

EMPIRICAL STUDY OF SELF-REALIZATION OF ADOLESCENTS IN THE EDUCATIONAL SPACE OF A COMPREHENSIVE SECONDARY SCHOOL

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The article presents the results of the experimental study of self-realization of adolescent-schoolchildren. The specificity of diagnosed components of self-actualization of modern adolescents is revealed: features of orientation, motivation, attitude towards oneself and others, regulation of behavior, the emotional component of school life of adolescents. The results of the study may be useful for optimizing the conditions provided by the school for the development of personal and activity strategies of the self-realization of adolescents.

Keywords: self-realization, self-identification, subjectivity, adolescence, educational space.

У статті представлені результати експериментального вивчення самореалізації підлітків-школярів. Виявлено специфіку діагностованих складових самореалізації сучасних підлітків: особливості спрямованості, мотивації, ставлення до себе і до інших, регуляції поведінки, емоційної складової шкільного життя підлітків. Результати дослідження можуть бути корисними для оптимізації умов, які надає школа для становлення особистісно-діяльнісних стратегій самореалізації підлітків.

Ключові слова: самореалізація, самоідентифікація, суб'єктність, підлітковий вік, освітній простір.

An important task of the National Doctrine of the Development of Education in Ukraine is the formation of a personality capable of conscious and active self-determination, self-actualization, and self-development. This urges the task facing scholars to study self-realization as a resource potential of man and society.

Self-realization, as a component of development, is present at all stages of ontogenesis, but as a special type of activity it is possible only from adolescence due to a qualitatively new level of personality and social maturity of an individual. An adolescent is already able to be a real subject of his own activity aimed at himself – independent action, since all the course of the previous ontogenetic development has already prepared a transition of self-actualization from a spontaneous process to a specially organized activity by the subject itself. From a standpoint of the activity approach, self-realization is a special type of activity with inherent characteristics caused by the subject's internal motivation for his own development, which is a complexly structured process that displays itself with the course of time. Such an approach makes it possible to track the process of self-realization through the system



of activity constructs and psychic new formation of an individual, opens opportunities of understanding a psychological structure of self-realization and internal mechanisms of the interaction of its individual characteristics (Yehorychova I.D., Dziubko L.V., Shatyрко, L.O.) [1;2].

The basis for understanding of the genesis of self-realization was a general mechanism of development and change of types of activity. Correlation of the meaningful characteristics of self-realization as a specific type of activity with activities that are leading at various stages of ontogenetic development has allowed to represent the genesis of self-realization as its gradual formation through the development of interconnected and interdependent types of self-realization activity. The basic subjective qualities that determine the genesis of self-realization are reflection and orientation. In the scientific literature, the genesis (formation) of self-realization is represented as a consistent mastering (appropriation) of the following types of activity: "self-identification" (characteristic for adolescents aged 11-15), "self-development" (inherent in young men: aged 15-17), "self-actualization" (manifests at 17-21) and actually "self-realization" (possible at 21-30). These activities are interconnected and interdependent. Each of these types of activities at a certain age is central to the mental development of a personality. In the future, the previous type of self-realization activity passes into a "subordinate" position, and its results become the basis for the emergence and implementation of a new, next type of self-realization activity.

Consequently, for adolescence self-realization activity is its first stage – *self-identification*. The question "Who am I?" becomes the main question of this age. Reflection, as a mechanism of self-identification, is connected not only with the desire to understand oneself, but also with the need for self-affirmation, achievement of respect and recognition of own value by reference Others, realization of the constructs of self in accordance with the vector of self-development.

For adolescents, self-actualization is personally very important, because it is a condition and a result of growth. Creating a need (emotional and value component) to realize oneself, readiness for self-realization, acquisition of self-realization skills through personal activity (the main means of self-realization) – all this must be taken into account and promoted during study of adolescents at school.

The educational space of a school provides an opportunity to gain experience in all types of self-realization: social (for example, in the work of school councils, etc.), personal (development of personal potential, responsibility, etc.), activity (in studying as the main activity of pupils at school). We consider self-actualization of an adolescent in studying as self-displaying of a dynamic interaction of the pupil's inner world with the external educational space of a school in the form of activity actions, during which, and through which, the transition of the student's potential opportunities to actual ones takes place. In this case, the effectiveness is characterized by the pupil's achievement of the aggregate educational product and is accompanied by the demand for internal potential and a sense of success. For adolescents, studying



is not leading but still very important activity. It is well-known that the experience gained in the course of any activity may be further transferred to another activity, to other areas of life. A new level of thinking of adolescents, in comparison with junior schoolchildren, allows generalizing own experience both in educational and cognitive activity, and in self-formation, self-discovery, self-development, gives an opportunity to reach the level of creativity.

The experience of self-realization in education should be directed at all components of this personality formation: at motivation and value, content and operational, emotional and volitional, reflexive and evaluative. They are corresponded by the inductive, cognitive and evaluative, emotional and regulatory functions of the experience of self-realization.

We consider the following indicators of the level of formation of the experience of self-realization in the educational space of a school:

–self-dependence or autonomy (independence in activities: setting the task, finding the means to solve it, etc., the attitude towards assessment of oneself by others, etc.);

–readiness for self-realization (includes all components, namely: need for self-realization, mental, cognitive and creative abilities, orientation to knowledge, mastering means of self-realization, etc.);

–characteristics of the motivational component (correlation of internal and external motives of the study, the focus on the assessment - on knowledge, the motivation for success - the avoidance of failure, characteristics of the structure of educational motivation, etc.);

–specifics of attitude towards oneself, to others, to activity;

–self-efficacy;

–vision of the perspective of the future (personal sense of studying).

These indicators were taken into account in the process of building empirical study of self-actualization constructs in adolescents. 112 pupils of the middle classes of comprehensive secondary schools of Kyiv took part in the study. The obtained results allowed studying the peculiarities of orientation, motivation, attitude towards oneself and to others, regulation of behaviour, emotional component of school life of adolescents.

The peculiarities of a self-realized personality include: *subjectivity* as a person's ability to conscious and managed self-development; a dominant role of *self-actualization* as an internal need for discovery and identification of own capabilities and their subsequent development in reality (in life activity); *internal determinism* of one's own life activity (self-determination) as a higher form of self-regulation. Regarding study at school these are the following: high level of the formation of educational subjectivity; internal determinism (motivation) for the self-actualization of own opportunities in studying and school life. [1]

The results of empirical study allowed identifying the specifics of the diagnosed components of self-realization of modern adolescents. It is established that in the



adolescence the motive of self-development is pivotal and indicates the direction of development of the motivational structure of adolescents. The motives for self-development, emotional and cognitive, were found to be the most influential for the formation of self-realization (for success) in learning activities. It was found that the subject of the study tend to values that are inherent in a person capable of self-actualization; self-reliance; awareness of and reliance on own feelings; have in general adequate self-perception; sufficiently expressed cognitive needs and attitude to discovery, level of creative orientation. Such personal qualities as time orientation and the ability to establish deep and close contacts with others (which was unexpected for us) were found to be insufficiently formed. This may indicate the "growth zone" of self-actualization: ability to plan being guided by real goals and relying on own experience and opportunities is only being formed.

In order to study the general orientation of adolescents to an active or passive position, study how the determinism of own life activity in represented in the consciousness a locus of control was examined. According to the results, most of the adolescents (53.57%) who participated in the study have an external (externally determined) locus of control, that is, attribute their own behaviour to external circumstances that they believe to be not depending on their activity. The internal (locally determined) locus of control was demonstrated by 4.46% of adolescents. They are convinced that they influence the significant events of life themselves by their own activities, and, therefore, are ready to take responsibility for their actions. They consider themselves capable, resolute, strong, independent, self-reliant, confident. Instability of localization of the determination of events of own life were found in 42%, which may indicate instability of behavioural scenarios of adolescents. This indicates that localization of the determination of events of own life is at the stage of active formation, and it is the moment when it is possible to support the ability of adolescents to seek reliance in themselves through psychological and pedagogical influences: take the initiative, rely on own efforts, take responsibility.

Study of self-efficacy as a mechanism of subjectivity and behavioural regulation revealed the predominance of high and middle levels of its social component, indicating an orientation to expansion of social contacts, to communication, and is relevant for this age. Domination of the low and middle levels of the emotional component of self-efficacy indicates the difficulties both in controlling own emotions and taking into account the emotions of others. At the same time, it is a resource for the development of the social intelligence of adolescents. It has been found that adolescents with different levels of general self-efficacy differ in degree of awareness of difficulties, realistic correlation thereof with their own abilities (the development of reflection), the degree of formation of the processes of self-regulation and control.

The conducted empirical study allows identifying features of personality and activity strategies of self-realization in adolescents and outlining ways of their optimization provided by the educational space a school.



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