

## THE MAIN PECULIARITIES OF SELF-REALIZATION AND SELF-DEVELOPMENT OF THE UNIVERSITY STUDENTS IN THE PROCESS OF LEARNING

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***Abstract:** The article describes the main features and gives substantiated notions of «self-realization» and «self-development». The basic educational principles of formation university students' abilities for self-realization and self-development are identified. The main steps in this process are defined and reasoned.*

**Key words:** self-realization, university students, intellectual, socio-cultural and professional self-development, skills of educational and professional activity.

The transition to new educational standards has set an important task for teachers and psychologists – the organization of the educational process in higher education on the basis of the principles of the competency paradigm. Competence paradigm involves not only changing the content and structure of the educational process (emphasis is placed on the activity of the student and the amount of independent work increases), but also a fundamental change in the purpose of the educational process – the graduate's competent personality [1].

Today in Ukrainian society the need to build an educational environment, which opens up a wide range of directions for self-development to young people is recognized. A modern institution of higher education should give the young man the chance of full-fledged development not only in the professional, but also in the mental, personal plane. According to

many researchers, the basis of such an educational environment should be the anthropocentric principle of building a higher school, determined by the personal dimension of educational practice [6]. The formation of personality in the conditions of higher education is presented, first of all, as a process of self-development. The desire for self-determination as the leading internal task of the individual is solved by the mechanism of self-realization. The concept of “self-realization” entered into the scientific and cultural revolution, largely due to the work of scientists who identify themselves with the flow of humanistic psychology (A. Maslow, C. Rogers and others). The initial thesis of humanist psychologists is that the very essence of a person constantly moves him in the direction of personal growth, ensuring self-development [5].

Self-development is one of the most complex and multi-dimensional peda-

gological categories. Philosophers believe that it is based on the power of self-movement, which determines the direction of the self-consciousness of the individual as an active component of self-creation. Most authors come to the conclusion that self-development is the development of certain personal and professional qualities, which takes place not at the external level, but at the personal level, and the person himself is the initiator of the process [3, p. 80].

The analysis of literature allowed to distinguish three types of self-development of the university student institution: intellectual, socio-cultural and professional.

Intellectual self-development is a purposeful and conscious process of student's development of abilities: the creation of logical conclusions, the operation of abstract concepts, the implementation of analysis and synthesis operations, the structuring of incoming information, an understanding of the specifics of mental activity in the educational process, based on internally important aspirations and external influences. The intellectual self-development of the student is based on solving the contradiction between the real qualities of the individual and the ideal way of the intellectually developed subject, presented from the outside or created independently [4].

Socio-cultural self-development can be defined as the student's development as a subject of social relations, subject of communication, interpersonal communication, participant in social life, performer of various social roles, consumer of

achievements of culture, carrier of social and cultural values; the development of social responsibility and self-control, the ability to rational organization of leisure; development of life skills in modern society and civic attitudes, organizational skills, experience of oral and written communication, interpersonal skills, group skills, skills of performing various social roles in a team.

Professional self-development plays a key role in the formation of a specialist. Professional self-development of university students is an internally determined progressive self-change of the person, expressed in the change of the quality of educational and professional activity and is dialectically related to the dynamics of its change, represents the unity of the following components: motivational (competence: the aspiration for self-development, improvement of the skills and mastery, formation of professional interests), cognitive-activity (competence: ability and readiness to the acquisition of new knowledge, the critical perception of information, its analysis and synthesis, the study, systematization and synthesis of scientific and technical information, the use of information technologies and databases in the professional field), evaluative-reflexive (competence: awareness and evaluation of oneself and own abilities, actions, motives and goals, the ability to constructively build relationships with others; awareness of the requirements of society and their analysis in terms of the goals of professional self-development, the ability to comprehension of the results of self-development in the chosen profes-

sional sphere of activity and determination of alternatives in case of necessity of its change) [2].

Professional self-development of students in the educational process of institution of higher education is carried out in stages: the first stage – formation – is aimed at forming a stable motivation for professional self-development; the second stage – consolidation – aimed at consolidating the ability and readiness for knowledge and their implementation in educational and professional activities for self-development; the third stage – the transformation – is aimed at improving the skills of educational and professional activity of students of higher educational institutions on the basis of self-examination and comprehension of the results of professional self-development.

So, the formation of personality in the conditions of higher education is issued as a process of self-realization and self-development. Self-development is the development of some personal and professional qualities, which proceeds not at the external level, but at the level of personality, while the initiator of the process is the person himself. Professional self-development of university students in the educational process is carried out in three stages: formation (aimed at forming a stable motivation for professional self-development); consolidation (aimed at consolidating the ability and readiness for knowledge and their implementation in educa-

tional and professional activities for self-development); transformation (aimed at improving the skills of educational and professional activity of students of higher educational institutions on the basis of self-examination and comprehension of the results of professional self-development).

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