrainian language and literature, their creative activity in modern conditions are clarified.

The article reveals the essence of quality management by introducing a model for managing the development of creative potential of teachers of the Ukrainian language and literature in education institutions. The main purpose of this management is to predict, analyze and forecast further development (of a specific situation, creative development of teachers, education institution), efficiency and their competitiveness. It is determined that in order to manage quality, the manager needs the ability to work with people, to significantly change quality management due to the high level of creative potential of the individual and interpersonal and technical skills of quality management of this development, teachers' readiness for creative activity. Considering strengths and weaknesses and analyzing threats posed by the external environment, the manager determines a combined strategy for the GEI that leads to success.

The article presents the results of the study of aspects of managing the development of creative potential of teachers of Ukrainian language and literature, professional transformation as a way of adaptation in non-formal education.

The article may be useful for scholars, heads of general education institutions, teachers in particular of the Ukrainian language and literature and students.

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Keywords: teacher of Ukrainian language, head of a general education institution, acmeological competence, management of teachers' creative potential development, non-formal education, management model, subjects and objects, dynamics of personality transformation.

МОДЕЛЬ УПРАВЛІННЯ РОЗВИТКОМ ТВОРЧОГО ПОТЕНЦІАЛУ ВЧИТЕЛІВ УКРАЇНСЬКОЇ МОВИ І ЛІТЕРАТУРИ ЯК ДИНАМІКА ТРАНСФОРМАЦІЇ ОСОБИСТОСТІ

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У статті розглянуто проблему формування творчого потенціалу вчителів, визначено головні умови його розвитку. Обґрунтовано важливість цієї теми в контексті сучасних вимог до якості освітніх послуг і необхідності формування конкурентоспроможних фахівців.

У роботі здійснено аналіз наукової літератури з питань маркетингового управління та управління розвитком творчого потенціалу педагогів у системі загальної середньої освіти, філософсько-культурологічної та соціальної природи особистості в контексті її формування тощо.

Зазначено, що творчий потенціал – динамічний стан рефлексивного ставлення до себе як самокreatивної особистості та своєї поведінки у професійній діяльності відповідно до осмислення педагогічних цінностей і взаємодії з іншими.

Встановлено низку суперечностей, що впливають на розвиток творчого потенціалу педагогів, зокрема: між завданнями та результатами, затраченими зусиллями й результатом, власним незадоволенням та пошуками ефективних методів навчання та виховання.

З'ясовано особливості управління розвитком творчого потенціалу вчителів української мови і літератури, їх творчої діяльності за сучасних умов.

Розкрито сутність якісного управління шляхом впровадження моделі управління розвитком творчого потенціалу вчителів української мови і літератури в заклади освіти. Головна мета цього управління – передбачення, аналіз і прогнозування подальшого розвитку (конкретної ситуації, творчого розвитку вчителів, закладу освіти), результативність та їх конкурентоспроможність. Визначено, щоб управляти якістю, менеджеру потрібне вміння працювати з людьми, суттєво змінювати управління якістю через високий рівень творчого потенціалу особистості та міжособистісні й технічні навички якісного управління цим розвитком, готовністю вчителів до творчої діяльності. Розглядаючи сильні та слабкі сторони і виконуючи аналіз загроз, що створює зовнішнє середовище, менеджер визначає комбіновану стратегію ЗЗСО, яка призводить до успіху.

Представлено результати дослідження аспектів управління розвитком творчого потенціалу вчителів української мови і літератури, професійної трансформації як способу адаптації в умовах неформальної освіти.

Стаття може бути корисною для науковців, керівників ЗЗСО, учителів, зокрема української мови і літератури, студентів.

Ключові слова: учитель української мови, керівник закладу загальної середньої освіти, акмеологічна компетентність, управління розвитком творчого потенціалу вчителів, неформальна освіта, модель управління, суб'єкти й об'єкти, динаміка трансформації особистості.

Introduction of the issue. The study of the current state of management of the development of teachers' creative potential in the field of non-formal education in the world-wide and domestic practice is due to the need to identify its main trends, as well as to determine and overcome corresponding issues and to implement the lessons learned in general education institutions. The martial law in Ukraine,

decades of occupation, stress that lasts for years, socio-economic transformations as complex changes affect the education system and require the unification of a community of creative people in education institutions, ensuring productive management and democratization. The competitiveness of an individual is possible only if the organizational management structure is effective. Thus,

at the present stage it is necessary to introduce a model for managing the development of the creative potential of teachers of the Ukrainian language and literature in non-formal education.

In a broad sense, a model is a representation of an object, system or concept in some abstract form. In general, a management model has a structure, and the *quality of management* is the conditions for effective functioning, development and competitiveness through the selection, integration and combination of means of influencing certain factors. The modeling process itself includes several stages, because a model is a materially realized system that reproduces the object of study. The term «model» is used quite widely and has different interpretations. An innovative manager must set a goal and know about the goals of his or her subordinates whether they realize what knowledge they can gain from which modern platform they can replenish it and how they can improve and move forward.

Under the current requirements for education, administrators need to turn more often to the scientific concepts of strategic marketing and management. Such interest is caused by globalization as a determining factor in the development of the post-industrial world, which has dramatically intensified integration processes in the field of education.

Scientific sources indicate that the effectiveness of management depends on many factors, especially "mental and physical capabilities of a person, their ability to carry out managerial activities, the combined influence of factors enhanced by their integration" [16: 1].

The issues of the national education system, in particular, the study of the quality of the education process, adaptive management are covered in a monograph written by H. Yelnikova, T. Borova, H. Kravchenko, Z. Ryabova, etc. [5].

The issue of personal transformation through effective management is quite relevant. It is about readiness for professional self-transformation, when enrichment of personal internal capabilities leads to increased professional

performance and obtaining values from high interest in one's work and the desire for self-realization and continuous self-improvement. It is the management decision in this context that acts as a means of development, formation and transformation of the individual and is an assessment of the effectiveness of the management of the education institution.

In order for a manager to operate effectively, they need to learn to solve the problem of "qualitylessness" through readiness to manage in the new conditions, because self-awareness and development are self-regulation of the individual in his or her choices.

Without solving this problem it is impossible to create strategies for managing the development of teachers' creative potential and their creative activity. Self-awareness as a "product of development": by assessing themselves, creative teachers develop their creative potential, acquire skills and life experience. Understanding the technology of using the model of managing the development of teachers' creative potential provides updated information about the object of research: from quality management to quality management. Thus, the self-worth of the individual acts as a productive activity and a challenge to the requirements of time: the development of creative potential, creative activity as a consequence of its professional transformation.

Therefore, integrated management as a strategy, a driver that affects cooperation and management efficiency, aimed at resolving contradictions between: the relevance of quality management of teachers' creative potential development in modern conditions and managerial competence, professional transformation of educators and the level of managerial competence, technologies of using the model of management of teachers' creative potential development and adaptive personnel management and awareness of their importance [7].

This necessitates the need for basic definitions, namely: quality of management, transformation of the individual in view of external challenges,

management efficiency and internal resources, and the desired result. It is the traditional views of scientists on the problem of managerial competence in wartime, the activities of managers in the new conditions that need to be clarified in the Ukrainian realities.

Current state of the issue. Many modern scholars have paid attention to the problems of management and professional qualities of managers.

The issues of marketing management and management of the development of teachers' creative potential in the system of general secondary education, management of staff competitiveness were studied by O. Anufriieva, T. Rozhnova, Z. Ryabova, L. Spirin.

The philosophical, cultural, and social nature of personality in the context of its formation is highlighted in the works of V. Kremen, P. Saukh, V. Sukhomlynskyi, and others.

V. Moliako analyzed various aspects of the creative potential of the individual. The subject of special attention of the scientist was the connection of creative potential with abilities, which are derived from the makings.

The development of the creative personality and psychological and pedagogical factors that contribute to the formation of its qualities are highlighted in the fundamental research of O. Klepikov, I. Kucheriavyi, K. Rogers, S. Sysoieva, and others.

The mechanism of adaptation, experience in accordance with the set goals, prospects and expected results are described in the scientific works of N. Chepeliev, M. Smulson, O. Zazymko [13].

The problems of forming psychological readiness, adaptive management, application of an acmeological approach to management, problems of developing professionalism, skill, professional consciousness are covered in the studies of the following scientists: N. Bilyk, V. Hladkova, H. Yelnikova, D. Kostin, N. Mazhnyk, Z. Ryabova, T. Sorochan, etc.

O. Klepikov and I. Kucheriavyi paid attention to the activity of the individual,

the ability to self-realization, creative reserves, and creative attitude to work.

V. Zaika focuses on progressive personal transformation, initiation as self-development and self-improvement which encourage a person to change.

The integration of scientific achievements in education for quality management requires attention to the acquisition of competence, group work skills, team support, mutual respect, efficiency and competitiveness of teachers, stimulating their interest in personal and professional changes.

However, there is a need for further cultivation of theoretical concepts of the process of managing the development of creative potential, dynamics of personality transformation; the issue of transformation and development of creative potential of teachers of Ukrainian language and literature in non-formal education is not sufficiently represented.

Outline of unresolved issues brought up in the article. Activation of creative abilities of an individual leads to a change in the value and meaning sphere, assessment of satisfaction of all members of the education process. Therefore, the identification of the development of creative potential with self-realization, even a mission in the profession, is the realization of the goal, solving problems, realizing one's own creative forces and abilities. Self-development and creative self-realization are the formation of professionalism, and high-quality management is productive self-realization, effective activity of a manager who, having the technology of managing the development of teachers' creative potential creates new spiritual values that meet the requirements of time and the challenges of professional activity. The process of professional transformation is continuous and persistent, the source of which is personal transformation.

It is the quality management of the development of teachers' creative potential, in particular teachers of the Ukrainian language and literature that provides for the creation of conditions

that promote the formation of professional competence and is an integrated indicator of their implementation. Let us recall: "potential" means sources, means that are available and should be mobilized in a person. Therefore, the change agent leader contributes to the achievement of a high level of professionalism of the school team through the dynamics of transformation of each person, carrying out "...the process of production planning, organization, motivation and control for maximum and rapid achievement of goals" [9: 1].

V. Hladkova, L. Danylenko, L. Karamushka and others paid attention to the development of managerial qualities and technologies for predicting the self-development of a specialist.

A manager is a profession of an innate leader whose main task is to manage others, which is expressed in his or her ability to achieve goals, meet the needs of all members of the education process and society and ensure their competitiveness. As you know, for a manager the problem of activating the "human factor" is one of the main ones, because people come first. If there is no reliable team, little can be done.

So, if we take into account an active personality that is focused on results, on the quality of work, and thus on the student's success, let's recall the definition of "quality management".

Quality management is an ongoing activity aimed at improving work processes and employee competencies in order for institutions to provide quality services to citizens [15].

It is the introduction of the model of management of the development of creative potential of teachers of the Ukrainian language and literature in general secondary schools that ensures quality management, including quality management to the extent that the level of development of managerial qualities of the head is high and what is his/her personal level of creative potential development [6].

Aim of the research. The article highlights the managerial aspect of the development of the creative potential of the

individual through the introduction in education institutions of a model for managing the development of the creative potential of teachers of the Ukrainian language and literature as quality assurance management and integrated quality management as a requirement of society and the state.

Results and discussion. The conditions for the functioning of the school involve the use of various forms of management: ways of organizing the interaction of the subject and the object, the relationship between people, their joint activities in the management process. In fact, the form of management determines the organizational framework in which certain actions are carried out.

The quality of management as a term does not yet have a clear definition, but is found in the works of researchers. Let's try to analyze the concepts of "quality of governance" and "quality management" in order to have a double impact on the restoration of the quality of education.

In world scientific literature the management of the development of teachers' creative potential is reflected in the works of such American scholars as: Mark Lombardo, Morgan McCall, Robert Eichinger. Working at the Center for Creative Leadership at the University of Bristol they developed the 70/20/10 model which explains how collaboration contributes to *personal* development.

The work of S. Sysoieva "Fundamentals of Pedagogical Creativity" deserves attention as pedagogical creativity occupies a special place among many types of creativity. The textbook is useful for those who are interested in the possibilities of applying pedagogical knowledge in the implementation of personal and professional strategies.

V. Sukhomlynskyi substantiated the model of the creative personality of a teacher and a student and considered the specifics of their creativity. Speaking about the role of the teacher in developing students' creative abilities, and thus the development of creative potential, researchers note that creativity as a complex socio-psychological phenomenon

manifests itself at the *personal* level but this phenomenon should be stimulated.

"Today's realities", says T. Makhynia, "require more and more informal contact with the target audience. If positive emotions are aroused it is possible to make the participants of the education process feel more satisfied and happy and as a result take an active part in the life and activities of the education institution. Thus, the participants of the education process form a strong loyalty to the education institution, which partially guarantees satisfaction with the quality of education services" [8: 82].

O. Hrechanyk and V. Hryhorash note that "...foreign studies develop a model of "worker competence", which focuses on that part of the spectrum of individual psychological qualities, which includes activity, independence, discipline, communication skills, and self-development needs" [3: 9].

In addition, let's recall Robert Shannon who suggested that the process of creating models will never stop – it will continue to evolve in accordance with the next level of understanding of the problems that the manager will be raised to. This is about personal responsibility for *quality management*, when an initiative employee

does not "annoy" the administrator, but the director consciously chooses the role of a researcher and observes such an employee for some time, drawing conclusions, because the term "management" literally means effective management through skillful quality management.

Thus, according to A. Feigenbaum, *comprehensive quality management* is an effective system, the concern of a special administrative unit that specializes exclusively in analyzing product quality and performs only the function of quality control by the relevant specialists... The main principle of management effectiveness was the fullest disclosure of the abilities of subordinates, which implied independence and excluded coercion. Quality was also seen as the single most important force in the organizational success and growth of the company [1].

Therefore, *the effectiveness* of management is equal to *the disclosure* of the abilities of subordinates by developing their creative potential and transitioning from administration to integrated quality management (Table 1).

Table 1

Endogenous factors in the development of personality's creative potential as a conscious *quality management*

The main factors					
Personal	Resource	Professional	Innovative	Investment	Organizational
Description of the factors					
Development of creative potential; productive development of acmeological competence	Level of development of creative potential; readiness to make managerial decisions under martial law and risk*.	High level of professionalism; predictability of the result	The level of specialization; quality of management of the development of the individual's creative potential	Lifelong learning; laws and patterns	Strategic planning; working conditions; methodological approaches to management
Criteria for personal transformation					
Cognitive	Conative	Conative	Social and psychological	Emotional	Social and psychological

Awareness of personal change	Activation of creative capabilities; creativity	Productive self-realization	The ability to self-disclose; expanding the circle of communication	Development of volitional qualities; self-regulation	Acceptance of others; deepening interpersonal relationships
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It is known that endogenous factors are factors of internal origin, caused by internal reasons, such as the transition to a fundamentally new technology, availability of resources, etc.

Therefore, the quality of managerial activity as the quality of managerial decisions is the constant development of managerial qualities of the manager, his/her ability to use management of teachers' creative potential development and adaptive personnel management. This is management as a system of established patterns, functions and methods of purposeful influence on the subjects and objects of management, which ensure productive activity and interconnection of synergistic effect through the interest of everyone.

The term "*managerial decision*" (*MD*) is used in two main meanings: as a *process* and as a *phenomenon*. As a process, the MD is the implementation of 8 basic

procedures: information preparation, development of options, coordination of options, selection of one option, approval, implementation, control of MD implementation, informing the decision maker. As a phenomenon, *MD* is a set of measures aimed at resolving the problem under consideration in the form of a resolution or order in oral and written form.

A *managerial decision* is a creative, volitional action of the subject of management based on knowledge of the objective laws of functioning of the managed system and analysis of information about its functioning, and the model of management of the development of teachers' creative potential, in particular teachers of the Ukrainian language and literature is also a methodological support of the system of risk resistance of the education institution, its image (Fig. 1):

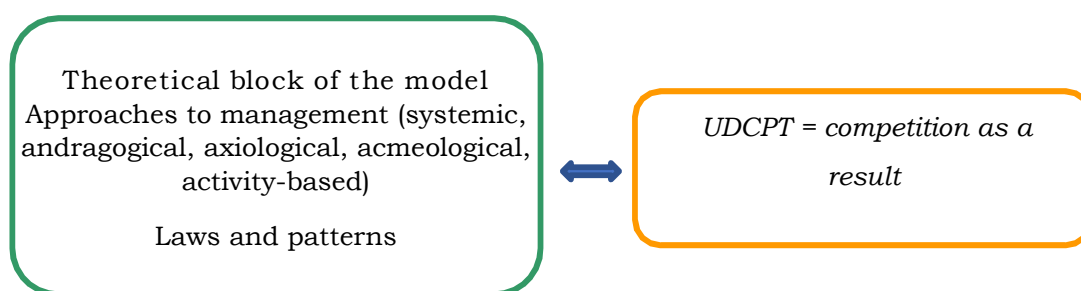


Fig. 1. Theoretical block of the DCP model of TULL as a professional competence of the head of an education institution

It is the process of adapting and customizing a product for a specific audience, united by certain features that can make education quality and competitive due to the competence of the manager and the system of actions of the education

institution because comparing the transformation of a person with his or

her adaptation, we find a certain interdependence (Table 2). Both adaptation and transformation are complex phenomena: *transformation* as personal responsibility for *personal growth*, professionalism, when quality is seen as the only and most important force in *organizing success*; *adaptation* is a *dynamic process*, the essence of which

is the stability of the individual in his or her activities, his or her desire for results and growth.

Table 2

Comparative Characterization of the Concepts of "Transformation" and "Adaptation" as a qualitative change in the education process

Adaptation	Transformation	Common /differentiating features	Strategies and tactics
<i>Adaptation</i> (from Latin – adaptation) – [14: 10]	<i>Transformation</i> is a process of personality development, during which it acquires integrity and completeness [10]	the subject of one’s own life is self – development; object – subject of change	managing your own semantic space; attitude; competence
<i>Adaptation</i> as the transformation of the environment in accordance with the needs, values, and ideals of the individual or his/her dependence on the environment	<i>Transformation</i> is a process that leads a person to harmony, greater self-understanding, and an adequate attitude toward oneself [10]	dedication; awareness is responsibility	a constant process of adaptation and the dynamics of professional transformation; values; innovations
<i>Adaptation</i> implies the activity of the individual to harmonize relations with the environment, to reproduce experience in their activities, because "...without psychological adaptation, social adaptation would be impossible" [4: 8]	The individual is the initiator of his or her own <i>transformation</i> , its positive dynamics: from the development of creative potential to professional realization	rethinking the experience gained in accordance with the prospects; team support – positive dynamics	the individual as a subject of his or her own development of creative potential; motives; practical development of the innovation

The process of customer satisfaction assessment is very important, which is necessary for every education institution, when a person is able to modify himself/herself to compensate for the loss of efficiency and gain new experiences from self-organization to interaction with all members of the school team. This is adaptability. One of the approaches to understanding the concept of "environment" is interpreted as a set of people connected by common living conditions, occupations, interests,

etc. *Collaboration* and *interaction* are the main principles of the developed variable models of the education process. The space created in the education institution for achieving a common goal, the possibility of choice, understanding and individual approach reflects the person’s specialty, his/her pedagogical experience, which meets the needs of society, because "...for a dynamically developing society in the face of growing labor market needs for competitive specialists, the issue of obtaining a

graduate with leadership qualities...development of leadership potential is relevant" [18: 1].

Self-improvement, development of creative potential, personal growth, professional competence, leadership qualities automatically turn a person into a subject of influence: colleagues

listen and trust. Therefore, through cooperation and interaction, team support through the acquisition of methods, self-confidence, effectiveness, and image, a positive transformation of teachers occurs (Fig. 2):

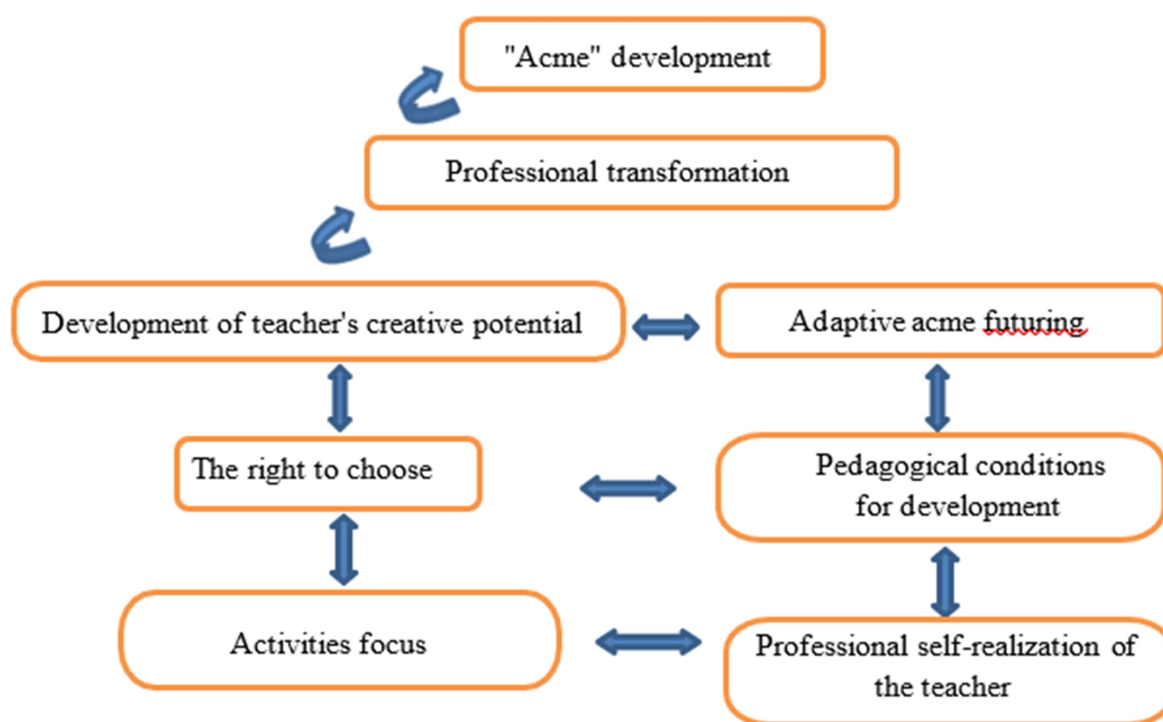


Fig. 2. Phenomenon of development of creative potential of teacher

Therefore, the topic of *developing the creative potential of teachers* is relevant for every education institution. Creativity is their property, and the development of their creative potential is the solution to their tasks. From self-development and professional self-improvement to achieving the goal by forming a personal and professional position, internal readiness to reach the heights of "Acme". The management of this development depends on pedagogical conditions, personal qualities of educators, situational problems and directions.

Under the pedagogical conditions of management of *DCP of TULL*, we understand a set of motivational, managerial, controlling forms, measures, and approaches. It is the acmeological competence that is an important condition for the professionalism of the

head of the GEI because "...the acmeological approach to management allows reorienting the education institution from mode functioning to the mode of development and achieving a significant improvement in the quality of education" [17: 6]. The problem of this particular competence of managers is in management and research of scientists [11].

Researchers equate competence with integral qualities of a person based on experience and knowledge, and the ability to perform effectively. The administrative competence of the administration is determined by the content of its activities: forecasting the development of teachers' creative potential, original solution of managerial tasks and efficiency.

Today, there is a lack of competence among many managers, which poses a problem of their self-improvement. V. Hladkova is convinced that professional self-improvement is "... a conscious purposeful process of increasing the level of one's own professional (managerial) competence and developing professionally significant qualities" [2]. Therefore, self-control is the awareness of a successful manager's own actions, which require professional skills, effective decision-making, and the ability to control oneself.

William Ross Ashby formulated the law of necessary diversity, named after him (Ashby's law), when management can be ensured only if the diversity of the manager's means or the entire management system is not less than the diversity of the situation being managed.

That is why the most important component of the quality of management is the management of the development of the creative potential of the individual, based on a generalized view of its purpose and place in the education institution. After all, a person has great creative capabilities, although he or she does not always believe in his or her own strength, so he or she should be encouraged to be creative, because "... innovation is the result of practical development of innovation; innovation is all innovations" [12: 4]. Therefore, the innovative activity of the head which involves the realization by teachers of its practical significance both at the personal and professional level, ensures a high result of everyone in achieving the goals, because the source of creativity is the cooperation of all members of the school team.

Thus, *comprehensive quality management* is an effective system that performs only the function of quality control by the relevant specialists. In order to balance the demand and improve the development of creative potential of teachers of Ukrainian language and literature, the model of *DCP of TULL* as a dynamic of personality transformation is proposed.

Conclusions and research perspectives. In modern conditions, high-quality management of teachers' creative potential development plays a leading role in professional growth. The current trends in the development of education encourage both the manager and the teacher to increase the level of their creative potential and the dynamics of transformation. The principal turns into a subject of social relations, creating pedagogical conditions for quality management. This process is quite complex as it involves creativity, self-belief, intensive activity and requires professional competence of all members of the education process.

Managing the development of another personality is unrealistic when the administration lacks the organization of the team's functioning and the skills to turn it into a tool for professional growth. Its inability to create conditions for the development of personal self-realization and dynamic changes cannot lead to results, as they must be predictable. The goal, tasks, and predictable result are the result of ensuring the manager's strategic thinking and quality management of *the DCP of TULL*, because it is a plan of effective actions that affect the motivation of teachers. Therefore, motivation and control (self-control), *CP* development and creativity, professional interest and practical experience determine the active position of all school team members and their transformation.

Today, managers are too focused on the process of activity rather than the result. Therefore, the growth of the level of *CP* and professional achievements of teachers through the possibility of self-development, the right to choose and obtain a positive and objective result is a process of improving the development of managerial competence of the manager, his personal growth. Such a manager remembers about social adaptation, which is a condition for the processes of personal development. His/her readiness for changes and complete refocusing on strategic thinking, which requires the use of strategic management techniques and methods leads to the

competitiveness of the teacher and the reputation of the education institution.

Therefore, comprehensive quality management requires self-awareness as a holistic view and emotional attitude. By combining the concept of "management quality" with the style of activity, leadership, the manager comes to "quality management" which is the internal system of education quality that affects the education activities of the GEI. To implement and monitor this process, a system of indicators and procedures for the quality management of the creative potential of teachers of the

Ukrainian language and literature in non-formal education, readiness, skills and abilities is needed. The model of managing the creative potential of teachers of Ukrainian language and literature as a comprehensive quality management is a support, interaction, and mutual assistance to all participants in the education process.

Therefore, further work will be focused on developing other types of management models, programs, and training for the development of educators and their professional transformation.

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