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**Professional self-realization of students of philological specialities as a pedagogical problem**

**Професійна самореалізація студентів філологічних спеціальностей як педагогічна проблема**

**Профессиональная самореализация студентов филологических специальностей как педагогическая проблема**

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***Summary.** The article is dedicated to the problem of students' personal and professional development in the process of studying in the higher educational establishment. Generalized results of the experimental research of factors influencing personal-professional self-realization of future philologists are described in the article. The results of the experiment showed the potential abilities of future philologists concerning their personal and professional self-realization. The problem of students' personal abilities realization draws their attention at complete realization of their abilities in real conditions. This problem is closely connected with the problem of professional development and professional self-realization.*

***Key words:** professional development, personal development, self-realization, professional self-realization, future philologists, potential, personality.*

**Introduction.** Every personality has quite high potentialities that are only partially realized in a certain sphere. That's why we can objectively assess them only in case of studying all the activities in which the personality

actively participates. It is important that the realization and the development of creative potential essentially depend on the relations between the personality and other people.

Personal activities must be organized in such a way that their fulfillment reveals some or other sides of public relations, assures the development of a personality into the system of public relations and its reflection in the consciousness. In case the activities of the personality are organized so that fulfilling them the personality gets a chance to acquire membership in the system of public relations, make "a next step" in the process of joining this system, than it is possible to count on formation of certain socially important qualities. The activities must be organized in the way that fulfillment reveals for each personality the perspective of their development in the society (A. Maslow, F. Heylighen, J. Kiel, A. Rean, J. Orlov, S. Maksymenko, V. Kyzovkin, I. Lebedyk).

The acuteness of the problem of personality is discussed nowadays in non-fiction and innovative researches, where there is a problem in overall pedagogical process of subject-subjective relations, person-centered approach, humanization of education. The problem of personality, his holism, actually, not only the personality of a student but that of a teacher as well, is being discussed as a counterbalance to impersonal pedagogics, technolohism and automatism of methods of education. The pedagogue has to be acquainted with main personal theories, to imagine personality as a multidimensional subject, that has a potential of creative growth and is eager to reveal his individuality. This fact expands the range of pedagogical actions and possibilities of personal growth.

In the process of socialization young people acquire the experience of understanding and appreciation of abilities and capacities necessary in the process of achieving life goals.

The appreciation and understanding of abilities and capacities necessary in the process of achieving goals is possible under conditions of

students' positive attitude to their future. Thus young people show their desire for realization. All this helps us to conclude that students treat their activities responsibly [1].

Social conditions can accelerate or decelerate student's professional development. Among main social factors that influence this process, except for the use of innovative technologies of studying and providing advice and psychological support, are budget of student's leisure time, life style of students groups and their formal leader, the state of educational and material resources, abilities to creative work and self-improvement, material conditions [3].

The analysis of the research papers makes it possible to denote professional self-realization as a process of embodiment of personal inner potential into the external environment by means of acquiring membership in the system of professional relations. This process helps to develop professional abilities and habits and as a result to feel pleasure in the contributed to the public benefit. The desire for self-realization is inherent to everyone. The representatives of many scientific schools consider it to be the most important, main quality, necessary attribute of healthy and mature personality. A. Maslow proved self-esteem and self-realization to belong to the highest needs of every person. American scholar Joan Kiel considers Maslow's Hierarchy of Needs Theory somewhat outdated, moreover he affirms that Maslow's Hierarchy of Needs Theory has no scientific ground. J. Kiel offers to specify the Theory of Needs, having analyzed the needs of modern society, especially 4th and 5th levels: self-esteem and self-realization. The scientist offers to change the form of the triangle, reflecting the hierarchy of people's needs for an open triangle [5].

F. Heylighen defines the process of self-realization as "a process of becoming", "the process of development which does not end"[4], "the individual is doing what he is fitted for - `what a man can be, he must be'"[6], "a desire to become more and more what one is" [6], and "being a mature, fully human person in whom the human potentialities have been realized and

actualized"[7, 116]. J. Kiel considers that according to these definitions the shape of the Hierarchy of Needs must be changed. He offers the form of an open triangle where boundlessness and endlessness of the process of self-realization are evident. There is no end to human resources, the process of development never ends. The self actualizing person has also been defined by F. Heylighen as one "who is eager to undergo new experiences, and learn new ideas and skills"[5]. It is today and not fifty years ago that people are engaged in "lifelong learning". Again there is a boundlessness conveyed here as one desires to move forward in new endeavors. This is what the open triangle espouses.

The need for self-realization belongs to the highest needs; it is a qualitative characteristic of the personality; this need activates personality's potentialities; it promotes development of the personality; the need for self-realization supports the inner tension of the personality, it has a contradictory character; the need for self-realization has a social character; it is a value; the need for self-realization has a regular, continual character, it is formed in the process of acquirement[2].

The need for self-realization is a source of personal activity, and activity determines those kinds of activities in which this need will be satisfied.

So we can ascertain that self-realization of a person is typical of every person, but social conditions can contribute to active and deep formation of the personality[1].

**Materials and Methods.** According to the aim - revelation of the accompanying factors, that influence the formation of need for self-realization in future teachers of philological specialities, we have conducted a research of the motivational component, the need for achievement and self-esteem of creativity. The following experimental techniques were used: "Motivation of success and fear of failure" (A. Rean's questionnaire), "Need for achievement"(test- questionnaire of J. Orlov), "Self-esteem of creativity"( N. Fetiskin's questionnaire). The research was conducted in the Institute of Foreign

Languages in Vinnytsia State Pedagogical University named after Mykhailo Kotsjubynskyi. Future teachers of English and German languages and foreign literature participated in the research (76 persons). The methods of mathematical statistics were used.

**Results.** The received results give reasons to state that average indices in the used techniques predominate (the results are shown in the table 1.)

Table 1. The results of the research of the motivational component, the need for achievements and self-esteem of creativity.

	Questionnaire	Low level	Average level	High level
.1	Motivation of success and fear of failure (A.A. Rean)	—	35(46,1%)	41(53,9%)
2.	Need for achievement (J. Orlov)	—	60 (78,9%)	16 (21,1%)
.3	Self-esteem of creativity (N.P. Fetiskin)	—	70 (92,1%)	6 (7,9%)

According to the results of the experiment (table 1.) we can state that future specialists of philological specialities haven't revealed the motivation of failure; the low level of need for achievement hasn't been fixed and the absence of creativity hasn't been discovered.

The highest results of the above-mentioned parameters are discovered at the average level, in particular according to Rean's questionnaire "Motivation of success and fear of failure" - 46,1%, according to Orlov's questionnaire "Need for achievement" - 78,9%, according to Fetiskin's questionnaire - 92,1%. So, the tendency to the highest level of creativity hasn't been fixed among the overwhelming majority of students. Such a tendency has

been fixed only in 53,9% of students in the first technique, in 21,1% - in the second technique and 7,9% - in the third technique.

So we can talk about high potentialities of personal- professional self-realization of future specialists of philological specialities. We must focus our attention at things which must be conducted by the systemic, with innovative approaches educative process in the establishments of higher education.

**Discussion and Conclusions.** There are new processes in politics, economics and cultural life of modern society which are closely connected with the understanding of a person, the role of personality in the society nowadays. There is also a sharp contradiction between the necessity to form and educate active and creative and at the same time responsible and disciplined personality of future professionals and real possibility to move to new positions of civil responsibility for own actions and decisions. Problems of the development of the personality of a future specialist during the period of studying in the higher educational establishment are of great interest nowadays. It is important for the personality to overcome difficulties, continue own development, not to lose but to save and develop potentialities, to build life actively in the society with high demands to everyone, to acquire creative and active position and professionalism.

The problem of own abilities realization focuses student's attention on complete realization in real conditions. This problem is closely connected with the problem of building life structure, professional development of a personality and with professional self-realization.

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