

Pedagogical Conditions of Students' Self-Realization Capacity Development

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Abstract: As, it is known modern social reality with ever greater clarity requires education and development of young people as an initiative and independent entity capable of creatively and actively build their relations in various spheres of reality. Today are claimed new values: self-development, self-education, self-realization which become the basis for the design paradigms of a student-centered education. And since, the development of the capacity of self-realization of students of university is a complex process of disclosure and the realization of its intellectual capacities in a variety of activities and communication, it is important to define the process of realization of students as future professionals of their own intentions and values of self-development in their professional activities. The students' capacity for self-realization development as the process of uncovering and realization of personal potential of students in a variety of activities and communication can be effective under the following: inclusion terms and concepts into the learning content targeting future specialists on reflection, self-projection, self-development of professionally significant qualities, the development of students' reflective and evaluative skills and abilities; cultivation of the student's imperative for self-orientation embedded in his instincts and abilities, the formation of his value systems to the self-realization. The most productive potential of students' self-realization is formed in the space of culture, its specific features reflected in the humanities (for example, foreign languages). It helps to form their worldview, important for personal identification and readiness for professional fulfillment.

Key words: Pedagogical conditions, students' self-realization, self-projection, self-development, self-orientation, evaluative skills, evaluative abilities, foreign language, personal identification, professional fulfillment, future specialist

INTRODUCTION

In recent years there has been an intensive search in the field of research to solve the problem of formation of readiness of young people to professional and personal fulfillment. An analysis of the problem shows its multifactor and diversity. It has become the subject of theoretical and practical research of philosophers, psychologists and educators. Search options interpretation of the idea of self-realization of personality as the concept of personal development in different studies allowed us to determine that the main idea of scientists exploring the meaning and purpose of human life is the person primarily in its intended capacity of the world making the right choices in the process of self-realization. Exploring the potential psychological aspects of self-identity of a young man, we found that in the modern psychology the phenomenon of self-realization is a problem in the core doctrine of the individual, his inner world which is in direct communication with the external social world (Costa and Alexandria, 2001). Psychological concept of personality which is adequate to values of modern culture and which is able to serve as a basis for the development of

pedagogical approach for actualizing personal and professional growth of young people is, in our opinion, the approach developed in the humanistic psychology (Rogers, 1994). Considering the different approaches in conceptual terms, we have identified the following components which determine self-organizing, self-realized person, in the main of which we include:

- The integrity of the individual is an organic unity, the core of which is the active principle, aimed at both the transformation of the world and above all, to itself
- Openness of the individual, openness of it as a system that seeks to interact with the environment, with an increase in their own internal order, its complexity and the desire for a higher degree of self-realization
- Predicting of one's own creative potential and universal capacity to more productive abilities of self-actualization
- The formation of such a psychic personality structure that is not only able to absorb the social forms of behavior but also capable of self-correcting activities

MATERIALS AND METHODS

To test the hypothesis there has been used a complex variety of methods, complementing each other:

- Theoretical-analysis of the literature, regulatory, legislative, instructional and teaching, working papers and materials on management and procedural studies on the issue; study and generalization of innovative teaching experience, analysis, synthesis
- empirical-participant observation, ascertaining and forming pedagogical experiment, survey, testing, interviews, discussions, study results of academic and extracurricular activities of students (Fromm, 2010)

The trial infrastructure for the study was provided by the Institute of Language of Kazan (Volga region) Federal University. The study was conducted in three stages: the first stage (search-theoretical stage) (2010-2011); the second stage (a pilot phase) (2012-2013); the third stage (generalizing stage) (2014-2015).

During the experiment there were determined criteria and indicators of readiness of students for their self-realization. Based on the works of Andreev (1998), Kulikova (2001) and Lazareva (1999), we have adopted the following criteria of integrative measure of the capacity for self-realization:

- Motivational and creative direction (the desire to improve the surrounding reality, the pursuit of finding more effective ways to change it, the desire for self-actualization)
- Reflexivity (the ability of a creative reflection, critical self-assessment of one's own activities and its results)
- Value attitudes to self-actualization (realization of the meaning of one's own life, the personal importance of the experience, focus on success at improving one's communicative competence)
- Social activity (to realize purposeful interaction of the individual and society, characterized by a pronounced positive side)

In the process of ascertaining stage of the experiment there was carried out diagnostics of readiness for intercultural communication through a set of methods: questionnaires, observations, interviews with students and teachers, the study of products of students' learning activities (examinations), the analysis of student achievement. Diagnosis and analysis of the formation of

personal substructures and qualities that determine the capacity of self-development, the comparison with the above integrative criteria allowed to identify among students three levels of the dynamics of self-realization development: low, medium and high.

A low level is characterized by volatile motives of choice in profession, the lack of long-term goals. The average level of capacity development is characterized by a lack of self-formation of value-motivational component in the overall capacity of self-realization, as well as lack of professional motivation. The high level of capacity for self-realization characterizes social activity, a stable professional motivation, high level of energy and efficiency, independence of thought, the ability to come up with new and innovative ideas and solutions (Maslow, 1982).

Diagnostic examination of students of the Institute of Ecology and Geography CFI on this set of indicators, conducted in early experimental work showed that among students surveyed 31.6% of students with low levels of potential for self-realization, 45.8% with an average 22.6% students with high potential to self-realization.

Implementation of the pedagogical process was carried out on the material of the course "Practical course of the English language". To test the hypotheses of the study conditions before the start of classes in English in the ascertaining experiment we conducted a diagnosis of students' attitudes in experimental groups in the process of developing their potential for self-realization. When you created a course, its updating and refinement, we also draw on a special course materials developed by Usova (2001) and Lazareva (1999). The central objectives of the course were:

- Formation of psychological installation on self-realization
- Creation of favorable conditions for creative self-realization of the student within the lecture on language discipline or practice session, each self in a situation of choice
- Development of professional abilities and skills, gaining experience activity-fulfillment
- Orientation of students on full use of the creative potential of their identity from the beginning of the work

In the pedagogical process there were used different technologies, actualizing process in finding by students meaning in creativity and education: there were the problem-situations, developing a reflexive activity of the person; discussion and dialogues; simulation games; trainings situations conducive to the formation of emotionally positive experience of self-correction and self-development.

RESULTS AND DISCUSSION

Model of students' self-realization capacity development includes, in our opinion, four components: value-motivational component (it provides personal meaning forthcoming transformations), informative component (it determines the orientation of the purpose and means of self-development activities), the operational component (it defines methods and a range of self-development activities) and controlling volitional component (affecting the intensity and effectiveness of future activities of self-realization).

In accordance with the understanding of the potential for self-realization of students in its structure, we include such personality substructure and quality as: stable professional motivation, focus on self-realization in professional activities, the responsibility for its further development, learning optimal set of professional skills, self-discipline, etc. It should be noted that self-realization of the future expert (high school student) is closely related to his professional self-realization. Hence it is such an important aspect: the willingness to form a professional creative self-realization of young people is not just to teach them to work creatively and professionally but also to generate more desire to work professionally.

We are repelled by the idea that the problem of potential university students to self-realization must be considered from the perspective of humanization of higher education activities. To ensure the teaching of this process, we have proved and revealed the following main principles for the development of the capacity of university students:

- The principle of humanization of the educational process (definition of the main task of the university personal development of young people, rather than the training of young professionals)
- Axiological principle (support to the existential value of the individual)
- The principle of the development of norms of social life and culture of the student (development of students' needs in the use of culture as a tool in the process of communication and activity)
- The principle of creative thinking (intensification of creativity in the personality of each student in the educational process of high school)
- The principle of pedagogical support (incentives to self-development of students and assistance in this process)

It should be noted that many of the discussed principles are of general orientation but each of them

carries a number of specific features of the educational space of the university which suggests that they may be regarded as a specific set of methodological basis for the implementation of the task of students' self-realization capacity development in their chosen profession (Bleakly and Carrigan, 1994).

Already in the first phase of the experiment there were revealed differences in the value orientations of students with different levels of ability to self-realization. Transforming during the experimental work in the educational process of the university in the direction of greater consistency problem of formation of attitudes of future professionals for professional self-realization, we wanted to implement the most effective conversion. To evaluate the effectiveness of innovations we used diagnostic procedures.

In this regard, we were quite actively resorted to the so-called rapid diagnostics-surveys, interviews, questionnaires students. However, self-determination of the individual in these or those values is quite a long process. Therefore, to fix it in its entirety, it requires longitudinal diagnosis.

As diagnostic techniques we used a questionnaire adapted from personal orientation POI (Personal Orientation Inventory) by Shostrom (1964) that allowed thanks to the factor structure to reveal the dynamics of self-determination and self-realization which is available for use in teaching practice (Vedernikova, 2012).

Dew the results of the diagnosis we observe that the dynamics of the desire for self-realization of students who participated in the experiment many times more than the same dynamics in the control group. This, in our opinion, quite convincingly demonstrates the effectiveness of our implemented conversion during the experimental work that changes the educational process of the university in a language high school.

The study generally confirmed the hypothesis and conceptual provisions for the implementation of the pedagogical conditions of self-realization for high school students led to the following conclusions: self-realization in the conditions of a university is real at the main condition, namely in the cooperation of two figures in the self-development of a growing person-the teacher and student (Vasilyeva, 2006). We came to the conclusion that self-realization in the educational space of high school can take place in the first place, if the pedagogical process is fully implemented goal-setting personal development of a young man at a high level so that, not only the future but today, now, he can be given the opportunity to lead productive livelihoods. Secondly, if the individual's desire for self-realization is consistent with the education and self-education that leads to active manifestation of his

personality. Thirdly, the process of self-development of the student and his movements to personal self-actualization can get their real value on the condition of performing teachers such important tasks as the spiritual development of the young person, the need for civic education and bringing up understanding of the true meaning of education, upbringing actively self-developing, gravitating to universal values of the individual. Thus, only in the humanization of education when pedagogy of becoming human is put at the forefront there can be possible productive help for young people to confirm them their spiritual and intellectual consistency. This study discusses the general psychological conditions that characterize the process of self-realization, to which we refer as follows:

The individual is self-fulfilling as a person only in the outside world and in fact self-realization begins from the moment when the person, objectively assessing his own abilities is beginning to show in the course of his activities. In this activity, the person is implementing his needs that may arise well before this very activity. Therefore, we can conclude that it is the internal needs, rather than external, seemingly motives (also applies to permanently anticipated success in one's career) are pushing us to action, to activity, to self-actualization.

The self-realization appears to the person the most important aspect of human happiness and in fact is the meaning of life. A man acquires the maturity of personality where we put up a certain positive development of the individual; his ability to the active deployment of his potential; understanding of the personal meaning in the face of another person, in particular and society in general; the sovereignty of his personality, able to find ways to collaborate with other people on the territory of their livelihoods; his ability to find ways of contingencies; optimistic beginning in creating his thoughts and the ability to sense the adoption of the world.

Self-realization of a human being implies the social significance of his life goals and behind it needs, as well as the way of behavior and means of achieving his goals and objectives. Based on this self-actualizing people build a life of personal way of being, a way of forming and developing the skills of self-presentation, the ability to express themselves, to distinguish himself from others.

In the process of self-realization of the individual, to the extent a man must serve human and it should not take place in spite of but because of desire and the ability to exercise its positive start.

For successful self-realization it is necessary to create the appropriate conditions, such as: independence,

freedom in the exercise of one's claims, the largest space for creative self-assertion, as well as the presence of social comfort.

CONCLUSION

Thus, the potential for self-realization of a young man predetermined by the maturity of his personality is directly dependent on the quality of the individual. By quality, we mean first of all the full development of the mental, moral and sensual and volitional spheres of the individual. Self-identity is both an indicator of the result of personal development and the criterion of social and cultural development. In terms of psychological and pedagogical aspects of self-realization of each person it is also a criterion of educational viability of educational space which held its development.

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