

Non-governmental Organization
International Center of Scientific Research



**PROCEEDINGS OF THE
IX INTERNATIONAL SCIENTIFIC
AND THEORETICAL CONFERENCE**

FORMATION OF
INNOVATIVE POTENTIAL
OF WORLD SCIENCE

16.05.2025

WATERFORD,
REPUBLIC OF IRELAND

SCIENTIA
COLLECTION OF SCIENTIFIC PAPERS

with the proceedings of the

IX International Scientific and Theoretical Conference

**Formation of innovative
potential of world science**

16.05.2025

Waterford, Republic of Ireland

Waterford, 2025




Chairman of the Organizing Committee: Goldenblat M.

Responsible for the layout: Bilous T.

Responsible designer: Bondarenko I.

- F 76 **Formation of innovative potential of world science:** collection of scientific papers «SCIENTIA» with Proceedings of the IX International Scientific and Theoretical Conference, May 16, 2025. Waterford, Republic of Ireland: International Center of Scientific Research.

ISBN 979-8-89660-280-4 (series)  Bowker

DOI 10.36074/scientia-16.05.2025

Papers of participants of the IX International Multidisciplinary Scientific and Theoretical Conference «Formation of innovative potential of world science», held on May 16, 2025 in Waterford are presented in the collection of scientific papers.

The conference is included in the Academic Research Index ReserchBib International catalog of scientific conferences and registered for holding on the territory of Ukraine in UKRISTEI (Certificate № 128 dated January 6th, 2025).



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UDC 082:001

Meshko Halyna Mykhailivna 

Doctor of Pedagogical Sciences, Professor,
Head of the Department of Pedagogy and Education Management
Ternopil Volodymyr Hnatyuk National Pedagogical University, Ukraine

Meshko Oleksandr Ivanovych 

Candidate of Psychological Sciences, Associate Professor,
Associate Professor of the Department of Psychology
Ternopil Volodymyr Hnatyuk National Pedagogical University, Ukraine

LIFE MANAGEMENT IN THE COORDINATES OF PRESERVING AND STRENGTHENING THE PROFESSIONAL HEALTH OF A TEACHER

In today's conditions of constantly increasing pace and rhythm of life, growing numbers of professional functions, tasks, and responsibilities, and overall multitasking in pedagogical activity, the need for a high level of organization becomes increasingly important. It enables individuals to accomplish more during the day, build a successful career, remain effective, and avoid «burning out» in the flames of the profession. Therefore, it is crucial to make time during the workday/or in general to realize one's plans and potential, and to find a proper balance between work and rest to move forward in the chosen, meaningful direction. Most importantly, one should not reach the end of a professional career or life path only to discover that the main personal or professional goals were never achieved. Thus, it is essential to learn not only how to manage time, but also how to manage life.

Life management is both a technology for managing one's own life and a method for using time appropriately and wisely. It involves the ability to take control of one's life in order to achieve fulfillment, productivity, happiness, and self-efficacy. Life management is a complex system that includes the planning, organization, and implementation of personal goals [3]. Life management is less a theory and more a practical approach aimed at improving the quality of life and professional activity through the development of the individual and their personal resources.

Life management is interpreted as a new direction in self-management. It represents a modern system of technologies for managing various aspects of one's life – such as goals, time, emotions, finances, health, communication, relationships, and more [5, p. 345]. Most scholars understand self-management as self-directed activity – the independent regulation of one's behavior and the effective management of personal resources, particularly individual human capital. Self-

management involves the organization and control of one's own actions, self-discipline, and ongoing self-development aimed at achieving both personal and professional goals. It is focused on reaching intended objectives, developing and effectively utilizing intellectual potential, fostering self-improvement, unlocking creative capacities, and establishing personal authority and a distinctive personal brand [5, p. 341-342]. Self-management skills contribute to more effective stress management and help maintain a healthy work-life balance [1, p. 78].

In scientific literature, the concepts of life management and time management are often presented side by side, as closely interrelated. Life management focuses on choosing a strategy for one's life and professional activity, while time management serves as an effective tool for organizing time as a vital personal and professional resource. Unlike time management, which often centers on task lists and daily or weekly planning, life management encompasses a broader scope. It is aligned with one's life purpose, professional goals, personal mission, and is grounded in both life and professional values.

To effectively manage one's life, a teacher must clearly define a long-term goal and learn to manage time in alignment with this goal to achieve it. It is essential to focus attention on the most important tasks, with clear intentions and well-defined priorities, in order to accomplish desired outcomes. The ultimate goal and meaning of life should be profound, and the life management skills developed should reflect these values. This goal should not be materialistic but should encompass principles and aspirations that will «lead» and guide the teacher throughout both personal life and professional activity.

Time management enables individuals to optimize their to-do lists and schedules, allowing them to accomplish more in less time. The primary goal of time management is to focus one's time on what is most important to the individual. Thus, the issue is not necessarily the amount of time a teacher has, but rather how and for what purposes it is utilized. Time management is a method of organizing time and coordinating how a person allocates it toward what is most significant and meaningful to them.

The life management strategy is understood both as a technology for managing one's life and as «a method of purposeful self-affirmation within the theory of self-organization in human-dimensional systems, aimed at the intentional development of self-organization skills, self-efficacy, self-development, and self-improvement in higher education students and future professionals» [6, p. 143].

Managing one's life involves, first and foremost, controlling its course, transforming one's mindset, increasing stress resilience, and mastering self-

regulation techniques to manage emotional states. This enables individuals to cope with negative emotions, stress, and both life and professional challenges, ultimately helping them achieve desired results and maintain productivity.

The psychological aspects of life management are crucial, as a teacher's internal state directly influences their ability to effectively manage themselves and their life. The key psychological components of life management include: a clear awareness of goals and reflective thinking; motivation and the development of an acme-synergetic position; emotional self-regulation and the ability to manage emotions; a high level of adaptability, stress resilience, and flexibility; the ability to manage time effectively; self-organization and self-discipline; and mastery of self-management fundamentals.

Therefore, it is essential to develop life management skills, which include: adopting a balanced lifestyle, goal-setting abilities, effective communication skills, delegation techniques, resilience-building strategies, mastering assertive behavior, and cultivating an aura of kindness and goodwill, along with creating a space for psychological well-being.

For a teacher, it is crucial to master the art of life planning and management, which is based on accurate, long-term forecasts. This involves choosing an effective life strategy, making critical personal and professional decisions, and the ability to independently shape one's life in alignment with their individuality, life and professional values, and the path of self-realization.

Each individual develops their own unique strategies. While none can be deemed universally «best», it is appropriate to assess their effectiveness or ineffectiveness. Depending on a teacher's worldview, the strategy, as a general course of action, can vary in effectiveness. «The optimal strategy is one that facilitates a sequence of actions leading to the quickest achievement of the final goal» [4, p. 40].

The scientific literature highlights the importance of a development strategy, not only in terms of life and professional activity but also in organizing health-preserving practices. Health-preserving strategies can be either effective or ineffective. Effective strategies contribute to achieving health-preserving goals, while ineffective ones have the opposite effect. When the optimal strategy is implemented, «harmony in the teacher's personality and psychological well-being is achieved, along with a heightened readiness to address challenges that arise in both life and professional activities, as well as an increased capacity for professional self-rehabilitation» [2, p. 235]. The implementation of an optimal health-preserving strategy is impossible without a high level of professional self-awareness in the

teacher, as well as their psychological and pedagogical competence, emotional flexibility, professional stress resilience, and a well-developed individual style of activity and communication [2, p. 235-236].

The optimal strategy for maintaining professional health, as a regulator of health-creating activity, involves several key components: a commitment to long-term efforts aimed at preserving and enhancing health, along with a sense of confidence in the success of the plan; the ability to generate and explore promising plans and projects to maintain professional health at an appropriate level; the foresight to anticipate the positive and negative consequences of one's health-creating actions and overall lifestyle; the ability to plan, initiate, and successfully implement a health-creating program, making adjustments when necessary; and the awareness of potential life and professional challenges, along with the ability to navigate and overcome them with minimal impact on professional health. These aspects are critically important because strategic mistakes or flaws in a teacher's health-preserving strategy cannot be compensated for by even the most advanced technologies or techniques.

Mastering the fundamentals of life management will enable a teacher to organize their life wisely, maintain balance across its various spheres, achieve personal and professional goals, ensure professional longevity, and live successfully, productively, and harmoniously with both themselves and others.

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SCIENTIFIC PUBLICATION



WITH THE PROCEEDINGS OF THE IX INTERNATIONAL
SCIENTIFIC AND THEORETICAL CONFERENCE

**«FORMATION OF INNOVATIVE
POTENTIAL OF WORLD SCIENCE»**

May 16, 2025 | Waterford, Republic of Ireland

in English and Ukrainian

*All papers have been reviewed. Organizing committee may not agree with
the authors' point of view. Authors are responsible for the correctness of the papers' text.*

Contact details of the organizing committee:

NGO International Center of Scientific Research

Tel.: +38 098 1948380; +38 098 1526044

E-mail: info@scientia.report

URL: www.scientia.report

Signed for publication 16.05.2025. Format 70×100/16.
Offset Paper 80gsm. Times New Roman and Open Sans typefaces.
Digital color printing. Conventionally printed sheets 16,09.
Circulation: 50 copies. Printed from the finished original layout.

Publisher [PDF]: Primedia E-launch LLC
TX 75001, United States, Texas, Dallas. E-mail: info@primediaelaunch.com

Publisher [printed copies]: LLC UKRLOGOS Group
21005, Ukraine, Vinnytsia, Zodchykh str. 18, office 81. E-mail: info@ukrlogos.in.ua
Certificate of the subject of the publishing business: ДК № 7860 of 22.06.2023.