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## CONTENT

*pedagogical sciences*

<b>ABOUT THE NECESSITY OF USING GAME TECHNOLOGY FOR LEARNING</b> Andrienko Oksana Aleksandrovna.....	5
<b>PENITENTIARY OFFICERS' TRAINING FOR SERVICE AND PROFESSIONAL ACTIVITY IN THE ASPECT OF FORMING ADMINISTRATIVE COMPETENCE</b> Anishchenko Viktoria Oleksandrivna.....	9
<b>CONCEPTUAL AND TERMINOLOGICAL FIELD OF RESEARCH OF THE FORMATION OF SOCIO-ECONOMIC COMPETENCE OF CADETS AND STUDENTS IN THE PROCESS OF CONTINUING EDUCATION IN THE HIGHER EDUCATIONAL INSTITUTION OF STATE BORDER GUARD OF UKRAINE</b> Dyjak Vadym Valeriyovych.....	13
<b>DIAGNOSING MOTIVATIONAL-AND-VALUABLE COMPONENT OF THE COMMUNICATIVE CULTURE OF STUDENTS IN HIGHER TECHNICAL EDUCATIONAL INSTITUTIONS</b> Halatsyn Kateryna Aleksandrovna, Feshchuk Alla Mihaylovna.....	17
<b>TO THE PROBLEM OF ECOLOGICAL AND ECONOMIC ORIENTATION OF PROFESSIONAL EDUCATION</b> Gordeeva Daria Sergeevna.....	21
<b>THE TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS TO USE THE PROJECT TECHNOLOGY</b> Hrytsai Nataliia Bohdanivna, Kupchak Svitlana Bohdanivna.....	25
<b>THE CONCEPT OF CONTROL, VERIFICATION AND EVALUATION IN THE TEACHING OF THE FOUNDER OF SCIENTIFIC PEDAGOGY J.A. COMENIUS</b> Ismikhanov Medzhid Abdulla, Imamverdiyeva Nazaket Beglyar.....	28
<b>SOCIAL ORDER AND THE PHILANTHROPIC SUPPORT FOR THE FORMATION AND DEVELOPMENT OF THE SYSTEM OF CONTINUOUS ECONOMIC EDUCATION IN UKRAINE: RETROSPECTIVE ANALYSIS</b> Kirdan Oleksandr Petrovich.....	32
<b>ROLE AND PLACE OF THE LEARNING TASK IN TECHNOLOGY AND ENTREPRENEURSHIP EDUCATION</b> Klinkova Ina Atanasova.....	37
<b>CONTROL-DIAGNOSTIC STUDIES AS PART OF THE VOCATIONAL TRAINING OF FUTURE TEACHERS IN TECHNOLOGY AND ENTREPRENEURSHIP</b> Linkov Aleksander Yordanov, Klinkov Georgi Todorov.....	41
<b>MODERN CHARACTERISTICS OF THE METHODS OF EDUCATION: PERSONALIZEDLY APPROACHED (PART I: METHODS OF FORMATION OF PERSONALITY REPRESENTATION AND METHODS OF ORGANIZATION OF ACTIVITY, FORMATION OF EXPERIENCE OF PUBLIC BEHAVIOR)</b> Osadchenko Inna Ivanovna, Chyrva Hanna Mykolaivna.....	45
<b>DEVELOPMENT OF MOTIVATION OF STUDENTS TAKING INTO ACCOUNT PHYSIOLOGICAL PROCESSES OF BRAIN ACTIVITIES</b> Pichugina Galina Antonovna.....	50
<b>THE RATIO OF STUDENTS TO NATIONAL MINORITIES AND THE TASK OF MULTICULTURAL EDUCATION</b> Pstrag Dorota.....	53
<b>PROFESSIONAL SELF-DETERMINATION OF YOUTH AS A FACTOR OF TRAINING OF A COMPETENT SPECIALIST</b> Tolkanuk Zinaida Aleksandrovna.....	57
<b>ESSENCE OF THE CONCEPT "DIDACTIC COMPETENCE OF FUTURE TEACHERS OF HIGHER EDUCATION INSTITUTIONS"</b> Tyshchenko Viktoriia Olegovna.....	60
<b>SELF-ORGANIZATION OF A TEACHER OF INCLUSIVE EDUCATIONAL ESTABLISHMENT IN UKRAINE AS A SYSTEM</b> Udych Zoriana Ihorivna.....	64
<b>METHODICAL CONDITIONS FOR THE DEVELOPMENT OF THE ALGORITHMIC ACTIVITY OF YOUNGER SCHOOLBOYS IN THE PROCESS OF TEACHING MATHEMATICS</b> Borzenkova Olga Alexandrovna, Vasilenko Anna Sergeevna, Golenkova Anastasia Sergeevna.....	69
<b>INTEGRATED APPROACH TO METHODS OF PREPARATION OF TEACHERS IN CONDITIONS OF MUTUAL EDUCATION</b> Yakymovych Tetyana Dmytriivna, Bilyk Oksana Sergiivna, Kushpit Uliana Volodymyrivna.....	73

<b>DEVELOPMENT OF PERSONAL QUALITIES OF A STUDENT IN THE PROCESS OF CREATIVITY</b> Pichugina Galina Antonovna, Zhilyakova Daria Anatolyevna.....	76
<i>psychological science</i>	
<b>PARTICULAR QUALITIES OF PSYCHOLOGICAL WELL-BEING IN PERSONS WITH EXPRESSED VICTIMS ROLEDEPENDING ON GENDER AND AGE</b> Derev'yanko Svitlana Petrivna, Yushchenko Irina Mikolayivna, Prymak Yulia Volodymyrivna.....	79
<b>FEATURES OF STRESS RESISTANCE OF STUDENTS OF THE MEDICAL COLLEGE OF TOGLIATTI</b> Bergis Tatyana Anatolievna, Ekimova Yuliya Nikolaevna.....	83
<b>THE INFLUENCE OF LEVEL OF SELF-ESTEEM PROFESSIONAL SELF-DETERMINATION IN ADOLESCENCE</b> Shvatskiy Alexey Yurievich, Zubkova Svetlana Nikolaevna.....	86
<i>philological sciences</i>	
<b>THE BAROQUE COORDINATES IN THE STYLE SPACE OF THE UKRAINIAN LITERATURE OF THE 17<sup>th</sup>-18<sup>th</sup> CENTURIES</b> Semenyuk Larysa Stepanivna.....	89
<i>economic sciences</i>	
<b>CURRENT STATE OF THE INSTITUTE FOR REGULATION OF FINANCIAL INTERMEDIATION</b> Donetskova Olga Yurievna.....	94
<b>STAKEHOLDER APPROACH TO SUSTAINABLE DEVELOPMENT ECONOMIC ENTITY</b> Likhtarova Olga Viktorovna.....	98
<b>TO THE ISSUES OF SUSTAINABLE DEVELOPMENT OF ECONOMIC SUBJECTS</b> Nikiforova Elena Vladimirovna.....	102
<b>CROSS-BORDER CAPITAL FLOWS UNDER THE FLEXIBLE EXCHANGE RATE SYSTEM: CASE OF UKRAINE</b> Slatvinskyi Maksym Anatolievich, Chvertko Liudmyla Andreevna.....	106
<b>THE ROLE AND IMPORTANCE OF TAX SYSTEM AS THE REGULATOR OF THE MARKET ECONOMY</b> Zabolotny Galina Ivanovna, Kashirina Marianna Valerievna.....	110
<b>Conditions of accommodation of scientific materials.....</b>	114



## SELF-ORGANIZATION OF A TEACHER OF INCLUSIVE EDUCATIONAL ESTABLISHMENT IN UKRAINE AS A SYSTEM

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**Abstract.** The author proposes to consider teacher's self-organization as a determining condition for the efficiency of his / her work in an inclusive educational establishment through a system that stipulates a clearly defined purpose and objectives, implementation of functions (ideological, healthcare, organizational, balancing, diagnostic, predictive, actualizing, self-improvement, motivational, preventive), necessary external and internal conditions, adherence to the principles, a phased process (motivational, diagnostic, purpose-setting, programming, activity, reflexive), components, criteria for the self-organization success, application of a number of technologies that are interrelated and interdependent and contribute to the identification, development, updating, implementation and presentation of an individual. The article also suggests definition of the concept «self-organization of a personality», a retrospective analysis of some technologies is carried out. The tasks of self-organization include: determining life priorities; stimulating the personality to self-knowledge, self-expression and self-development; regulation and balancing of various spheres of personal activity; expedient management of personal and external resources; promoting efficient use of time; formation of a positive image and credibility, competitiveness; prevention of emotional and professional burnout syndrome; definition and achievement of vital goals; formation of ideological positions; development of self-reflection; preservation of psycho-physical health; development of emotional intelligence; formation of psychological readiness for change; stimulation of creative self-expression of a person, his / her independence; disclosure of the potential and realization of the personality traits; satisfying his / her needs.

**Keywords:** system of self-organization, life-management, time-management, team-management, stress-management, impression-management, self-management, self-study, self-education, resource-management.

## СИСТЕМА САМООРГАНИЗАЦИИ УЧИТЕЛЯ ИНКЛЮЗИВНОГО ОБРАЗОВАТЕЛЬНОГО УЧРЕЖДЕНИЯ В УКРАИНЕ

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**Аннотация.** Автор предлагает рассматривать самоорганизацию учителя как определяющее условие эффективности его работы в инклюзивном образовательном учреждении. В статье самоорганизация личности представлена через систему, которая предусматривает: определенные цель и задачи, реализацию конкретных функций, необходимые внешние и внутренние условия, соблюдение принципов, поэтапный процесс, компоненты, соответствие критериям успеха самоорганизации, применение ряда технологий, которые взаимосвязаны и взаимообусловлены, а также способствуют самоидентификации, саморазвитию, самоактуализации, самореализации и самопрезентации личности. Также предлагается определение понятия «самоорганизация личности», проведен ретроспективный анализ некоторых технологий. К первостепенным задачам самоорганизации отнесены: определение жизненных приоритетов; стимулирование личности к самопознанию, самовыражению и саморазвитию; определения и достижения жизненно важных целей; регулирование и сбалансирование различных сфер жизнедеятельности личности; целеобразное управление личностными и внешними ресурсами; способствование эффективному использованию времени; формирование положительного имиджа и авторитета, конкурентоспособности; предотвращение синдрома эмоционального и профессионального выгорания; формирование мировоззренческой позиции; развитие саморефлексии; сохранения психофизического здоровья; развитие эмоционального интеллекта; формирование психологической готовности к изменениям; стимулирование творческого самовыражения педагога, его самостоятельности; раскрытие потенциала и реализация задатков личности; удовлетворение его потребностей.

**Ключевые слова:** система самоорганизации, лайф-менеджмент, тайм-менеджмент, тим-менеджмент, стресс-менеджмент, импресион-менеджмент, самоменеджмент, самообразование, самовоспитание, ресурс-менеджмент.

*Statement of the problem in general terms and its connection with important scientific and practical issues.* Changes taking place in the education system of Ukraine concern utterly all spheres: from the philosophy of education to the organization of the educative process. According to the calendar of the reform of education and science in Ukraine in 2019 the next period of changes in the system of secondary education began, which will last until 2022. The tasks of this period include: provision of conditions for unimpeded access for children with special educational needs to quality education; creation of professional standards for teaching activity in primary and secondary schools and the network of institutions for the independent certification of teachers [1]. Active research and implementation of an inclusive form of education in Ukraine encourages the search for innovative technologies and techniques in the system of training of future teachers. Polyfunctionality, multidimensionality, instability of the work of a teacher of general education establishment in modern conditions of an inclusive form of education determines the content of his / her professional competence.

One of its components should be the ability to self-organize all spheres of teacher's life. Consequently, scientific and practical connection of the problem of teacher self-organization obviously requires scientific substantiation and practical implementation.

*Analysis of recent researches and publications, which considered aspects of this issue and on which the author's opinion is grounded; allocation of previously unsettled parts of the general issue.* We could not find scientific studies in which the problem of self-organization of a teacher is considered as a system. Instead, particular issues of its elements have been studied at high level: self-management [2; 3; 4; 5], time management [6; 7], self-education [8], self-study [9], resources of the educational environment and personality [10; 11; 12]. In the process of studying the history of the emergence of various self-organization technologies, we relied on works:

In the works studied, there is still no well-established definition of the concept of «self-organization of an individual». We are convinced that it should be presented as a

system that combines a number of technologies. In addition, we see the need to additionally identify and substantiate such technologies as self-study, self-education and resource management in the context of the work of a teacher of inclusive educational establishment.

*Definition of objectives of the article.* The purpose of the study is to substantiate self-organization of a teacher of inclusive educational establishment as a system. From the purposes the following tasks derive: to determine the basic technologies of self-organization of a personality, to clarify the content of such elements of self-organization as: purpose and objectives, conditions, principles, functions, stages, components, success criteria.

*Presentation of the main research material with full substantiation of the scientific results obtained.* A relevant subject of researches on human studies is the personality's ability to organize his / her own living, to influence his / her own development, to manage and correct his / her actions in all social processes in which he/she is involved. Up to now, a search for a single term that clearly identifies this process continues. In different sources with essentially identical interpretations, we find the following concepts: «self-organization of a personality», «self-management of a personality», «self-management», «self-control», «self-government» [2; 6; 13; 14]. It should be noted that in this article we outline by the system of self-organization all described technologies, which are related to self-identification, self-development, self-actualization, self-realization, self-presentation of a personality that play a decisive role in the professional activity of the teacher, in particular, in terms of inclusiveness. And by technology we mean a set of operations, methods, a certain sequence of actions that ensure the realization of functions and achievement of a determined goal. At the same time, all technologies reflecting the processes of self, according to A. Derkach, are those «coming from the inner, something self-causing, which is internally induced and regulated» by a personality, therefore, is closely connected with the component of self- [15, c. 8], as well as caused by external variables.

Usually, the concept «system» is interpreted as something integral, created from separate parts and elements for purposeful activity. Because of this fact, we suggest to interpret the concept of «self-organization of a personality» as a system of purposeful activity of a personality in order to harmonize all spheres of his / her life, efficient use of personal resources, self-expression, self-affirmation, self-realization and self-improvement in accordance with the conditions, potential and personality needs, achievement of success and quality of life. We assume that this system will function only in the presence of a number of interrelated elements: purpose, objectives, tasks, technologies, conditions, principles, functions, stages of implementation, criteria of success. We propose to analyze these elements in this study.

In the process of self-organization, the purpose serves as the final state, the result that the person seeks to achieve and is global in its essence. Efficient professional activity, professional growth, positive authority, inclusive competencies may be considered as the main result of a teacher of inclusive education. Objectives are components of purpose that are specific, measurable, achievable, realistic and time-oriented. They are the ways to achieve the purpose. And tasks are problem situations, the solution of which ensures the achievement of a purpose, and is its means. The teacher's understanding of the classification of self-organization objectives contributes to their objective definition and further achievement. Nowadays the issue of objectives is sufficiently studied and described particularly in the structure of management. Thus, B. Litwak considers trajectory, point, strategic, tactical and operational, as well as long-term, medium-term and short-term objectives [3, p. 193–207]. On their basis we propose the adapted classification of objectives for the self-organization of a teacher: 1) according to the degree of detail: trajectory (determine the general direction of change in the process of self-organization), point (determine

the peculiar results of self-organization of a personality, determine the use of the necessary technology); 2) according to the time definition: long-term (objectives that involve their implementation over a long period of time, more than five years), medium-term (implementation of goals from one to five years), short-term (implementation up to a year); 3) according to importance: priority (the most relevant for a personality in self-organization of his / her own activities), auxiliary (help to achieve priority objectives), secondary (are desirable to achieve, but not obligatory).

The tasks of self-organization should also include: definition of life priorities; stimulating a personality to self-knowledge, self-expression and self-development; regulation and balancing of different spheres of vital activity of a person; expedient management of personal and external resources; promotion of efficient use of time; formation of a positive image and authority, competitiveness; prevention of the syndrome of emotional and professional burnout; definition and achievement of vital goals; formation of ideological positions; development of self-reflection; preservation of psycho-physical health; development of emotional intelligence; formation of psychological readiness for change; stimulation of creative self-expression of the personality, its independence; disclosure of potential and implementation of personality traits; satisfying his / her needs.

In the context of self-organization of a personality, we may find a number of technologies in modern researches. Often they are associated with the concept of «management», which first appeared in the economic sphere in the XX century, and still has no unified approach to its interpretation. Most often, scientists refer to the fundamental Oxford dictionary, in which management is presented as a means, way of communicating with people; power and art of management; special skill and administrative skills; governing body and administrative skills [16]. So, self-organizational technologies in our study include: life-management – management of their life own in general; time-management – the most appropriate time distribution; stress-management – self-organization in stressful situations; team-management – ability of a personality to work in a team, organize his / her work in it, effectively interact with others; impression-management; impression – ability to make a positive impression on the environment in order to achieve the purpose, to form a positive image; self-management – organization and management of their own activities, which allows an individual to achieve their goals in professional activities. Until now, in scientific developments self-management is associated with both the management of all life activities and professional activities. In this article, we distinguish these two technologies: the first one covers all spheres of person's life (life-management), and the second – professional activities. We consider it expedient to add to the technologies of self-organization those that are directly related to the development and self-realization of a personality, which underlie its self-organization, such as self-study, self-education and resource-management. We consider it necessary to substantiate some of them.

The humanist orientation of the modern educational paradigm determines self-education of the person as the most promising kind of educational activity [9, p. 209]. Self-education is represented as self-directed cognitive activity of an individual, aimed at achieving certain personally significant educational objectives [17, p. 798]. Among them – formation of the competencies necessary for his / her self-realization, including the professional one. The process of self-education cannot occur without the use of mechanisms of self-organization. We propose to interpret self-educational management as an individual's ability to manage his / her own self-study activities throughout his / her life. In the context of introducing an inclusive form of education, the competence structure of the teacher of an inclusive educational environment has been significantly expanded. Accordingly, self-education is the key to its competitive ability to provide educational services and professional growth.

In the process of self-organization, a personality often



encounters not only the need to raise the level of education, but also to improve personal qualities, develop positive features and eradicate negative ones, identify and implement the skills and potential, change moral values, and worldview [8, p. 9–11]. In such circumstances, self-education is applied, which can act as a separate technology at a certain stage of self-organization, as well as an additional one, in order to implement another technology.

Most often, resources are considered as a stock of something that can be used if necessary or as a means, opportunities that can be used in case they are needed. O. Shtepa suggests to understand resource-management as the self-organization of personal values, whose purpose is the person's ability to identify competence in self-development [18, c. 225]. We consider this approach to be somewhat simplistic, because human resources are a complex of internal (personal) and external (social and material) resources, which are closely interrelated and affect the quality of each other. To our mind, except value attitudes, internal resources also include all other spheres of the personality, which determine its decisions, affect the style of behavior and activity, determine achievements: orientation, experience, emotional-volitional, need-motivational, cognitive, biopsychical spheres as well as the competencies and traits that a person possesses.

External resources usually include material values, social statuses (roles) and social relationships that provide support for society, help person from outside [19, p. 126]. Our previous studies show that in the context of the functioning of the inclusive form of education in general education establishment to external resources belong: *value-forming resources* (corporate culture of the school, types of family education, social mentality, spiritual and moral values of society, prestige of the pedagogical profession, state ideology, level of development of society); *human resources* (pedagogical staff, structural divisions of education, narrow-profile specialists, public institutions, inclusive-resource centers, resource centers of inclusive education); *electronic resources* (methodical tools, representative resources, open educational resources, educational platforms for teachers); *physical resources* (subject-spatial content, technical resources, means of the educative process, correctional and developmental work, movement, maintenance, the content component of education, subject-spatial organization and arrangement of construction school plots, barrier-free environment of the settlement, technical resources, individual compensatory means) [10; 11]. The complex of these resources provides individuals with not only the ability to survive, a sense of security, physical comfort, but also an opportunity to be involved in society, to receive the appropriate status and respect, to be realized and to develop. In 1989 in the context of stress-resistance research, the American psychologist, Stevan Hobfoll proposed a theory of conservation of resources [12]. Its main idea is not only to preserve personal resources in order to counter the negative effects of stress, but also to search the new ones.

Thus, the basis of the resource-management of the teacher of an inclusive educational establishment is its resource competence – the ability to identify, preserve, produce, attract and apply the resources necessary for the effective functioning of an inclusive educational environment. At the same time, «to identify» involves the ability to diagnose the level and scope of the involved and potential resources, both internal and external; «to preserve» – to economically use and rationally spend own resources, avoid their final exhaustion, their constant restoration; «to produce» – the ability to produce resources independently and jointly with a team of specialists (development of demonstrative or illustrative means; compiling a new curriculum, manual, student portfolio, use of innovative forms and methods in the editing process, etc.); «to attract» – to find the necessary resources and means of their use; «to apply» – to be able to use various resources, combine them, derive from them necessary useful properties.

Scientific sources provide different approaches to the

definition of the content of the concept of «self-management». Sometimes it is simultaneously positioned as «science of self-management and self-organization of a person, as self-improvement within the framework of personal development and mastering the methods of business activity (in particular, project and money management), managing a person's own life and «ability of a person (in particular a manager) to organize his / her own activities so as to clearly plan his / her work and free time» [20, p. 269]. However, most scholars consider self-management only from the point of view of professional activity [21, p. 187–189]. And most often it is interpreted as a technology through which a person organizes and manages his / her own activities, which allows him/her to achieve goals in professional activities. We consider this approach more correct.

In the structure of self-management M. Azhazha additionally outlined the following directions [4]: *management of personal constraints* – diagnosis and application of effective methods to overcome various psychological barriers in the process of achieving the goal; *career management* – career planning and development; *communication management* provides identification and elimination of obstacles in communication, attraction of effective resources of communication processes; *conflict management* – purposeful, due to objective laws, the influence on its dynamics in interests of the development or destruction of the social system to which this conflict relates [5]. Among the tasks of professional self-management of a teacher of inclusive educational establishment are: optimization of labor activity; avoiding conflict situations at work; planning career success; organization of the professional self-improvement process; prevention of professional stress, emotional burnout, professional deformation; obtaining positive professional experience; developing the ability to interact with diverse professionals.

We believe that the described technologies are distinguished based on the defining purpose they perform. It is incorrect to state their separate application. After all, they all result from each other, complement each other and interact. The balance in professional and personal life should be decisive in the self-organization of a personality [22].

Retrospective analysis allowed to identify the founders of some of the technologies described above. Conditions of their emergence considerably expand the understanding of their essence. Thus, the American sociologist Erving Goffman, author of «The Presentation of Self in Everyday Life» (1959), is often called the ideologist of impression-management [23]. Time management has become popular since the late 1980s and John Adair founder, a British professor, doctor of philosophy, a world-renowned expert in leadership, author of over forty works, is considered its founder. Among his manuals are: «Effective Time Management», which was firstly issued in 1988 and «Time Management and Personal Development» [7; 24]. Since the early 2000s, investigations devoted to successful leadership and time management began to include publications on the importance of self-management of one's lives. It is believed that the concept of life management was firstly heard of during Russian conference on time management in 2003 and is a sign of its evolution: from narrow technological time planning approaches to deeper issues regarding the search for life priorities, goal setting and goal achievement [25, p. 40]. The technology of personal restriction management was firstly described in the joint works of Mike Woodcock and Dave Francis – English management and development consultants for organizations that have worked in tandem for thirty years. In their works in 80s, «The Unblocked Boss: Activities for Self-Development», «The Unlocked Manager», they introduced management of personal restrictions from the position of a manager [26; 27].

The introduction of the concept of «self-management» to scientific use is attributed to the German specialist Lothar J. Zeivert, who viewed it from the position of rational time management [28]. There is an opinion that the management itself is the evolution of time management.

Conditions for successful self-organization of a teacher of general secondary educational establishment with an inclusive form of education include: internal (related to personal development) and external (conditions created in the educational space). The internal ones include: objective teacher's self-esteem; level of his / her motivation, emotional intelligence and stress resistance; positive style of thinking; life and professional experience; communicative possibilities and communicative behavior; formation of strategic thinking; possession of methods of self-knowledge and self-control; ability to constructively solve intrapersonal conflicts; empathic ability; ability to predict the future, etc. To external conditions belong: favorable socio-psychological climate in school, an inclusive constituent of its culture; support of innovative activity of teachers; sufficient informational, material and technical and educational and methodological support of the educational process; flexibility of solving organizational, social, psychological-pedagogical tasks, conflicts, contradictions; presence of a multidisciplinary team of inclusive education support; optimal distribution of the functional responsibilities of all employees and other subjects of the school; attraction of external resources, etc.

Principles that determine the efficiency of self-organization of a personality: developed life strategy; clearly stated purpose and objectives; substantiated tasks; taking into account real possibilities and resources of a personality, environment; validity of the priorities and needs at this stage of the person's life; harmonization of all his / her spheres of life; goals for positive result; regularity and flexibility of programs and directions of self-organization; orientation of a person to self-improvement; his / her discipline and responsibility.

We have identified the defining functions that are carried out in the process of self-organization of an individual: *ideological* (formation of individual's views, ideas, beliefs in relation to the surrounding world, environment, his / her place and role in society, profession); *healthcare* (providing conditions for health preservation and strengthening); *organizational* (management, implementation of the necessary measures and actions); *balancing* (balancing of all life spheres of the person; *harmonization* of relations in the «human-society-state» system); *diagnostic* (obtaining objective information on properties of a person, his / her competence, direction, etc., definition of contradictions between external and internal factors (capabilities and needs of an individual)); *predictive* (prediction of self-organization results, possible obstacles, identification of trends in the further development of self-organization activities); *actualizing* (definition of relevant tasks and directions of self-organization); *self-improvement* (ensuring constant self-education and self-education); *motivational* (stimulation of personality to purposeful and systematic management of his / her own vital activity); *preventive* (prevention of possible personality deformations, including professional, prevention of destructive influences of social processes).

We distinguish the following generalized stages of self-organization, which are also characteristic of any particular technology described above:

1) *motivational*: personality's awareness of the necessity to self-manage his / her own vital activity; formation of internal motivating motives for qualitative changes and life trajectory projection;

2) *diagnostic*: receiving data and analyses of all aspects of a personality; diagnostics of the surrounding reality; definition of actual contradictions between personality's claims and external circumstances;

3) *goal-setting*: forecasting of intermediate and final results of self-organization; identification of priority technologies for achieving purpose;

4) *programming*: making a self-realization program; definition of priority technologies, establishment of their interconnection; determination by indicating time, resources, means, methods of self-control;

5) *activity*: phased implementation of the planned activi-

ty; self-management and self-regulation of actions in accordance with changes or situations; attraction of necessary resources and their restoration; balancing of all spheres of life;

6) *reflexive*: self-assessment of the results obtained, their correlation with the expended effort and resources; definition of the following objectives of self-organization.

Thus, in the structure of teacher's readiness to carry out self-organization, we allocate the following components: *motivational-value* (system of motivational and value systems, adequate to goals and outstanding tasks); *cognitive-informational* (a set of knowledge and concepts necessary for the successful self-organization; informational and cultural erudition); *operational* (a set of skills that ensure the success of the management of self-organization process); *individual* (system of individual characteristics that determine the self-organization efficiency); *reflexive* (personality's awareness and perception of his / her own qualities, values, possibilities and limitations; forecasting the self-organization consequences); *resourceful* (complex of internal (psychophysical potential of the person, his / her experience) and external (content, subject, technical component of the environment, system of socio-economic, political, cultural relations) opportunities).

Criteria of the success of self-organization of a teacher of an inclusive educational establishment include: quality of his life, career growth and professional authority, life and professional competence, self-realization in different spheres of life, social status, resourcefulness, level of satisfaction with his / her own life.

*Conclusions of the research and perspectives of further investigations in this direction.* Thus, self-organization of a personality in a broad sense allows us to determine and implement the personal trajectory of life, and in the narrow one, it helps to resolve internal and external contradictions of a personality. We have presented self-organization of an individual as an integral system in the context of its defining elements: purpose, objectives, functions, principles, conditions, stages, components, criteria of success and a number of technologies. The latter included: life management, time management, stress management, impression management, self-management, personal constraint management, career management, resource management, conflict and communication management, self-education, self-study. Despite the fact that all these technologies are interdependent, they are still considered separately and in the preparation of the future teacher are not given a proper place. Instead, we propose to combine them into the system of self-organization and include as an indicator of professional competence of a teacher. This will not only form the ability to manage his / her life, rationally allocate time and different types of work, be an effective specialist, but also to work productively in a team, spend and update resources optimally, build a life trajectory, build on professional deformations, be flexible and creative. The process of inclusive education implementation in Ukraine is extremely difficult. Teachers face significant challenges, through which the education system loses skilled workers. Actually, in popularizing the self-organization of teachers we see the possibility of partial elimination of this problem, as well as their professional growth.

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