

(систематичного закритого письмового опитування), систематизації, рейтингового оцінювання, аналізу і тлумачення результатів. У дослідженні запропоновано методику та інструментарій для вивчення компетентностей у вищій школі. Задля забезпечення репрезентативної вибірки та отримання необхідної інформації опитування проводилось серед студентів та курсантів із урахуванням індивідуального, групового, колективного вибору. Дослідження проводилось протягом 4 навчальних років (2013-2017 р.р.) на базі Національної академії Національної гвардії України, загальна кількість респондентів – 430 осіб (14 – груп студентів, 12 – курсантів). Результати дослідження свідчать, що найбільш затребуваними серед студентської молоді є попит на формування у них викладачами таких компетентностей: рішучість та наполегливість у виконанні поставлених завдань та взятих на себе зобов'язань; здатність приймати обґрунтовані рішення; вміння застосовувати знання в практичних ситуаціях; вміння працювати в команді; здатність адаптуватися та діяти в новій ситуації; здатність планувати і керувати часом; уміння оцінювати та підтримувати якість виконаної роботи; здатність виявляти, ставити і вирішувати проблеми; знання та розуміння предметної області та розуміння професії; вміння навчатися та бути в курсі останніх подій. Визначені тенденції запиту на формування компетентностей у вищій школі серед студентської молоді України порівняно з даними, отриманими в рамках досліджень за європейським проектом Тюнінг.

**Ключові слова:** запит студентів, компетентність, класифікація компетентностей, інструментальні компетентності, міжособистісні компетентності, системні компетентності, проект Тюнінг.

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## SELF-ACTUALIZATION AND SELF-FULFILLMENT IN THE CONTEXT OF STUDENTS' AUTONOMY DEVELOPMENT WITHIN THE EDUCATIONAL PROCESS

*The article highlights important qualities that contribute to the effective development of autonomy of students in higher educational institutions. During the development of students' autonomy in the educational process the opportunities for the formation of their creativity, independence and ability to make decisions concerning the solution of certain theoretical and practical pedagogical problems greatly increase. Self-actualization is not a static condition, it is an active process in which person's capacities are used to their fullest. Creativity, ingenuosness, courage and hard work are the major characteristics of people, who are capable of self-actualization. The self-actualization is of special importance in professional activities, and for that it is not only necessary to possess the mentioned qualities but also to have the necessary professional tools and knowledge which will provide the performance and efficiency of work as well as capacities for professional growth.*

**Key words:** self-actualization, self-realization, self-efficacy, the development of autonomy of students, self-regulation.

### Introduction

Innovative teaching technologies, practical implementation of modern approaches to rapidly changing information submission require future lecturers to be independent and mobile in taking their decisions concerning the large variety of unconventional pedagogical tasks which they can face during their teaching practice. In order to feel confident in the volatile educational space the future lecturers should acquire firm skills in self-actualization and self-fulfillment in the process of their studying at higher educational institutions, which will

later become the indices of their self-efficiency on the way to self-perfection.

A prominent Western psychologist of the 20<sup>th</sup> century, one of the creators of the personality theory, A. Adler, indicated that we react actively and creatively to all the influences we face [1]. We do not remain in the state of inert and passive objects, but rather actively search for certain kinds of feelings and despise other ones. We selectively systemize and comprehend our experience, choose an individual scheme of apperception and form a clear model of our attitude towards the world, thus actively and

creatively perceiving all the external and internal influences. Therefore, the core of Adler's model of the human nature is creativity – ability to formulate (consciously or unconsciously) our aims and ways of their achievement. It reaches the highest point of its development in the creation of the life plan, which organizes a person's life into a consistent lifestyle. It is of prior importance for a future lecturer to choose the life plan correctly and build up a respective unique lifestyle. And this task cannot be solved without the actualization of self-efficiency processes and self-perfection; it presupposes a considerable share of independence which make it possible to deal with the issue of self-fulfillment. Thus, this process is not to be happening chaotically but should rather be a component of the students' autonomy development.

According to A. Adler, the formation of life aims, lifestyle and apperception scheme is an act of creativity. He ascribes uniqueness, self-consciousness and control over one's own destiny to every personality. As a result, the formation of self-efficient personality of a future lecturer is mostly the task of a subject, which depends on one's aspirations and dedicated work in order to acquire the respective qualities.

Choosing a career of a lecturer is a courageous and important step in a young person's life. This step has to be conscious and well-balanced, since it determines whether the students – future lecturers – will be working hard over their professional and pedagogical development and reach the self-fulfillment.

According to A. Maslow, self-actualization should be considered as a synonym to self-fulfillment. Self-actualization is a consistent fulfillment of potential opportunities, abilities and talents as a form of fulfillment of one's mission, calling, destiny, etc., a form of a more profound cognition and acceptance of one's original nature, a form of restless aspiration for unity, integration or internal personal synergy [13, 14]. In other words, self-actualization is the willing of a person for growth, development, independence, self-expression, activation of all the capacities of one's organism.

K. Rogers [15] was the first to express the idea that the trend towards self-actualization is characteristic for every living being, and the pursuance of complete self-fulfillment is natural for every one of us.

A. Maslow included the need for self-actualization to the hierarchy of needs. In case all the other needs are sufficiently satisfied, the need of self-actualization comes to prominence and becomes as important as the others.

### Discussion

Self-actualization is not a static condition, it is an active process in which a person's capacities are used to their fullest, in a creative manner and, therefore, happily. Creativity, ingenuousness, courage and hard work are the major characteristics of people, who are capable of self-actualization. The self-actualization is of special importance in professional activities, and for that it is not only necessary to possess the mentioned qualities but also to have the necessary professional tools and knowledge

which will secure the performance and efficiency of work as well as capacities for professional growth.

Consequently, we can make a conclusion that the organization and performance of individual educational activities also have to consider the necessity of the future lecturer's self-actualization and rely upon it. For this it is necessary to include unconventional tasks as a component of individual educational activities which would require concentration and activation of all the skills peculiar for the future lecturer; tasks which would demand creative approach and emotional uplift to be resolved.

According to many scholars (A. Adler, O. G. Asmolov, I. D. Beh, D. O. Leontiev, S. D. Maksimenko, A. Maslow, K. Rogers, O. V. Suhomlynska, et al.) we can determine the following important requirements which contribute to personal growth:

- ✓ self-dedication to something more than one's own "self";
- ✓ successful fulfillment of tasks.

The occupation of a lecturer, in case one is ready for it, can create these requirements for a young lecturer, and the training system at a higher educational institution is already designed for it. And during individual educational activities the opportunities for the formation of students' creativity, independence and ability to take courageous decisions for the resolution of certain theoretical and practical educational tasks are considerably increasing.

Constant self-cultivation leads to the appearance of new personal qualities. In case these qualities support the harmonization of the person's relations with the environment, one can talk about the *self-perfection* process. A. Maslow considered that most people, or even everyone, can feel the necessity for internal self-perfection, strive for it and are constantly searching for it. His research has shown that encouraging people for the fulfillment of their own potential is natural and necessary. But still only few of them, who are generally considered to be gifted, can reach the highest point of self-actualization (as estimated by Maslow, less than 1% [13]). The state of things is so unsatisfactory mostly because most people simply cannot see or feel their potential; they do not know about its existence and do not understand the potential and benefits of self-perfection. They tend to hesitate, doubt and even are afraid of their capacities and therefore reduce the chances for self-actualization [13].

The analysis of our pedagogical experience, the results of the faculty staff and students polling, discussions, disputes, seminars on the researched issue show that the insufficient and unsatisfactory results of students' knowledge acquisition by means of individual studying lies in their inability for self-actualization, i.e. unawareness of their strengths and weaknesses which leads to the incorrect dispensation of their psychological and physiological strengths and abilities.

Often students are not able to comprehend and develop their success even when they reach it, which leads to the feeling of helplessness in their individual searching, causes the fear of the big information volumes which are

constantly increasing and require the formation of higher level of individuality for the perception. So where should we search for the way out of this unpromising situation?

First of all, students should be psychologically trained to fulfill these kinds of activities starting with the very first day of their studies at the higher pedagogical institution. In other words, students – future lecturers – should not be left alone with their own psychological problems. Secondly, during class hours and consultative work aimed at assisting and activating individual educational activities lecturers shall be drawing attention to positive achievements of students, gained in the process of individual educational activities. This approach has several important functions: it stimulates the organization of individual educational work, increases the level of students' self-esteem, fosters their self-actualization and encourages them for self-perfection via the organized self-education.

Accounting for the necessity of the self-actualization and self-perfection processes stimulation, the composition of educational material designed for individual mastering at a pedagogical higher educational institution has to meet the following requirements:

- ✓ clear and logical organization;
- ✓ consistency and hierarchy (from easy things to more complicated ones);
- ✓ scientific grounding and objectivity;
- ✓ adequate degree of theoretical load;
- ✓ provision with methodical literature, aimed at explaining the most efficient methods and ways of individual knowledge acquisition;
- ✓ presence of a developed system aimed at the fulfillment of high-quality self-assessment;
- ✓ strong projection on future professional pedagogical work.

Compliance with the mentioned requirements will make a considerable contribution to the students' aspirations to activate their personal potential and foster the efforts to enrich and broaden their life experiences; will have a positive impact upon the enhancement of self-actualization and self-fulfillment capabilities.

Another important personal quality which fosters efficient development of students' autonomy in the process of studying at an educational institution is the *subject's capacity for self-regulation and self-management*.

The modern concept of self-regulation, its sense, mechanisms, materialization and regulation are researched in both, subject-pragmatic approach towards the studying of psychological phenomena (B. Ananiev, O. Leontiev, S. Maksimenko, S. Rubinstein, B. Teplov, etc.) and Western personality theories (A. Bandura, G. Allport, C.-G. Jung).

According to V. Behterev, psychological self-regulation is a conscious influence of a person on his/her own sphere of psychological phenomena (mental processes, conditions, qualities) in order to support or change the nature of their functioning. In psycho-pedagogical studies self-regulation is considered as a dynamic characteristic of general personal activity.

The sphere of self-regulation is primarily characterized by the freedom of the choice of goals and their achievement methods; recognition of the choice; freedom of thoughts; consciences; self-criticism; multilateralism and deliberateness of actions; ability to correspond personal behavior with other people's actions; decency; self-reflection; optimism, etc.

K. Abulhanova-Slavskaya describes psychological self-regulation as an ability of people to organize their activities; their mobilization, regulation, correspondence to objective requirements and activities of other people. Within the self-regulation process, a subject of actions regulates the level of psychological activity which coincides with the existing conditions of activities, the permanence of tension, conducts precise calculation of psychological resources and their rational usage. All these parameters are being systematically regulated by the person who is the subject of activity [2].

The self-regulation mechanism was explained by O. Leontiev as follows: "The internal (subject) acts via the external and thus change itself" [9, p. 181].

An interesting aspect of self-regulation, which directly relates to the formation of subject's individual educational activities and self-perfection aspirations was described by A. Bandura. According to him, self-regulation is one of the most important characteristics of a personality which influences the behavior [5, p. 689]. People are reactively trying to decrease the discrepancies between their achievements and their aims and only in case when those discrepancies are eliminated they can set higher goals for themselves. People encourage themselves to act and manage those actions by means of proactive management – by means of setting the aims which create the situation of inequality and then mobilize their capacities and efforts on the basis of their previous estimations of what is required to reach a certain aim.

A. Bandura has identified two groups of interrelated self-regulation factors – external and internal. Among the external factors of self-regulation he distinguished the standards according to which people can evaluate their own behavior and actions. Moreover, the stimuli of people's actions also belong to the external self-regulation factors. Internal or personal *self-regulation* factors were considered by the scientist in details, he has even emphasized three necessary preconditions: *self-observance, judgment* of the value of personal actions according to the aims set by the person; *active self-reaction* – in the form of emotional evaluation of the behavior according to the personal standards [5, p.689].

As we can see, the self-regulation theories make it possible to highlight important conditions which are to be taken into account in order for the subjects of individual educational work organization to achieve high results in their personal and professional growth – their self-actualization and self-efficiency. According to the abovementioned, we emphasize the direct correlation dependence of success and efficiency of individual educational work upon the students' ability of self-observance,

presence of certain standards which allow evaluating the results of individual educational work and also certain samples with which they could compare their own achievements acquired within the process of this work. Besides, the encouragements or stimuli of work, which are to be set by the organizers of the educational process at a higher educational institution, are of significant importance.

Another aspect of self-realization is studied in the works of O. Kovalev. He considers that self-realization is subordinated to a more scaled concept – personal self-management. He believes that self-management is carried out by self-consciousness. It starts originating in the early childhood and continues to the elderly age. He points out three sides of self-consciousness: knowing oneself, treating oneself and self-regulation [8, p. 28].

Personal will is of crucial importance in management. In the formation and development of a person's volitional powers the system of students' autonomy organization plays a pivotal role. It should be quite challenging and in order to overcome those challenges students will have to take certain, and sometimes, quite considerable efforts, to search for additional information sources (i.e. those which are not included into textbooks – encyclopedic and reference materials, academic literature on other subjects, e-publications, materials from the Internet, etc.). This is where we see the ability for self-actualization, self-management via self-fulfillment in order to acquire the feeling of self-efficiency on the way to self-perfection of a person in general as well as of the future lecturer in particular, who is able to bring up his/her actions to the desired and logically complete result.

Thus, *self-management* as a process includes the selection and analysis of the received information, setting aims and decision making, determination of plans and ways of actions, fulfillment of what is planned by means of self-regulation of spiritual and physical strengths. At the same time self-regulation completes the following tasks: reinforcement or weakening of actions; slowdown of negative impulses; switching or dispensation of efforts among different objects; control over the executed actions and behavior correlation in case of necessity [8, p. 30].

Taking as basis the abovementioned concepts about the mechanisms of self-regulation along with personal pedagogical observations and practical elaborations on the development of students' autonomy within educational process, we will try to distinguish the leading aspects of such activities on which the self-regulation, as a personal quality of a future lecturer, shall be oriented.

- firstly, self-regulation has to help students to eliminate psychological barriers in the successful fulfillment of individual educational activities as a specific kind of actions along with those negative impulses which may occur in case of not enough quick and efficient movement towards a certain aim.

- secondly, encourage to self-observation over one's own individual work, stimulate the process of making personal conclusions concerning the process of individual

knowledge acquisition and comprehension of its value, to think reflectively; to activate the ability to set personal standards of one's own aspirations and compare them to certain other standards set at different stages while studying at a higher educational institution concerning the level of mastery or professional and pedagogical training.

- thirdly, strive to reach the capacity to react actively on one's own positive and negative results in individual mastering of certain scope of knowledge for rapid reaction; in other words – more flexible management of one's own individual educational work accounting for quick or, probably, too slow tempo of receiving certain volumes of information.

- fourthly, to acquire the capacity to rationally distribute strengths among different objects, on which the individual educational activities are focused, and also to be able to switch from one certain kind of activity to another, in case it contributes to the most successful and efficient way of the final aim achievement at every certain stage of this work organization.

- fifthly, to conduct self-control, self-esteem and self-analysis of the performed actions and account for their results when making up a prospective plan of further individual educational work, or, probably, for correcting the already planned one.

### Conclusions

Eventually self-actualization, self-fulfillment and self-regulation cause constructive influence upon the self-efficiency processes, which is considered as an important category in regard of the researched issue.

*Self-efficiency* is defined as “a person's conviction about personal ability to manage the events influencing one's life” [17, p. 695]. Self-efficiency appears to be an important personal characteristic and along with concrete aims and comprehension of what is needed to be done can significantly influence future actions since it is reflected upon the chosen methods of actions. A. Bandura believes that self-efficiency is not identical to personal expectations concerning the results or succession of one's own actions. He strictly separates self-efficiency from hypothetical results. Self-efficiency is mainly the confidence in fulfilling certain actions, while hypotheses are just contemplations over their possibility.

Self-efficiency is not a constant quality, since it changes depending on certain skills required for different kinds of actions, external circumstances, expectations of the object of activities about other people's abilities and especially if they can be considered to be more skillful, on estimations of one's own capacities and also on physical condition.

According to A. Bandura, high or low level of self-efficiency combined with favorable or unfavorable conditions of external environment make it possible to outline four different kinds of suppositions about the results of the performed actions [5]:

1. When the level of self-efficiency is high and the conditions of external environment are favorable, successful result is most probable.

2. When the low level of self-efficiency is combined

with favorable conditions, a person can get depressed when seeing others achieve positive results in their activities which seems to be too complicated in that person's opinion.

3. When a person with the high level of self-efficiency faces an unfavorable situation, he/she usually increases his/her resources and strives to transform the unfavorable conditions into better ones.

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4. And finally when the low level of self-efficiency is combined with unfavorable external environment, a person feels apathy, helplessness and tends to put up with the state of affairs.

In any case, it is important to consider the combination of both factors – self-efficiency and external conditions.

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#### САМОАКТУАЛІЗАЦІЯ ТА САМОРЕАЛІЗАЦІЯ ОСОБИСТОСТІ В КОНТЕКСТІ РОЗВИТКУ АВТОНОМНОСТІ СТУДЕНТІВ В ОСВІТНЬОМУ ПРОЦЕСІ

У статті висвітлено важливі якості особистості, що сприяють ефективному розвитку автономності студентів в умовах вищого навчального закладу. Саме під час здійснення розвитку автономності студентів в освітньому процесі значно зростають можливості для формування креативності, самостійності й здатності сміливо приймати рішення відносно розв'язання певних теоретичних і практичних педагогічних проблем. Самоактуалізація не є статичним станом, це діючий процес, у якому здібності індивіда використовуються повністю, творчо й тому, радісно. Креативність, безпосередність, сміливість і наполеглива праця – основні характерні риси людей, здатних до самоактуалізації. Особливого значення набуває самоактуалізація в професійній діяльності, для чого необхідна не лише наявність названих якостей, але й володіння визначеним професійним інструментарієм, знаннями, що забезпечуватиме результативність й ефективність праці, а також здатності до професійного зросту. Відповідно до цього, можна дійти висновку, що організація й здійснення самостійної освітньої діяльності мають також ураховувати необхідність самоактуалізації майбутнього вчителя й спиратися на неї. Для цього до змісту самостійної освітньої діяльності обов'язково слід включати нетрадиційні завдання, які б вимагали концентрації й активізації всіх притаманних особистості майбутнього вчителя здібностей; завдань, які для свого розв'язання потребують творчого підходу й емоційного піднесення. Аналіз власного педагогічного досвіду, результати опитування професорсько-викладацького складу університетів, а також студентів педагогічних університетів й інститутів, проведення бесід, диспутів, семінарів за тематикою досліджуваної проблеми переконують нас у тому, що недостатні й не досить задовільні результати студентів у набутті знань шляхом самостійного їх засвоєння криються в неспроможності студентів до самоактуалізації, тобто незнанні своїх слабких і сильних сторін, що призводить до неправильного розподілу своїх психічних і фізіологічних сил і можливостей. У формуванні й удосконаленні вольових якостей особистості значну роль відіграє система організації автономності студентів. Вона повинна не тільки висувати помірні труднощі, але й передбачати виникнення ускладнень, для подолання яких студентів необхідно буде докласти певних, іноді значних, зусиль, звернутись до додаткових джерел інформації (маються на увазі ті, які не належать до посібників і підручників – енциклопедично-довідкова література, академічна й повна, література з інших навчальних дисциплін, електронні видання, матеріали всевітньої інформаційної мережі Internet тощо). У цьому ми й убачаємо прояв здатності до самоактуалізації, самоуправління через самореалізацію для набуття відчуття самоефективності на шляху самовдосконалення як особистості взагалі, так й особистості майбутнього вчителя, здатного самостійно доводити власну діяльність до бажаного й логічно завершеного результату, зокрема.

**Ключові слова:** самоактуалізація, самореалізація, самоефективність, розвиток автономності студентів, саморегуляція.

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