

## **Student's self-development and self-realization in the process of professional training**

T. Tarasenko, K. Vasilchenko

*Melitipol Bogdan Khmelnytsky State Pedagogical University, Ukraine*

*Abstract:* The article reveals the essence of the concepts of self-development and self-realization of a student. The problem of personal and professional development in a higher educational institution is considered. The significance of the development of creativity as a resource in the self-organization of an individual in professional activity is determined.

*Key words:* higher education, creativity, self-realization, self-development, professional qualities, self-reflection, feedback, educational environment.

Today, the society is aware of the need to build in the higher education system such an educational environment, which opens to young people a wide range of areas of expression of creative abilities. Effective higher education should provide a process of self-realization through the creative activity of the individual in the educational system, and facilitate the growth of the student's essential forces as a subject of preparation. It is well known that higher education is a complex process of self-movement for the understanding of culture and profession, and that learning is a deeply mediated individual-personality traits of the student as a future specialist.

The formative potential of a higher education institution lies in the possibility of producing such an educational environment, which at the personal level acts as a specific cultural space for the creativity of the higher education applicant. D. Bogoyavlenskaya, A. Maslow, R. Sternberg and other scientists de-

voted their research to the psychological peculiarities of the creative personality. With all the diversity of interpretations of creativity, there is a clear tendency to view it as a manifestation of self-realization of the individual (A. Leontiev, A. Maslow).

Personality development in higher education seems to be primarily a process of self-development. The desire for self-determination as a leading internal task of the individual is solved by the mechanism of self-realization [1]. A young person should come as much as possible in the larger realms and areas of life and, after receiving feedback, choose his life path. It is known that self-realization as a kind of general motivation of life reaches the peak of its relevance in the period of youth, when the young man, because of his psychophysical and mental characteristics, possesses the most energy and efficiency. This search for integrity and distinguishes youth from the later stages of life [2]. Thus, for student youth, self-real-

ization through the expression of creativity, creativity acts as the main psychological task, which is solved by it directly within the walls of the institution.

The concept of “self-realization” came into scientific and cultural circulation largely due to the works of scholars who refer themselves to the course of humanistic psychology (A. Maslow, K. Rogers and others). Representing the movement for the “development of human potential”, the authors of this direction considered the person, above all, in terms of the ability to self-improvement [4]. The original thesis of humanistic psychologists is that the very essence of man is constantly moving him in the direction of personal growth, providing self-development through the manifestation of creative potential.

Self-development is one of the complex and multidimensional pedagogical categories. Most authors conclude that self-development is the development of some personal and professional qualities, which proceeds not at the external level, but at the personal level, and the initiator of the process is the person himself.

Professional self-development of students of higher education is internally conditioned progressive self-change of personality, which is expressed in the change of the quality of educational and professional activity and dialectically connected with the dynamics of its change, which is the unity of the following components: motivational (competence: desire for self-development, improvement of their qualification and skills; formation of professional interests), cognitive-activity

(competence: ability and willingness to acquire new knowledge, critical perception of information, its analysis and synthesis, study, systematization and generalization, use of information technology and database in the professional field), evaluation and reflexive (competence: awareness and evaluation of oneself and own abilities, actions, motives and goals; ability to build constructive relationships with others, understanding the requirements of society and their analysis in terms of professional self-development goals, the ability to self-reflection results in the professional field of activity) [3, p. 4].

Therefore, educational and professional activity is an important sphere of self-expression and display of creative abilities of the future specialist. Professional self-development is regarded as a special type of activity that provides a way for the existence of the person in the context of the system “person – profession – society”. The person’s self-organization in professional activity is a manifestation of creativity as openness to a new, high need for creativity.

## Literature

- Ananiev B. G. *Man as a subject of knowledge*. St. Petersburg: Piter, 2001. – 288 p.
- Bogoyavlenskaya D. B. *Psychology of creative abilities*. Moscow: «Academy», 2002. – 320 p.
- Egorova Yu. A. *University student as a subject of self-development // Pedagogy of higher education*. 2015. No. 1. P. 3-7
- Maslow A. *Motivation and personality*. St. Petersburg: Eurasia, 1999. – 478 p.