

**MANAGEMENT OF PERSONAL AND PROFESSIONAL DEVELOPMENT OF
SCIENTIFIC AND TEACHING EMPLOYEES: THEORETICAL AND
METHODOLOGICAL SUBSTANTIATION OF THE PROBLEM**

The purpose of the research is to identify the problems of managing the personal and professional development of academic staff based on the analysis of scientific, pedagogical and managerial literature.

Problem statement in general terms. Changes in the socio-cultural environment have led to the transformation of the education paradigm and the creation of new requirements for future specialists. The goal set by the Concept of Pedagogical Education Development is to improve the system of pedagogical education to create a basis for training a new generation of teachers, create conditions for attracting specialists from other professions to pedagogical activities, and provide conditions for the formation and development of modern alternative models of continuous professional and personal development of teachers.

This means that the new concept of education requires improvement of pedagogical activity of academic staff and achievement of high personal and professional development, and thus there is a need to manage this process.

Despite the wide range of existing studies that reveal various aspects of pedagogical interaction, at the moment it is impossible to speak about the existence of a holistic study that would provide an objective understanding and scientific substantiation of the problem of managing the personal and professional development of scientific and pedagogical workers.

Summary of the main research material. From the psychological and philosophical point of view, the determination of the driving forces and factors of human development can be considered in two ways. Aristotle, J. Comenius, J. Rousseau, and S. Freud are the founders of the endogenous trend, which, in its ideology, considers the importance of the biological factor as the main factor in personality development. Unanimously, the

representatives of this direction consider the environment, education and upbringing as a process that can influence the acceleration or inhibition of natural development. A radically opposite view is held by the ideologues of the exogenous direction, in particular D. Rotter, B. Skinner, E. Thorndike, who believe that the fundamental role in human development should be given to social factors, because the environment is a decisive factor whose influence is irreversible (Sagach, 2021, p. 54).

Next, in accordance with the research algorithm, it is advisable to carry out a comparative and critical analysis of the concepts of "human development" and "personality development", which is presented in Table 1.

Table 1.

Comparative Characterization of the Concepts of "Human Development" and "Personality Development"

Object of research	
covers the overall evolution of physical, psychological and social aspects of human development. This includes physical growth, development of cognitive skills, changes in social roles and functions, etc.	specializes in the internal development and transformation of an individual in a qualitative sense. This means changes in the system of values, internal self-identification, character development, moral beliefs, and so on
Nature of the changes	
caused by external factors such as the physical environment, social conditions and cultural influences. This includes changes in size, physical and communication skills	is a more internal and personal process that involves changes in the perception of one's self, values, moral principles, attitude toward oneself and others, etc.
Purpose	
aimed at achieving certain external goals, such as obtaining education, improving physical health, developing professional skills, etc.	aimed at achieving inner harmony, understanding oneself, improving character and inner self-confidence
The time aspect	
can be perceived as a gradual process that will last a lifetime	can be a period of intense change, usually associated with personality development in early adulthood, but can also last throughout life

Therefore, in the context of our study, the defined categories are close in meaning, so

we consider them through the prism of universality, as a gradual process that occurs throughout the life of the whole person and includes various aspects, such as physical, intellectual, emotional, social and spiritual development.

Among the conceptual characteristics of personality development, we will pay attention to those that reveal this category through activities (education, professional training).

Given that we are dealing with a category of specialists who have already reached a certain level physically, morally and mentally, we are interested in their social development, in particular, the professional and creative component. Social development of a personality is a continuous, systematically organized, dynamic process in the course of which professional competencies are formed and changes occur in the level of professionalism of a person.

Summarizing the above, we can formulate the concept of managing the personal and professional development of academic staff as a process that includes a number of steps and strategies: continuous learning and self-education; participation in research; development of pedagogical skills; communication and interpersonal skills; career planning; ethics and professional behavior; self-knowledge and development of personal qualities; time and stress management. These aspects contribute to a deeper understanding of one's own professional path and allow to achieve high results in the scientific and pedagogical field.

Conclusions and Prospects for Further Research. There, due to a thorough analysis of existing pedagogical concepts, it was determined that personal and professional development is the most important for scientific and teaching employees, which is primarily related to the specifics of research and teaching activities. We see the prospect of further research in outlining the sphere of management of the professional development of scientific and pedagogical workers in individual regions, creating pedagogical conditions for the productive personal and professional growth of scientific and pedagogical workers in municipal institutions.