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## THEORETICAL AND METHODOLOGICAL PRINCIPLES OF THE FORMATION OF PROFESSIONAL CULTURE AND PROFESSIONAL IMAGE AMONG EDUCATORS BY MEANS OF THE ACMEOLOGICAL APPROACH IN WAR CONDITIONS

**Abstract.** The relevance of the research is determined by the need for purposeful activity in the direction of the formation of professional culture and professional image of education seekers during their studies. It was analyzed the essence of professional culture and professional image, based on the analysis of psychological and pedagogical literature. There was revealed their role in the formation of a professional specialist. There are also analyzed innovations in the process of formation of professional image and professional culture. They are caused by wartime. We attribute the main role in the formation of professional culture and professional image to the acmeological approach. Considering this, it is highlighted the potential of the acmeological approach. There are analyzed its advantages in the organization of the educational process. There are proposed innovative changes that should be introduced to improve the educational process based on the acmeological approach.

**Key words:** professional culture; professional image; education seekers; innovations; professional training; acmeological approach; educational process; martial law.

## INTRODUCTION

Russia's military aggression and the introduction of martial law in Ukraine significantly affected all spheres of life. On the territory of our country, the Russian military commits mass murders of civilians, rapes women and children, loots. They purposefully destroy infrastructure. The crimes committed by the aggressor are extremely large-scale. Their fixation and investigation requires a systematic study of a significant volume of events. It also needs the careful collection of a large amount of evidence and the conduct of a significant amount of forensic examinations (Shevchuk, 2022, p. 55). We share the position that in wartime conditions "new challenges and tasks arose. It requires the use of the latest approaches to solve them" (Shepitko, 2021, p. 9).

The educational sphere has also undergone significant changes since February 24. First of all, it should be emphasized that teachers should make maximum efforts so that military aggression does not affect the quality of professional training of students. From the walls of Ukrainian educational institutions of all accreditation levels, which are not under occupation, there should come out competent specialists possessing a high level of professional culture and having a formed professional image. We believe that the professional competence of a specialist who will receive a Ukrainian diploma during military operations should be characterized by theoretical, practical and psychological preparation. It should be represented in accordance with the requirements and norms set by today's realities. In addition, a modern student of education should be motivated to self-improvement in the context of obtaining a high level of professional culture. He should have his own professional image formed during his studies. We proceed from the considerations that the level of professional competence and competitiveness of the future specialist is directly dependent on the level of formation of his professional culture and image.

Currently, methodological and practical issues of professional image formation and professional culture have become more acute in view of Russia's military aggression. Today, our country needs not only qualified military personnel. Our country is in need of specialists in all other specialties who will be able to effectively rebuild the national economy. In view of the above arguments, the content of professional training of future specialists should undergo significant changes. First of all, it should relate to the introduction of the acmeological approach into the educational process.

## ANALYSIS OF THE SCIENTIFIC RESEARCHES AND PUBLICATIONS

In the course of the research, it was found that the content of the scientific definition of "image" was revealed in the context of pedagogical imageology in the publications of A. Kalyuzhny, N. Tarasenko, and V. Shepel. It has been established that in the last 20 years, professional image has been actively studied in the field of research into the mechanisms of its formation (Zinchenko, 2008); analysis of theoretical and practical aspects of image development (Theoretical and practical aspects of image research, 2005). We share the position of O. Romanenko (Romanenko, 2014) that professional image is a significant factor in career success. It should be considered as a real tool for building relationships. Adequate image contributes to success in professional activities and helps in the formation of professionalism. As O. Soroka proves, "in market conditions, image enables a specialist to be in demand; ensures

interaction with objects of social influence in the process of professional activity; strengthens the desire for self-improvement; promotes self-realization, reduces professional stress and complexes” (Soroka, 2016, p. 91). That is, a professional image is perceived by scientists as a significant element. It has a positive impact on the competitiveness of the future specialist in the labor market. It was found that the scientific definition of “image” is most closely related to such scientific categories as “rating”, “reputation”, “authority”, as well as “professional culture”. It is planned to cover the issue of the essence of professional culture in the article.

Thus, according to A. Kapska, professional culture, in addition to the necessary knowledge, abilities and skills, includes certain personal qualities, norms of attitude to various components of professional activity (Kapska, 2001, p. 134). Professional culture “changes socio-psychological personal factors, regulates and directs spiritual and moral attitudes and professional orientations of an individual capable of constant self-improvement, self-affirmation and creativity” (Muzalyov, 2013, p. 150). That is, professional culture is the result of professionalism. We share the opinion of H. Ulunova, who understands the scientific definition of professional culture as a characteristic that is formed in the process of professiogenesis. It corresponds to certain competencies of a specialist (Ulunova, 2016). Professional culture is a complex dynamic personal formation of a professional. It determines high-quality indicators of professional and personal growth and self-realization of the subject of professional activity (Atroshchenko, Yatsura, 2022).

As we can see, the two scientific definitions of “professional image” and “professional culture” described above have a significant impact on the formation of professional competence. They are laid at the basis of the professionalism of the future specialist. Therefore they should be formed in students during their studies. It should be noted that during their formation, the use of the acmeological approach is only fragmentary. This fact prompted us to study these issues more thoroughly. It should be emphasized that during martial law, the issue of improving the quality of the educational process on the basis of the acmeological approach is especially relevant. We predict that the systematic use of the acmeological approach in the educational process will lead to the improvement of the activity of forming a professional image and professional culture. It will affect the competitiveness of future specialists. We note that the focus of thorough attention of Ukrainian scientists was not on the issue of organizing the educational process for those seeking education, which would reveal the psychological and pedagogical mechanisms of the formation of professional culture and professional image, taking into account the potential of the acmeological approach. These aspects became the basis for writing the article.

The **purpose** of the article is to study the potential of the acmeological approach in the educational process. It is aimed at studying its influence on the formation of the professional image and professional culture of those who receive education in the conditions of martial law.

## **METHODS OF SCIENTIFIC RESEARCH**

Theoretical methods were used in the article: study of psychological and pedagogical literature, analysis, synthesis, comparison, generalization of information on

Ukrainian and foreign websites, as well as research of developments in the Google Scholar electronic database. It was carried out a theoretical and methodological analysis of the content of the “acmeological approach”. It was analyzed the potential of the acmeological approach in the field of professional image formation and professional culture; there are highlighted ways of improving the educational process based on the acmeological approach in the conditions of martial law.

## RESULTS AND DISCUSSION

It should be noted that the success of professional activity depends on the extent to which the individual psychological qualities of the specialist meet the requirements of the profession. As well as it depends on the extent to which the individual perceives the traditions, norms and rules of behavior in a certain professional environment. The given arguments give reasons to assert the essential importance of professional culture and professional image for the formation of a future specialist in a specific profession. It also testifies to the need for a balanced approach to the development of effective ways of their formation during training. The acmeological approach was chosen as the leading methodological guideline for such activity. We justify our position regarding the choice of an acmeological approach.

First of all, we started from the fact that “the pursuit of “acme” as the most creative period in life is important not only for each individual, but also for society as a whole” (Jarvis, 2004, p. 182). In our understanding (Kalaur, 2015; Kalaur, Soroka, 2020), the acmeological approach promotes the development of a person’s creative potential. It makes it possible to establish objective and subjective factors for achieving “personal peaks” during self-education and self-control. Based on the acmeological approach, professional personality development involves personal improvement and spiritual-practical transformation in order to achieve the maximum level of self-improvement and self-development (Basics of acmeology for education managers, 2012; Theory and practice of professional acmeology, 2020).

In the course of studying this issue, it was established that the acmeological approach is oriented towards the individual’s achievement of the “maximum possible peak” (“acme”). This is due to the fact that this approach ensures the improvement of all processes affecting the acquisition of “acme”. Therefore, achieving or not achieving “acme” is a clear indicator of whether the student of education realizes his full potential as a professional specialist. Thus, from a psychological and pedagogical point of view, the acmeological approach ensures the active functioning of self-development mechanisms, taking into account personal conditioning. This approach “makes it possible to qualitatively and objectively characterize complex functioning systems: a person as an individual, personality and subject of activity; it involves the study of individuality, specific pedagogical systems created by the teacher himself in line with those educational paradigms that exist in a modern educational institution and society as a social system” (Kalaur, Turovska, Khmeliar, 2022).

We believe that education should be considered through the prism of the formation of professional competence in the future specialist. It involves the formed ability for self-realization based on the formed professional image and professional culture. “The future specialist must possess a high coefficient of personal “acme”

development. It makes him unique and determines positive creative beginnings” (Kalaur, Oleksyuk, 2012). Therefore, it is the acmeological approach that will enable future specialists to achieve professional and personal growth. It will allow them to express themselves as much as possible and achieve self-affirmation. All these factors are constant companions of professional competence. Therefore they will have a significant impact on the formation of professional image and professional culture.

The methodological value of the acmeological approach in the formation of a professional image and professional culture consists in helping students to reach those peaks (“acme”) that every student can climb. In particular, from the standpoint of acmeology, the sources of student development during education are qualitative changes in knowledge, abilities and skills, personal traits and qualities. That is, professional development involves the improvement of a specialist. It is aimed at raising the level of his professional culture and contributing to image formation. Such improvement should purposefully take place in the area of professional image formation and professional culture. In this context, it is expedient to create such an educational environment in an educational institution. This environment will contribute to the increase of internal motivation regarding the activity of forming a professional image and professional culture. It is also worth focusing attention on the qualitative modernization of the content, methods, and forms of educational activity. We assign a significant role to the improvement of the educational and methodological and material and technical base of educational institutions.

Based on the use of an acmeological approach during the formation of a professional image and professional culture, it is possible to obtain the following positive features of both the education seekers themselves and the educational process:

1. Independence in goal-setting of educational activity (the student must independently formulate the strategic and tactical goal of educational activity. He must set specific tasks, and also choose effective ways to achieve the goal).
2. Creative nature of educational activity (there should be creativity in the educational process).

We proceed from the considerations that education seekers, regardless of the chosen specialty, who aim to achieve a high level of professional competence implement their plans on the basis of:

- formation of a productive “self-concept”;
- development of readiness for future activities;
- internal motivation for professional achievements.

It should be emphasized that during the formation of students’ professional image and professional culture, the practical potential of the acmeological approach allows solving such problematic issues as:

- 1) study of the interrelationships between the micro-acme of the future specialist of an individual, personality and subject of activity;
- 2) development of practical technologies for stimulating self-education and self-improvement;
- 3) the use of psychological and pedagogical tools for the organization of acmeological support of education seekers.

Adequate image and proper level of professional culture, in our opinion, act as a significant attribute of quality professional activity by a future specialist. That is, even during education, students should carry out purposeful activities to create a specific image. It will be more or less adequate to the real image of the individual. His professional culture should cover the spheres and direction of future professional activity.

In the course of the research, it was found that professional image and professional culture have quite a lot in common, namely:

– firstly, the professional image and professional culture are formed purposefully and systematically during the entire period of obtaining an education. They are improved during direct professional activity;

– secondly, professional image is considered as a stereotype image and “business” image of an individual in professional activity. Professional culture characterizes the level and quality of professional activity itself;

– thirdly, professional image and professional culture have a “behavioral character”. They are formed during practical activities;

– fourthly, professional image and professional culture cover the external component and elements of self-presentation of the individual;

– fifthly, there is a close relationship and mutual influence between professional image and professional culture;

– sixthly, the professional image and professional culture reflect specific traits and personal qualities that are characteristic of a representative of a specific profession;

– seventhly, professional image and professional culture depend on the specifics of a particular society (social, economic, political, military situation).

It should be dwelled more thoroughly on the last trait.

Approaches to the organization of the educational process significantly changed due to the Russian-Ukrainian war, which began on February 24. In particular, when organizing the educational process for those seeking education (first (bachelor’s), second (master’s), third (educational and scientific)) in Ukrainian educational institutions of all levels of accreditation, it is necessary:

– firstly, to take into account the peculiarities of the state of war in Ukraine;

– secondly, it is necessary to purposefully and systematically prepare students for the performance of the entire range of professional functions. At the same time it should be emphasized at the formation of professional culture and professional image even during their studies at higher education institutions.

It should be emphasized that the professional training of students in the conditions of war in our country has a number of psychological and pedagogical features. Thus, there is a rapid development of social problems. It leads to an increase in the volume of professional knowledge, abilities and skills that must be mastered by those seeking education. Our observations allow us to state that a phenomenon is currently being observed. It is connected with the fact that the budget of time allocated to education seekers to master the theoretical, methodical and practical components of the future profession is somewhat limited and reduced. In relation to the provided facts, there are quite thorough both objective and subjective factors, such as:

1) long air alarms, which require all participants of the educational process to be in a safe place (shelter). It makes it impossible to conduct high-quality training classes (sometimes the duration of air alarms reaches from 3 to 6 hours);

2) technical difficulties regarding the organization of high-quality distance education due to the lack of effective energy supply (blackouts in the period of December – February in various regions of Ukraine reached up to 8-10 hours a day);

3) stay of a certain number of students of both stationary and correspondence forms of education outside of Ukraine. It does not make it possible to involve them in face-to-face education. There are observed cases of inconsistency of time zones during distance education;

4) the need to increase the share of self-study of education seekers based on the active use of the Moodle system.

In our view, all the above realities of wartime should be taken into account and purposefully taken into consideration during educational process organization.

We should also note the fact that in the conditions of modern hybrid warfare, the effective training of future specialists also depends on the personnel potential of scientific and pedagogical workers who will organize the educational process. Today, more than ever, the professional training of education seekers of all educational levels with the active use of person-oriented learning and the introduction of an acmeological approach. It will ensure personal development and allow moving away from the reproductive educational paradigm.

Our own observations provide grounds for stating that in the existing approaches to the organization of professional training of future specialists in the conditions of the Russian-Ukrainian war. Not proper attention is paid to the formation of a complex of professionally significant abilities and skills in the context of the formation of a professional image and professional culture. That is why, in order to increase the practical orientation of the educational process, the guarantors of educational programs should conduct purposeful monitoring of the educational market and study the state and needs of our state. In this context, it is worth holding quality commission meetings where there are invited external and internal stakeholders. Such activity will allow us to improve existing educational programs. They will fill them with practical issues that became relevant in wartime.

When organizing the educational process, it is necessary to pay due attention to the formation of students' personal qualities, in particular, stress resistance. It will ensure a high level of professionalism in the conditions of a difficult period of waging a hybrid Russian-Ukrainian war. It should be noted that the teacher must be ready to provide quality psychological and pedagogical assistance to his students. Socio-pedagogical trainings, individual and group consultations are valuable in this aspect. They relate to the provision of social-psychological-pedagogical assistance and support to education seekers and their family members in wartime conditions. In particular, in this context, it is advisable to conduct individual and group work with students on issues that directly concern:

– creation of a psychologically safe educational environment in educational institutions;

– features of experiencing and overcoming stress during the war;

– factors and mechanisms of acquiring socio-psychological vitality of the individual;

– formation of students' self-help and mutual help skills.

Therefore, in educational institutions, it is advisable to create an effective system of professional training of future specialists. This training should be conducted with usage of modern methods and technologies in the educational process to form a professional image and professional culture based on the acmeological approach. Nowadays, there are gaining particular importance the possibilities of qualitative improvement of the organization of the educational process in the realities of wartime and purposeful work on effective approximation to a single European educational space.

## CONCLUSIONS

In conclusion, it should be noted that for the purpose of forming a professional image and professional culture among those seeking education, it is advisable to systematically implement the acmeological approach. Its use will make it possible to develop clear practical actions. They will give an effective impetus to the achievement of “acme” by education seekers. They will also provide quality professional training to future specialists. It was found that the acmeological approach stimulates the successful progressive movement of students during the acquisition of a profession; promotes the transition of future specialists to higher levels of professionalism, improves the educational process. The introduction of acmeological ideas into the educational process will have a positive effect on: improving the quality of the educational process; creation of a high-quality educational environment for education seekers; modernization of the content, methods, forms of organization of the educational process; modernization of the educational and methodological and material and technical base of the educational institution. As well as it will allow not to deteriorate the quality of educational services during martial law and will make it possible to bring them closer to European requirements.

## PROSPECTS FOR FURTHER RESEARCH

The insufficient amount of scientific research on the issues outlined in the article led to the need for further research. This research is aimed at the area of the implementation of interactive technologies during the formation of the professional culture and professional image of education seekers.

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## ТЕОРЕТИЧНІ ТА МЕТОДИЧНІ ЗАСАДИ ФОРМУВАННЯ ПРОФЕСІЙНОЇ КУЛЬТУРИ ТА ПРОФЕСІЙНОГО ІМІДЖУ У ЗДОБУВАЧІВ ОСВІТИ ЗАСОБАМИ АКМЕОЛОГІЧНОГО ПІДХОДУ В УМОВАХ ВОЄННОГО СТАНУ

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***Анотація.** Актуальність дослідження обумовлена потребою вдосконалення освітньої діяльності здобувачів освіти в умовах запровадження військового стану. У статті на основі аналізу психолого-педагогічної літератури розкрито теоретичні та методичні аспекти формування професійного іміджу та професійної культури.*

*Метою статті було дослідження потенціалу акмеологічного підходу в освітньому процесі та аналіз його впливу на формування професійного іміджу та професійної культури у здобувачів освіти в умовах воєнного стану. Для реалізації мети було розв'язано два завдання: 1) дослідити потенціал акмеологічного підходу для формування професійного іміджу та професійної культури здобувачів освіти; 2) дослідити особливості організації освітнього процесу у період воєнного стану.*

*У психолого-педагогічному контексті успішність професійної діяльності майбутніх фахівців залежить від рівня сформованості професійної культури та професійного іміджу. Адекватний імідж та належний рівень професійної культури виступають у якості вагомого атрибуту професійної компетентності та професіоналізму майбутнього фахівця. У ході дослідження з'ясовано основні спільні риси професійного іміджу та професійної культури.*

*Акмеологічний підхід обрано у якості провідного методологічного орієнтиру такої діяльності. Методологічна цінність акмеологічного підходу у формуванні професійного іміджу і професійної культури полягає в сприянні здобувачам освіти в досягненні ними тих вершин («акме»), на які може піднятися кожен студент. Під час формування у студентів професійного іміджу та професійної культури практичний потенціал акмеологічного підходу дозволяє вирішити такі проблемні питання, як: 1) вивчення взаємозв'язків між мікро-акме майбутнього фахівця індивіда, особистості та суб'єкта діяльності; 2) розробка практичних технологій стимулювання самоосвіти та самовдосконалення; 3) використання психолого-педагогічного інструментарію для організації акмеологічного супроводу здобувачів освіти. Впровадження акмеологічних ідей в освітній процес матиме позитивний вплив на: поліпшення якості освітнього процесу; створення якісного освітнього середовища для здобувачів освіти; модернізацію змісту, методів, форм організації*

навчального процесу; модернізацію навчально-методичної та матеріально-технічної бази освітньої установи, а також дозволить не погіршити якість освітніх послуг під час воєнного стану й дасть змогу наблизити до європейських вимог.

Проаналізовано психолого-педагогічні особливості професійної підготовки здобувачів освіти в умовах війни, які необхідно враховувати для забезпечення якісного особистісного розвитку студентам. У цьому контексті доцільно проводити індивідуальну та групову роботу зі студентами стосовно питань, які безпосередньо стосуються: створення психологічно безпечного освітнього середовища в закладах освіти; особливостей переживання та подолання стресу у період війни; факторів та механізмів набуття соціально-психологічної життєстійкості особистості; формування у студентів навичок самодопомоги та взаємодопомоги.

**Ключові слова:** професійна культура; професійний імідж; здобувачі освіти; інновації; професійна підготовка; акмеологічний підхід; освітній процес; воєнний стан.

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