

УДК 371.24

PSYCHOLOGICAL AND PEDAGOGICAL NATURE OF STUDENTS SELF-REALIZATION

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Стаття присвячена проблемі становлення самореалізації студентів. Дано аналіз наукової літератури й уточнено сутнісні характеристики понять самореалізації й самореалізації студентів. Розкрито особливості, рівнів й критерії самореалізації студентів.

Статья посвящена проблеме становления самореализации студентов. Дан анализ научной литературы и уточнено сущностные характеристики понятий самореализации и самореализации студентов. Раскрыты особенности, уровни и критерии самореализации студентов.

***Ключові слова:** самореалізація, самореалізація студентів, активність, самовизначення, самооцінка, діяльність.*

Self-realization is considered to be one of the most essential aspects of human vital activity. Generally speaking, self-realization is the goal and sense of human existence, yet a man is full of wishes and capacities, successful realization of which

brings well-being and happiness to people. When self-realized, a man is able to reveal new abilities in himself and in the surrounding world, as well as to enlarge his outlook and to rejoice at achievements. Self-realization gives people the feeling of fullness of life and self-confidence.

Being capable and successful when young is especially important for a person. It is the period when life-course is being chosen, and future plans are being formed. The adolescence period is in the middle between the periods of still "self-developing" and "already self-realizing". It is self realization of students which needs special conditions to be created for young people to get ready for difficult and contradictory conditions of modern life, for choice of socially valued landmarks in studying, work, communication, leisure time, and vital activity. So, we assert, the notion of "self-realization of students" is gaining more prior meaning for individual and professional development of a future specialist. The notion, stated above, is multi-sided, thus needs deep *further investigation*.

The problem of self-realization has been researched by many famous scientists (Ye. Andreyev, E. Galazhynsky, B. Gersunsky, L. Korostyliova, N. Krylova, D. Leontiev, A. Maslow, A. Mudryk, N. Nikitina, K. Rodgers, K. Yung etc). The works of modern Ukrainian pedagogues (T. Vetoshkina, I. Isayev, A. Kalinichenko, V. Radul, L. Sohan', S. Malasonia, T. Novachenko, I. Tymoshchuk, S. Kharchenko) attract special attention, as they disclose organizing aspects of students self-upbringing, the problems of their social maturity, their becoming the subjects of life activity, cultivating human values, forming their capacity to self-regulation.

The *purpose* of this paper is the analysis of theoretical aspects of students' self-realization. To achieve the aim the followings *tasks* have been outlined. *Firstly*, to critically analyse scientific theoretical sources and to define the notion of "self-realization", *secondly*, to disclose basic peculiarities of students' self-realization formation process, *thirdly*, to define criteria and levels of self-realization of students.

The necessity of being self-realized is one of the leading needs of an individuality (A.Maslow, A.Adler, K.Rodgers, E.Fromm). It is the source of human activity, directed at creative transformation of the world. L. Levchenko characterized the process of individual formation, pointing at self-realization as "conscious process of growth and developing of human strengths including creative capacities, skills, needs, motives, life values. Such realization occurs through the solving of "I-ideal" and "I-reality" contradiction, and through its defining as executive-resultative process of self-formation, that is self-education, self-upbringing, self-regulation, self-estimation [5, p.61].

Aspiration for self-realization of an individuality is effectively formed in the students period. It is predetermined by a person's self-identification as the subject in the macroworld of social relations in general, and in educational world of an higher institution in particular. The formation of " I"-image is of highly psychological importance for individual self-development and self-realization, the first being the means of promoting fixation of near, middle, distant goals of education subjects, inducing to purposeful activity, correcting communicative relations in the university environment.

The core of future specialist training expects the formation in students the system of knowledge and skills of an individual needed for fulfilling different

professional functions. An integral marker of gaining such skills is the self-realization of a student's personality. B.S. Gershunsky claims that individual self-realization may be viewed as a purpose of education. Moreover, self-realization may be achieved if a person:

- is conscious about self-realization as the purpose of life; believes in individual self-mission as the sense of life and the hope for personal "I"-continuation;

- realizes own capacities, interests, life preferences and motives of behaviour, simultaneously using them in life situations; feels oneself as a part of nature, as well as human community; is able to friendly relations with other people independent of their world-views and mental peculiarities;

- possesses knowledge, skills, and abilities which allow self-realization in professional sphere and other public relations;

- is able to make purposeful and effective efforts needed for full self-realization during life time [1, p.6].

In the centre of pedagogical concept of self-realization there is a belief in man's personal experience, his ability to self-exposure, revealing a unique self-nature, and to defining means of personal development. The reason of self-realization lies in the necessity to agree inner intentions of a person and outer conditions he lives in. The pedagogical essence of the stated problem anticipates the working out of means which stimulate the processes of self-cognition, purpose-reliance, designing individual life-activity perspectives. Thus, being theoretical by nature the problem of self-realization of a personality has practical character. Practical orientation of self-realization differentiates the former from the utopian abstract idea of all-sided development of a personality [1, p.7].

L.A Korostyliova [2; 3] considers self-realization as a necessary characteristic of an adult development, and defines it as a phenomenon of "I"-formation possibilities at the expense of own efforts, co-creativity, co-operation with other people (near and distant surrounding), with the society, and the world. Self-realization presupposes balanced and harmonious development of different person's features through making proper efforts to disclose genetic, individual, and personal capacities. Generally self-realization, being a process of realization of oneself, is self-creation in everyday life, search and assertion of own special way of life, own values and own sense of existence. Self-realization is possible to occur when a person has an excitative motive for personal development [3, p.52].

Any activity if connected with realization of intentions for purpose consummation and personal problems solution allows self-realization (V. Andreyev, T. Vivcharyk, L. Tsyrenova). This activity must also be linked with persons awareness of own importance, propriety of own forces usage directed at free choice of individual ways of growth (V. Gupalovska, A. Kovaliova, Yu. Yukhimenko). Mentioned activity is also has to be connected with self-creation in everyday life, with search and assertion of personal way of life, of own values and sense of existence for productive and successful realization of own potential duty (Sh. Buller, L. Korostyliova, L. Kulikova). This activity works when related to opportunities realization which are embodied in subjective personality, and are dependent on man's volition but not on spontaneous circumstances (N. Kulik); also when related

to self-becoming, when a person is responsible for his life quality (G. Olport); as well as when connected with spiritual needs, interests, ideals, inner values satisfaction (L. Tsurikova, I. Chkheailo); with internal potential realization not only for person's own sake but for environment and society benefit (I. Chkheailo, Yu. Yukhimenko) [10]. So, coming out of above mentioned, self-realization is being studied as the process occurring inside the activity.

While describing goals, motives, means, and results of the self-development process where self-formation of a personality is in the centre, V.G. Moralov claims, that the most essential interconnected forms for self-expression and self-realization are the following:

- self-affirmation as persons opportunity to declare about own individuality through motives actualizing and specific activity organizing in order to find and confirm one's qualities, traits of character, and actions;
- self-improving as persons ability to develop, to strive for being better, to bring some ideal closer through conscious control of own qualities and capacities;
- self-actualizing as the highest form of self-development, which involves two previously mentioned forms, and is motivated by the idea of the highest sense of own being, that is the ability to find out and use some potential in order to fulfill own mission successfully.

Social self-determination of a student is closely connected with his self-realization, the former being a feature of gradual growth of an integral individuality. The phenomenon of self-determination occurs when persons behaviour is defined not only by social influence, or individual qualities but by the set goals, tasks, and values, which are protected by a person regardless of environment and social circumstances. Social self-determination as a means of own position in the world is directed mostly outside of a person. But it is the process of self-determination where a personality becomes perfect [9].

One of subjective conditions of integral self-realization of a student is his effective social activity, its importance for vital activity environment. The intensity of social and professional growth of a future specialist is characterized by activity. Activity is a combination of features, moreover is a state of a human being, which is revealed in intensive work aimed at satisfaction of financial and spiritual needs. Social activity, on the contrary, is aimed at serving society interests, at the same time helping to form cognitive ability to acquire knowledge which is necessary for active social work.

Self-realization is a necessary part of personal development of a student. The more complete self-realization is the more harmonious is the spiritual growth of a future specialist, who considers himself a unique, successful personality, and who can smooth a way a lot of inner contradictions. Completeness of self-realization means the successful realization of capacities development, the usage of social conditions for talents and abilities disclosure, and, of course, the benefit which can be brought by a person to dear people and society. As the basis of self-realization there are personal abilities, knowledge, skills, and moral qualities accumulated during the lifetime, and which define all-sided personality of a future specialist, as well as his real benefit to human values enrichment. In order to be fully self-realized a person should possess certain qualities such as understanding of being unique. A

student must possess knowledge and skills allowing him to realize them in the chosen working activity and different relations. The capacity to take purposeful and effective efforts is highly essential, the former making self-realization full and complete.

The abovementioned skills can be worked out on the basis of profound education, which goes in parallel with family upbringing and excludes negative influence on a person within an educational establishment smoothing negative effect outside. The leading role of education in forming the conditions under which self-realization is possible is determined by the fact that learning and upbringing are by their nature system-forming principles of self-realization. The development of the persons ability to be self-realized is related to human-oriented education and with complete approach to formation of an individuality.

There are subjective determiners which presuppose active life-activity of a young person and help to distinguish the purpose of own activity. They are the system of values, life strategy, life choice, determination, and the degree of being adapted to surrounding world. Self-realization actually occurs when the purpose of the activity is perceived by a person as his her own. Conscious formulation of the purpose is the necessary condition for self-realization.

Some scholars make emphasis on social nature of self-realization, and on self-cognition as the main part of it. It is naturally as self-cognition is characterized by autonomous nature, that is connected by inner needs and interests for increasing of self-consciousness, when the social content of actions is understood deeper and wider. Also the realizing of own success, achievement and failure when starting something becomes more clear and distinct [11, p.120].

Self-analysis helps to realize his real inner being, to control the main periods of life activity, to comprehend the inner state, because it is naturally for a person to gain experience not only receiving information but also analyzing his own actions, behaviour and deeds. On the basis of got conclusions and acquired feelings of the past he creates own future and himself within the latter. G.O Nesterenko [6] is right when points out to self-analysis as to the process of mental division of the structure of an individuality into separate basic parts (based on the results of an activity) in order to comprehend each of them, thus to self-estimate own possibilities (compared with other people or known etalon), and to single out own weak and strong sides. The product of self-estimation as a self-model, that is the synthesis of knowledge about above stated structure.

As the result of psychological and pedagogical research we defined, that common features for both Ukrainian and foreign humanistic theories of self-realization are the following: the belief in person's experience, the ability to find out own unique potential, to define the direction of professional development. The motive of self-realization is not a contradiction but a sequence between the inner being of a person and his decisions. The way for self-realization to be revealed is defined through the activity which is connected with self-cognition of values, critical thinking, development of intellect etc. [4].

Thus, self-realization of a student is understood as conscious striving of a future specialist for self-cognition of achievements and choice of practical actions to put own experience into practice.

In order to perceive the nature of self-realization it is obligatory to single out the main criteria, features, and levels of this process.

Having researched a number of works in Psychology and Pedagogy (Yu. Alioshina, Yu. Vishnevsky, M. Ginsburg, L. Gosman, N. Kalyna, N. Klienova, L. Levchenko, A. Merenkova, V. Shapko, I. Shemeliuk etc.), and having surveyed experts views, we defined social self-identification and social activity as basic criteria for self-realization. The quality of these criteria is also taken into consideration.

Thus, *social self-identification* presupposes:

- disclosing person's capacities;
- understanding own abilities interests, life preferences, and behaviour motives;
- ability to distinguish the values peculiar to a person who is self-realizing;
- desire to achieve recognition in the surrounding world;
- ability to self-cognition and self-estimation;
- understanding and belief in further life and professional perspectives;
- making efforts to achieve the set purpose;
- demonstration of results in different activities.

Social activity involves the following issues:

- capacity to make purposeful and effective efforts which are necessary for full self-realization in life activity;
- being initiative while performing duties;
- striving for being a leader;
- volitional efforts to develop own qualities;
- active participation in life activity;
- ability to react quickly to changing situations;
- desire to active self-identification;
- ability to friendly cooperate with other people.

It is also urgent to distinguish the levels of self-realization on the basis of V. Noskov's classification of person's self-actualization levels. They are defined as high (creative), middle (reconstructive), and low (reproductive).

High (creative) level of self-realization is characterized by consciously defined purpose of life activity, by the ability to self-cognition, by the adequate estimation and control of own activity, by the capacity to disclose own skills, by the degree of formation of needs, and interests in the life of the community. Such a person is always interested in the content of life activity in social environment, makes corrections, and is active in all kinds of work. This person is extremely sociable, initiative, friendly, is adequate in communication with group-mates, is able to project own activity, and to choose the means of achievement the purpose.

Middle (reconstructive) level of self-realization, as compared with the previous one, is characterized by the fact that a student in order to define the purpose of life activity needs some help from his advisor, teacher, friends etc. The process of person's self-cognition depends on external influence, thus the disclosure of abilities is dependent on certain circumstances. The person has already formed needs and interests to some activity which is reconstructive by nature. On this level a student is participating in offered activities only if he is expecting some benefit. The activity is not always performed independently. A student is involved into some activity when

he is pleased by social interaction and mutual benefit, but social communication stereotypes are not used properly. A person is partly interested in life activity, but doesn't correct it anyhow, is rarely active, the actions are reconstructive.

Low (reproductive) level of self-realization is characterized by non-ability of a person to define the purpose of life activity. A student is descreet in self-cognition, uses other people's help to estimate and control own activity. The process of revealing his abilities is limited, needs are dimly defined, situational interest dominates. On this level a student doesn't perceive the participation in life activity as a means of self-development in future. The process of values formation and behaviour are completely dependent on others' influence (group advisor, teacher, friends etc.). A person is not properly initiative in life activity, can't work on his own, doesn't demonstrate creativity, and exists in his own world. Communication skills are weak, other people's estimation of positives and negatives doesn't influence person's involvement into some activity.

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