

## **The Thesaurus Analysis of Students' Notions about Self-Realization in the Process of University Education**

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**Abstract:** The problem of modern young people self-realization and the higher school's role in its solution is considering. Results of the students' notions about their self-realization possibilities in the course of the higher school education research are describing. Subjective-significant self-realization components and data of their measuring on students from different universities data are revealing on the basis of the thesaurus analysis. The first component is the ego involvement in the education, that means an interest in the education and satisfaction with it, the study value, a desire to master the profession and also students' joining the education in the chosen university and implication in it. The second component is the abilities realization during the university training, that assume students' potential, their self-knowledge and self-expression in the study, abilities and talents revealing development. The third condition is the social integration into the higher school studying. This component implies the attention to the student's personality, university's help, sense of community, confidence, mutual assistance and support atmosphere presence in student community, strong friendly links and respect presence, etc.

**Key words:** The higher school, student youth, self-realization, thesaurus research approach, subjective notions about self-realization, self-realization semantic indicators

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### **INTRODUCTION**

The higher school significance consists in its institutional and sociocultural influence on the student youth under conditions of the unstable and transforming world, dehumanization and traditional values devaluation (Bauman, 2000). Now the true value of the higher school training is largely determined by in what degree it opens the way for the student youth creative development, its personality potential development under conditions of uncertainty (Barnett, 2011). At all times the significance of the higher school as the sociocultural institution appeared in its ability to form surroundings of the young people intensive intellectual and civil growth, the ability to give their versatile development a chance in regard to not only professional aspect but world outlook, social, moral aspects. In this connection, the productive higher school training must set the stage for the personality self-realization in the educational sphere, promote the essential forces growth of students as active participants of academic professional activity and fruitful social life.

**The self-realization problem in modern science:** The concept of self-realization notion is actively used and developed by scientists from different spheres of humanitarian knowledge during the last half-century. In addressing this problematics three methodological levels-philosophical, social and psychological-are clearly separated. According to Leontyev (1997), at the first and the last levels human as a tribe and human as a species (the individual) acts as the object of the research, at the second level the object of the research is a concrete social structure representing the self-realization conditions complex.

At all approaches and concepts variety three initial lines of the self-realization problem consideration are traced in the current research frame: potentiality, existential and transcendental.

Potentiality trend was given in science by humanistic psychology (Maslow, 1987), it consider self-realization as expression of the self which develops embedded in it potencies (Maslow, 1987). The well-known autopoiesis theory explaining the human self-reproduction by his nature "autopoietic organization" offers such potentiality principle (Maturana, Varela 2010).

The principle of preformation is largely inherent in different cognitivist and gestalt theories about the person's self-development and self-improvement. Existential trend explains self-realization less by some essence presence than by exactly the existence plan. The existential vector in philosophy and culture maintains the existence (Dasein) as an act of conscious choice by individual which thrown into the world. The existence precedes the essence and the person is just what he does of itself.

Transcendental trend represents self-realization as the process of one's own "Ego" overcoming, the individual's coming out of his limitation by an actual situation bounds in the course of the moral search, the dignity and the sense of life finding (Gewirth, 1998). The self-realization understanding transcendental vector (I. Kant, G. Hegel, V. Frankl) directs it to higher, moral values and senses.

Considering dialectics of the self-realization process sociocultural and internal determination, its phenomenology and content humanitarian science tends to reveal and show a variety of the included into different communities and relations person's essential forces realization forms, ways and mechanisms. Socio-historical and anthropological self-realization concepts were described even by K. Marx. As E. Fromm notes, Marx's act of the self-realization (Selbsterschaffung) lies in the understanding basis of independence and freedom, plays the role of the alienation antipode and it is connected with the "labor" notion as an anthropological category (Fromm, 1961). In this regard, Fromm and Marx follows (1961) G. Hegel, who understood the labor as "self-creativity, self-reproduction process" ("Selbsterzeugung") (Fromm, 1961). Finding their development in Russian humanitarian science, the self-realization social activity and cultural-historical conditionality ideas solidly bind the latter with socialization and vital activity processes of the person as the social subject.

Basing on noted above ideas we consider self-realization as the culture-determined process which corresponding to the socialization process, that is emerging and developing in response to the socium and culture forming influence. In substantive terms, the self-realization lies in revealing and realization of essential forces of personality who passes through itself concrete historical forms of social relations. Representing synthesis of knowledges, skills, abilities, talents and the others characteristics which the impelled by interests, drives, expectations and senses these essential forces are formed in the course of personal assimilation of society

culture experience and productive forces through the mechanisms of disclosure and objectivation of this experience in social practice.

**The higher school as the self-realization sphere of the youth:** An education sphere as an area of the culture experience transmission practice patterning is the universal surroundings of the trainees' essential forces generation calling into existence the self-realization of the youth primary experience (Barnett, 2011). According to our investigations, the youth's self-realization process being complex in its genesis and phenomenology is conditioned at the personality level by the coherent action of three processes-self-consciousness, self-determination and self-assertion (Shutenko, 2013). In this regard, the higher school as the self-realization institution embracing the most important personality structures ought to: firstly, act as the youth's self-consciousness cultural space in the self-knowledge and self-attitude unity; secondly, serve as the senses lead in a sphere of youth's self-determination, its choice and self-understanding in the culture; thirdly, to give possibilities for youth' self-assertion through socially significant contribution in the sociocultural process fulfillment.

Under the conditions of the higher school transformation, the philosophy, education content and standards changing, the deep and versatile comprehension of taking place in student community at the personality level changes is required. Relying on the established in science tradition of the young generations research, we consider student youth in the context of systemic sociocultural changes in an education sphere, in which the trainee's personality acts as its professional and cultural formation subject (Shutenko, 2013). In our view, the student youth represents a relatively independent sociocultural community which can successfully realize itself under the conditions of dynamically developing personality-oriented educational systems.

Meanwhile, at present stage faults are indicated in the work of the higher school as the socialization institution, educational and upbringing possibilities of which don't find its embodiment in the youth's sociocultural development practice (Shutenko, 2013). In the higher school education sphere the youth's socialization value cues crisis appears and educational standards have the inconsistent and contradictory character of the advancement, don't fully provide the personality sociocultural formation full value process (Ilyinsky, 2011).

The higher school crisis actualized modern youth's problems. Higher education mass character leads to that now it embraces almost all of school graduates belonging within "the life standards pack" of every young person. Hence the socialization role of the high school as the important life stage solving the personality self-determination, full value self-consciousness and sociocultural identity acquisition crucial problem increases. For this purpose the higher school ought to become a youth's self-realization school in which every student will be able to build his own professional, social, cultural character, design his future. But weakened for the years of liberal reforms the high school upbringing potential doesn't allow universities to assume that role, and the mass culture readily do it. Under the pressure of the consumer society breaking moral barriers through informational networks and post-modernist deconstructions the dependently mercantile existence plan is actively imposed on the young consciousness (Bauman, 2001). Instead of the full value self-realization banal self-assertion is cultivated in which the outward things and the society are represented as nothing more than the selfish wishes and desires satisfaction mean (Shutenko, 2013).

## **MATERIALS AND METHODS**

### **The research conception and methodological patterning**

**features:** Within the framework of the research carried out by us, we proceeded from the assumption that the process must provide conditions of the students' subjective-significant self-image in the future profession, the society and the forthcoming life projecting by them. It is obvious that the modern university must promote student's movement toward this image through his personality potential and essential forces developing in the course of the education as the study and social life subject. Students' self-realization process is largely determined by the university practice focus on the full value personality development as the most important problem and mission of the higher school. At the psychological level, the self-realization need as the leading life intension in the student age is obliged by the birth to deeper and more generalized state expressed in the self-determination and self-identity tendency (Tomlinson, 1993). Considering the students' self-realization process in the university education we assume that this process acts, on the one hand as the main line of the future specialist personality successful development and self-determination, on the other hand as the university training efficiency internal criterion.

The object of the research carried out by us was the higher school educational environment as the student youth's self-realization sphere. The main problem of the research consisted in students' steady notions about their self-realization possibilities and circumstances at the university detection and appraisal of these moments presence and completeness degree in modern youth's university life.

Through the tentative pilot questioning conducting, selective interviewing, carrying out focus groups the most important subjective-significant self-realization conditions of students in the modern university emerged. The research was conducted in 2012-2013 academical year, 502 students in higher training from four different Belgorod universities took part in it: technological university, humanitarian and economic universities, the MIA higher school of law.

In the course of the questioning and interviewing students' different opinions, estimations and answers to following questions were ascertained: "What does the self-realization in the studies and university life mean to you?", "Is it possible to achieve the self-realization in the course of the studying?", "On what does students' self-realization depend?", "What promotes and what prevents your self-realization at the university?", "What is the role of the university in students' self-realization achievement?", "What is required from yourselves for the self-realization at the university?" etc.

Received answers and opinions undergo the primary content analysis. From the received information array units with the significant content were separated out, then generalized, systematized and grouped into certain thematic communities consisting of close in the direction, context and sense estimations, which are similar in their narrative and subject line. In this regard we aimed to omit inessential formal, logical, stylistic, discursive, lexical, grammatical and other differences and nuances. At a first approximation from the students' answers total array nine semantic categories reflecting different aspects and self-realization possibilities in the studying were separated out. More advanced semantic processing and the thesaurus analysis (Lukov Val. and Lukov, 2004) of received answers categories consisted in their clusterization based on more versatile coupling of related lexical and thematic-expressive constructions. It allows to enlarge and consolidate different answers categories into three overall semantic clusters which serve as a basis for the formulation of, accordingly, three significant conditions of students' self-realization.

Table 1: The indicative structure of the readiness to self-realization in education thesaurus

Semantic indicators	The frequency of indicator usage in students' answers (N = 502) (%)
Interest in education presence	69
Desire to study at the chosen university	65
Satisfaction by education	64
Personal significance and value of education	57
Absorption in studying and preparation in general	54
Desire to resemble teachers and to take a pattern by them	47
Tendency to know and master the future profession deeper	42
Continuous submergence into the education process	38
Other things	33

Table 2: The indicative structure of the self-realization measures and actions thesaurus

Semantic indicators	The frequency of indicator usage in students' answers (N = 502) (%)
Students' inner potential activation, their abilities and talents development	73
Intensive self-knowledge and perfection in the course of studying at the university	68
Increase of the university training subjective-significant utility	63
Approach to the goals, senses and dream achievement in the course of training at the university	60
Performing the duty of a social lift by the university	57
Stimulation of successes in studying, strengths activation in the course of training	55
Versatile self-manifestation and self-expression at the university	52
Support of personal efforts in the studying	47
Other things	35

Table 3: The indicative structure of self-realization activators thesaurus

Semantic indicators	The frequency of indicator usage in students' answers (N = 502) (%)
Presence of the intensive transpersonal interaction in the university life	74
Manifestation of mutual assistance and support in the student environment	70
Presence of the social proximity and solidarity in the student environment	67
Manifestation of concern and care from the university side	62
University help in the students' problems resolving	59
Presence of the confidence and respect atmosphere	56
Intensity and strength of friendly connections	55
Real functioning of student collectives in the university life	44
Students' leisure and mode of life qualitative ensuring	42
Other things	34

The above mentioned semantic connotations prevalence indicated the significance of student's personality implication and involvement in the educational process. We consolidate the opinions spectrum reflecting this circumstance of students' self-realization by the ego involvement in education process notion.

The second group of estimations is formed through the selection of students' statements and appraisals, in which the degree and completeness of their personality revealing in the course of the university preparation (inclinations, individual features, properties, abilities, experience, talents etc.) were reflected. In Table 2 appropriate semantic indicators showing the importance of students' inner resources revealing as their self-realization in education initial basis are reflected. These indicators were segregated into the independent cluster in students' estimations general array.

As the table shows, reflecting the self-realization certain acmeological sense ideas about the self-perfection possibilities, the personal and professional growth high parameters achievement dominated in the sense field of students' estimations. In general terms, noted indicators determined the importance of conditions for students' abilities realization in the course of the university preparation ensuring.

Into the third group structure estimations and opinions indicating the importance of constant contacts and social integration in the course of the university education were united. In students' opinion, there is impossible to realize oneself as the personality without intensive, friendly communication and joint activity. The importance of the certain social atmosphere as a breeding ground, environment for the versatile self-knowledge and self-expression presence is noted in answers. The sphere of constant communication, collective life, social admission and proneness, collaboration and mutual help during the preparation process plays a role of such environment. In Table 3 students' answers semantic

**Subjective thesauri and semantic indicators of the self-realization conditions in education:** In the first group of answers connotations, estimations and statements reflecting respondents' immediate attitudes to the educational activity, the preparation process at the university and also the importance of this activity in their life were included. Included in this group students' estimations mainly raised the subject of the education process subjective significance and education high motivation on the whole. In Table 1 the most widespread semantic indicators of students' statements included in the first thesaurus cluster of their notions about subjective conditions in terms of the readiness to self-realization in education are outlined in percentage terms (at the rate of 100% mentions per every indicator). The list of indicators is shown in order of rating: upper points are occupied by those of them, which is more popular in the students' community, less popular ones are placed in lower rows.

indicators reflecting different modalities of the social support and facilitation for the full value self-realization at the university significance are shown. These indicators composed the last thesaurus cluster of students' opinions about self-realization possibilities at the university.

### CONCLUSION

The research results allows to establish that there are following important subjective-significant conditions of students' self-realization in the university education. Firstly, it is ego involvement with education which appears in students' interest to education presence, a desire to study at the chosen university, satisfaction by education, submergence into the education process, steady identification with teachers and masters of the profession, tendency to holistic self-development in education. Secondly, it is the realization of abilities in education which means students' personality potential development, their better self-knowledge in education possibility, the approach to their dreams embodiment, the abilities and talents revealing, the preparation orientation on the future success and students' professional growth, on their versatile self-manifestation in education, on their efforts in studying facilitation etc., Thirdly, it is students' social integration, that appears in a sense of community and mutual assistance in a student environment, the friendly connections presence, the confidence and respect atmosphere, the friendly connections significance and strength.

In our view, discovered student youth's subjectively significant notions about self-realization allow to single out appropriate problems of the university training. Firstly, it is building-up and development of students' universal active abilities; secondly, it is the productive activity, purposeful and sensible actions in the educational sphere stimulation; thirdly, it is ensuring of this activity realization wide social context playing the role of the social filter and at the same time, this activity catalyst.

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