METHODOLOGICAL AND PRACTICAL ASPECTS OF FORMING THE PROFESSIONAL CULTURE OF FUTURE MANAGERS ON THE BASIS OF THE ACMEOLOGICAL APPROACH

Abstract. Nowadays, all sectors of the national economy need competent managers with a high level of professional culture. The professional culture of a future manager includes cultural and educational potential, level of education and upbringing, and is based on the acquisition of professional knowledge. Its formation is based on the development of value orientations, changes in the "self-concept" and enrichment of the spiritual and moral sphere, expansion of theoretical knowledge, and formation of practical skills.

In order to form a high level of professional culture in students of the specialty 073 Management, it has been necessary to introduce effective and promising methodological approaches into the educational process, which will be guidelines for the development of a professionally successful personality. Besides the praxeological, energetic, activity and personality-oriented approaches, the leading role is given to the acmeological approach. From the theoretical point of view, the acmeological approach is aimed at the achievement of "acme" and contributes to the optimization of the educational process, helps to form internal aspirations to deepen theoretical knowledge and to develop practical skills to independently set and effectively solve various professional tasks in the plane of professional culture formation. In the methodological context, the acmeological approach describes a set of techniques and methods that allow solving acmeological tasks and problems of forming the professional culture of students and will ensure the free entry of future specialists into the space of professional activity and achievement of maximum development ("acme"). From a practical point of view, the introduction of the acmeological approach into the educational process will help teachers to work on
improving the educational environment of the educational institution. The acmeological approach allows to actively influence the following three vectors of professional culture formation, such as: motivational (development of a stable interest to the need of systematic activity on the formation of professional culture); personal (development of personal and professional traits and qualities that are professionally necessary for the implementation of the main functions by future managers); practical (organization of active professional self-improvement and stimulation to self-development).

Based on the introduction of the acmeological approach, there is a real opportunity to actively work on creating a positive acmeological educational space in an educational institution when teaching professionally oriented disciplines. Such a space has to be based on the usage of innovative educational technologies (interactive, personality-oriented, training), and involves the development of a thorough methodological support based on a high-quality methodological base (educational program, silabuses, work curricula). The formation of professional culture has been based on acmeological support for students (creating comfortable conditions for self-realization; taking into account individual characteristics; focusing on the development of "acme"; stimulating independent task setting and solving; providing an opportunity to carry out conscious educational and cognitive activities according to an individual trajectory, taking into account the areas of the nearest development of professional culture).

**Keywords:** professional culture, future managers, professional training, educational process, acmeological approach, acmeological educational environment, acmeological assistance.

**Formulation of the problem.** As current practice shows, traditional technologies in the educational process have been shown to be ineffective and have not contributed to the formation of an innovative worldview among students, motivated them to self-education, initiated the improvement of value orientations, or developed their cultural and educational potential. This leads to a low level of professional culture and decreased competitiveness in the labor market. Taking into account the mentioned arguments, we believe that during the professional training of future specialists in the specialty 073 Management in higher educational institutions, it should be emphasized not only the introduction of innovative technologies, but also modern progressive methodological approaches.

It should be emphasized that the European educational orientation of Ukraine has increased attention to personal and professional self-improvement and increased the value of the ability of future professionals to develop themselves. A future manager who wants to be a successful specialist in the labor market must be active, able to quickly adapt to new conditions and have an appropriate level of professional
culture. Managers with a high level of professional culture are able to effectively solve complex professional problems and act as a key figure in determining the state of the economy. Today, Ukrainian organizations need managers who have a high level of professional culture and are able to perform all managerial functions efficiently. Such managers will be able to solve the problems caused by the Russian-Ukrainian war, Covid-19 and other modern challenges.

**Analysis of recent research and publications.** On the basis of generalizing the publications of O. Vlasiuk, V. Husak, K. Konovalov, N. Mykolaienko, I. Palshkova, I. Sabatovska, T. Spirina, and T. Shchegoleva, it has been established that professional culture occupies a significant place in the professional competence of future specialists. Scientists have proven that the professionalism of a future specialist is directly dependent on the level of professional culture.

The analysis of the dissertations by S. Isayenko [11], T. Spirina [13] and T. Shchegoleva [14] has allowed us to assert that professional culture is a significant component of the general culture of the individual, which depends on the application of generally accepted norms of behavior and professional morality of a particular person. In the psychological and pedagogical context, scientists have considered professional culture as a qualitative result of a specialist's work. It has been established that the level of professional culture formation depends on the specialist's usage of the cultural heritage of mankind, on mastering the rules of behavior and awareness of moral values that are characteristic of a particular specialty.

We believe that professional culture is closely related to professional training, personal qualities, and its formation is initiated by the need to improve professional knowledge, skills and abilities necessary for the successful performance of professional duties by a future manager. From a pedagogical point of view, professional culture is a systemic formation that includes the following structural components: motivational and value, cognitive and knowledge, operational and reflective, and personal and creative. We have considered professional culture to be an important condition for the personal development of a specialist as a subject of activity, which is manifested in life and professional self-determination, morality and spirituality [15].

From the psychological and pedagogical point of view, the professional culture of the future manager covers the cultural and educational potential and the level of mastery of professional knowledge and is based on his/her education and upbringing. It has been established that its formation is carried out not only through the expansion of theoretical knowledge and practical skills, but also on the basis of the development of value orientations, changes in the "self-concept" and enrichment of the spiritual and moral sphere. We believe that it is possible to achieve a qualitative result in the formation of the professional culture of future managers through the introduction of an acmeological approach into the educational process.
The purpose of the article – to explore the potential of the acmeological approach; to characterize the methodological and practical aspects of forming the professional culture of future managers on the basis of the acmeological approach.

Presenting main material. In our opinion, the high level of professional culture is directly dependent on the mastery of universal values by students of the specialty 073 Management and the development of their value orientations in both the professional and personal spheres. Professional culture is clearly conditioned by the observance of general and official etiquette and contributes to the formation of a positive stereotype of behavior in the field of management. A high level of professional culture helps the future specialist to perform the full spectrum of duties efficiently and is a source of self-realization.

In order to stimulate future managers' interest in exploring all aspects of professional activity, the educational process in a higher educational institution should be based on specific methodological approaches. We take into account that the scientific definition of "approach" is the basis for determining the strategy of all research activities. It is the approach that acts as a significant benchmark of the educational process that forms a professionally successful personality. In other words, the approach is an ideological methodological category that carries information about the conceptual foundations of the organization of professional training; the approach allows to apply the most appropriate methods, forms and techniques of organizing professional training of future specialists in the specialty 073 Management.

Today there is an urgent need to change the system of professional training of future managers based on the introduction of promising methodological approaches that will achieve a positive result - a formed professional culture. Relying on specific innovative methodological approaches will allow teachers to build clear and interconnected practical actions that will lead to the improvement of professional training of future managers, as well as give a real stimulus to the formation of professional culture. The following processes depend on the choice of methodological approaches: stimulation of cognitive activity, self-development and self-improvement of students; ensuring professionally oriented training of future specialists during education; improvement of the practical component of the educational process (development of content, forms, technologies, methods, tools).

We have found the acmeological approach to be one of the most promising methodological approaches that has a positive impact on the formation of professional culture. Researches of modern methods of professional training of future managers have shown only occasional usage of the acmeological approach in the educational process. For this reason, we have considered it expedient to dwell on the psychological and pedagogical characteristics of the acmeological approach and to explore its potential in the professional training of students of specialty 073 Management.
First of all, we would like to note that we share the position of V. Gladkova and S. Pozharsky [1], G. Dutka [2] and S. Palchevsky [3] that acmeology is a scientific field that helps to find the best ways to improve personal and professional development. Therefore, the acmeological approach makes it possible to introduce innovative mechanisms for improving professional activities based on the latest technologies. We assume that the professional culture of future managers is determined not only by the highly specialized knowledge gained during their studies, but also includes general theoretical invariant knowledge that contributes to the development of personal and professional qualities, as well as positively influences the development of intelligence and helps in creative self-realization and adaptation to the conditions of future activities.

From a theoretical point of view, the acmeological approach has the goal of achieving "acme" and helps to optimize the educational process. The research has found that Ukrainian scholars O. Vozniuk [6], O. Dubaseniuk [7] and S. Palchevskyi [8] are convinced that this approach is aimed at finding optimal ways and practical mechanisms that will help improve the personal and professional development of future professionals and help them achieve the highest peaks ("acme") in physical, spiritual and professional formation and development. In our vision, the introduction of an acmeological approach to the professional training of future managers will help students to form internal aspirations for continuous enrichment of theoretical knowledge and development of practical skills to independently set and effectively solve various professional tasks in the plane of professional culture formation.

In the methodological context, the acmeological approach describes a set of techniques and methods that allow solving acmeological tasks and problems of professional training of students. Scientists G. Dutka [2], O. Zabolotska [4] and S. Kalaur [5] have argued that this approach contributes to the optimization of the educational process. From a methodological point of view, the acmeological approach focuses on the formation of the acmeological position of the future specialist, which involves personal self-development. We support G. Danilova [9] that the formation and development of students in the system of higher education involves effective psychophysiological development as an individual, as well as psychosocial development as a person, which includes the spiritual and moral development of the motives and needs of the individual. We share the opinion of O. Muzalov [12] that an effective solution to the problem of forming the professional culture of students of higher educational institutions should be based on professionalization, self-realization and self-affirmation. All this, according to the scientist, should ensure the free entry of future specialists into the space of professional activity and the achievement of maximum development ("acme"). We support O. Muzalov in the fact that the self-realization and self-affirmation of a future specialist during his or her studies lies in the fact that he or she must
independently rethink the responsibility for the result of his or her own activities and purposefully improve individual traits, systematically work on establishing a moral and psychological position in the system of interpersonal relations. Such conscious activity will provide the future specialist with a conscious understanding of his or her "I". We believe that the acmeological approach will resolve the main contradiction between the need to form an appropriate level of professional culture of students and the lack of practical experience for such training through the introduction of effective methods for achieving "acme" during training.

From a practical point of view, the introduction of the acmeological approach into the educational process of students of specialty 073 Management has been conditioned by the need to raise the prestige of their professional activity. Teachers need to work purposefully to improve the educational environment of the educational institution, which would contribute to the self-development of each student, depending on his or her potential. In practical sense, the acmeological approach allows to actively influence the following three vectors of professional culture formation:

- motivational (development of a stable interest in the need for systematic activity on the formation of professional culture)
- personal (development of personal and professional traits and qualities that are professionally necessary for the realization of the main functions by future managers);
- practical (organization of active professional self-improvement and stimulation to self-development).

Let us consider the identified vectors in more detail. Thus, the first motivational vector has been based on interest in the profession, which is a form of manifestation of a person's selective attitude to an object that has been determined to be vital and emotionally attractive. Subjectively, interest to the profession has been manifested in the "emotional coloring of a person's cognitive needs and determined the personality's focus on a particular object, promoted familiarization with its features and understanding of its essence" [10, p. 161]. A strong interest in the profession has a significant impact on the development of students' abilities, and therefore has been viewed as a motivating mechanism for personal cognition and serves as a starting point for intensifying activities to form a professional culture.

The second vector - personal - involves an emphasis on the development of personal and professional traits in the professional culture of the future manager. Based on the analysis of the requirements for the personality of a modern specialist manager, the author has identified such personal and professional traits as: organization; responsibility; practicality; depth; clarity of mind; insight; self-control and independence; self-confidence; ability to take risks; a sense of and desire for the new; tolerance; courage; sincerity; conscientiousness; activity; politeness; efficiency; friendliness; initiative; critical thinking; observation; perseverance; and obligation.
The third vector - practical - has been aimed at developing practical mechanisms for students' self-improvement. We believe that the professional training of future managers should be organized in such a way as to maximize professional self-improvement and encourage students to develop themselves through the prism of forming all components of professional culture. That is, innovative educational technologies should be used in the educational process.

Summarizing the information about the identified vectors, we would like to emphasize that nowadays higher educational institutions need to create appropriate conditions that will help in the professional development of students. In the context of the practical implementation of the acmeological approach, teachers have been faced with the task of improving the professional training of future managers and forming an appropriate level of professional culture.

From a practical point of view, in the process of forming a professional culture, it has been necessary for teachers to work purposefully to create an acmeological space in an educational institution that will be focused on the formation of a socially responsible and competent future manager by developing acmeological support in teaching professionally oriented disciplines. Our author's vision of such an acmeological space is presented in table 1.

**Table 1.1**

| Characteristics of the acmeological space of an educational institution that will contribute to the formation of the professional culture of future managers |
|---|---|---|
| **Usage of innovative educational technologies** | Adequate resource support | High-quality methodological framework |
| **Requirements for the quality of the educational process during the formation of professional culture** |
| **Teachers** | Professional competence | Professional readiness |
| The use of an acmeological approach | Creating an acmeological space |
| **Students** | Acmeological assistance | Acmeological support |
| **The components of acmeological educational space during the formation of professional culture** |
| Stimulating interest to the formation of professional culture | The development of personal and professional traits and qualities | Professional self-improvement and encouragement to self-development |
Therefore, as can be seen from the data in table 1, the acmeological space should actively function during the formation of future managers' professional culture, it provides compliance to the requirements for the quality organization of the educational process. The main actors of the acmeological space are teachers and students. We would like to emphasize that teachers should have a high level of professional competence and be professionally ready. Professionalism and maturity will help them to actively implement the acmeological approach. It is important that teachers should actively use innovative educational technologies, have adequate resources and a high-quality methodological base to ensure the acmeological space. Students are also active participants in the acmeological space and its active subjects, because they get a real opportunity to significantly improve the level of professional culture and effectively carry out their own self-development and self-improvement on the basis of acmeological support and acmeological assistance. We would like to state that the acmeological space has the aim of improving the quality of professional culture formation, which involves motivating students, developing individual qualities of each student and stimulating self-development and self-improvement.

The practical implementation of the acmeological approach in the formation of professional culture has been aimed at:
- creating comfortable conditions for students' self-realization;
- taking into account the individual characteristics of students (personal, psychological, psychophysiological);
- orientation of the educational process to the development of "acme", stimulation of students to set tasks (educational, cognitive, research, design) and solve them independently;
- providing students with the opportunity to carry out purposeful, conscious educational and cognitive activities according to an individual trajectory, taking into account the areas of the nearest development of professional culture.

We have to emphasize that it is necessary to create a positive acmeological educational space in a higher educational institution aimed at improving the quality of the educational process and forming an appropriate level of professional culture. Such a positive acmeological educational space has been based on the usage of innovative educational technologies (interactive, personality-oriented, training), and also involved the development of a thorough methodological support based on the development of a high-quality methodological base (educational program, silabus, work curricula, etc.). The methodological guideline of such a positive acmeological space has been acmeological assistance. We consider it appropriate to develop and actively implement acmeological assistance in the educational process when teaching professionally oriented disciplines such as "Fundamentals of Management", "Management", "Self-management", "Principles of Formation of a Competitive Specialist", "Human Resources Management".
We put forward a working hypothesis that the practical implementation of the acmeological approach in the professional training of future managers will help to form their internal aspirations for constant improvement of theoretical knowledge, as well as positively influence the development of practical skills to independently set and effectively solve various professional tasks.

**Conclusions.** It has been found that the level of professional culture determines the breadth of interests and civic position of a future manager. A specialist with a high level of professional culture will be able to achieve professional competence and will effectively solve all the tasks. Taking into account the current realities, the content of professional training of students of specialty 073 Management should be significantly changed, which should relate to the practical aspects of the formation of professional culture on the basis of the acmeological approach. We consider the acmeological approach as a basic generalizing category that describes a set of techniques and methods that allow solving acmeological tasks of forming the professional culture of future managers. Based on the introduction of the acmeological approach into the educational environment, it becomes possible to create a positive acmeological environment and provide future managers with acmeological assistance.

Further publications will cover the results of the experiment on the implementation of the acmeological approach during the formation of the professional culture of future managers.

**References:**