

University student professional self-actualization: context of personality subjectivity

La autorrealización profesional de los estudiantes universitarios: contexto de la subjetividad personal

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ABSTRACT:

The structure and content of professional self-actualization in the modern pedagogical interpretation are revealed in the paper; the composition of personality subjectivity, the most significant for the process of professional self-actualization formation of the student are defined; on the basis of the results of the study the value-semantic, motivationally-needed and functional-regulatory components of the student's professional self-actualization in the educational process of the university are justified. The importance of the revealed components is proved with the help of cognitive, needed - motivational and practical-activity criteria of personal subjectivity formation. The materials of the paper can be useful for university teachers, Methodists, students.

Keywords: professional self-actualization; personality subjectivity; motivation; needs; values; personality properties; self-development; self-assertion; self-improvement

RESUMEN:

El artículo revela la estructura y el contenido de la autorrealización profesional en la interpretación pedagógica moderna; se ha definido la composición de la subjetividad personal que representa la importancia más grande en el proceso de la formación de la autorrealización de estudiantes. Los resultados del estudio han permitido explicar los siguientes componentes: valor-semántico, motivación-necesidades y funcional-regulatorio de la autorrealización profesional de los estudiantes en el proceso educativo en las universidades. Se demuestra la relevancia de los componentes revelados con la ayuda de los criterios cognitivos, de requisito-motivación y de actividad-práctica del nivel de la formación de la subjetividad profesional. Los materiales del artículo pueden ser útiles para profesores universitarios, metodólogos, estudiantes.

Palabras clave: autorrealización profesional, subjetividad profesional, motivación, necesidades, valores, propiedades personales, auto desarrollo, autoafirmación, superación personal

1. Introduction

1.1. The relevance of research

Self-actualization of a university student is currently one of the core problems of pedagogy. This is due to its defining role in the development of the personality, as an open system that develops through various forms of activity, masters social and individual competencies, and constantly strives for self-improvement. In this regard, self-actualization is seen as a mechanism that stimulates the self-development of the individual and directs its needs, goals and life strategies to fulfill higher requirements for the formation of qualities of independence, initiative, ability to self-development and self-improvement (Abulkhanova-Slavskaya, 1977; Fromm, 1990; Heckhausen, 2003; Shadrikov, 2010; Luchinina & Yunusova, 2017; Gorbunova & Kalimullin, 2017; Wang et al., 2018). It is established that these qualities are formed during the training in the university as the main task of self-development and self-improvement of the intellectual and professional potential of the student. Self-actualization also acts as a process that has specific features of its manifestation in educational and professional activity, and as an integrative personality formation with a clear structure of individual properties (Vakhromov, 2001; Dubovitskaya, 2005; Lorenz, 1994; Rogers, 1990; Rubinstein, 1999; Samal, 2008; Selezneva, 2004; Stolyarova, 2014; Ananiev, 2001; Grebennikov et al., 2016; Valeeva & Gafurov, 2017; Gorbunova & Mokeyeva, 2017; Li, Pyrkova & Ryabova, 2017). It is proved that the readiness of the student for self-actualization, formed in the process of studying at the university, is the key to success in the subsequent professional activity. Therefore, it is natural that the support of an individual beginning in the personality, the orientation toward individual achievements, the formation of self-actualization competencies in the educational activity of university teachers are in the first place (Maralov, 2017; Shadrikov, 2010; Shilakina, 2004). It was established that the founder of the humanistic direction in personality psychology A. Maslow (2011) gave higher assessments to self-actualization among the hierarchy of human needs. But the modern picture of the world, changing under the influence of global problems, reveals from the new positions the features of this process, which requires an operative, creative and effective solution on the part of all subjects of professional activity (Boluchevskaya, 2010; Danilova, 2010; Idobayeva & Reznitskaya, 2008; Kokhut, 2003). In this regard, an important aspect is the rethinking and expansion of the functions of the student's personal subjectivity from the higher need, independently and at his own discretion, to formulate only personally important goals to the formation of the need for a mature approach to planning life orientations, the choice of strategies for achieving goals important to the environment around him, the construction of humanistic relationships with people, society, nature, the realization of moral readiness to take responsibility for the results of activities (Markelov, 2011; Morodenko, 2011; Rogers, 1990). Despite the recognition of the significance of these priorities' formation in the educational process of the university, the practical contribution to the professional self-actualization of the student (Frankl, 1990; Shilakina, 2004) remains insufficiently studied. The question of what is the composition of the personal subjectivity of the modern student is also not clear enough, what factors determine the significance of the personal properties of individuality, acting as a resource of self-actualization (Stolyarova, 2014; Heckhausen, 2003; Shadrikov, 2010). Priority attention on the part of researchers deserves the development of a conceptual approach to the justification of the motivationally-needed, value-semantic and functional-regulatory components of the student's professional self-actualization determined by the context of personal subjectivity established during the research (Maralov, 2017). To solve this problem, the paper discloses the structure and content of professional self-actualization in the modern pedagogical interpretation; the composition of personal subjectivity is determined, the most significant for the process of forming a professional self-actualization of a modern student; on the basis of the research's results, motivationally - needed, value - semantic and functional - regulatory components of the student 's professional self - actualization in the educational process of the university are substantiated. The significance of the revealed components is proven with the help of cognitive, needed - motivational and practical-activity criteria of the personal subjectivity formation of the student.

2. Literature Review

The studies of well-known philosophers, psychologists, sociologists, educators is devoted to the study of the problem of the personality's self-actualization, among them K.A. Abulkhanova-Slavskaya (1977), K. Lorenz (1994), A. Maslow (2011), K. Rogers (1990), S.L. Rubinshtein (1999), V. Frankl (1990), E. Fromm (1990), H. Heckhausen (2003), V.D. Shadrikov (2010). A special place among these famous researchers belongs to A. Maslow (2011), the progenitor of the humanistic trend in the psychology of personality. Defining the characteristics of self-actualizing people on the basis of his own empirical research, A. Maslow (2011) identified among them the most dominant ones: self-acceptance, acceptance of other people and (environment) nature, desire for solitude, independence, the focusing on problem solving, independence from cultural labels and environment, the democratic nature of relations. The characteristic of a self-actualized person, consonant with the principles of A. Maslow (2011), can be traced in the researches of the well-known psychologist K. Rogers (1990): these people are open to new experience, to all external and internal stimuli, experience both positive and negative emotions, and do not restrain the latter; live existentially, are constantly in the process of changes, possess the flexibility and ability to adapt; have an internal locus of control; they are creative and feel the significance of their potential. The results and conclusions of these authors on the essence, structure, peculiarities of self-actualization of the personality constitute the theoretical basis of this study. Different views and approaches of modern researchers to problems related in one way or another with self-actualization can be traced in the latest psychological and pedagogical literature. In these works, self-actualization is seen as a mechanism that stimulates self-development, making it the need, the purpose and life strategy of the person (Frankl, 1990; Fromm, 1990; Heckhausen, 2003; Shadrikov, 2010); is identified with the process of personality development as a subject of intellectual activity (Vakhromov, 2001; Dubovitskaya, 2005; Lorentz, 1994; Rogers, 1990; Rubinshtein, 1999; Samal, 2008; Sartakova, 2008; Selezneva, 2004; Stolyarova, 2014), is considered free choice (Idobaeva & Reznitskaya, 2008; Kokhut, 2003), is as the bearer of responsibility, morality, morals and meaning (Boluchevskaya, 2010; Danilova, 2010). Self-actualization as an indicator of personal maturity is considered in the studies of V.I. Markelov (2011), E.V. Morodenko (2011), K. Rogers (1990) as a property of a complex self-organizing psychological system - a "person" capable of self-determination - in the studies of E.L. Stolyarova (2014), H. Heckhausen (2003), V.D. Shadrikov (2010). Awareness and personal development of one's own potential allows one effectively to realize its abilities in personal and professional life, to feel satisfaction from one's own achievements. In this connection, the specificity of self-actualization in professional spheres is actively studied (Frankl, 1990; Shilakina, 2004). At the same time, an analysis of the literature on this problem shows that the concept of "self-actualization" is characterized by complexity and ambiguity, identifies the main components of its structure and manifests specificity at different age stages and in various spheres of life. It is established that the phenomenon of self-actualization is often replaced by various terms, such as "self-realization", "self-determination", "self-activation", and "self-defining". Therefore, special attention needs to be given to clarifying the pedagogical component of the concept, identifying the main criteria or characteristics that distinguish self-actualization from other categories of "self". The study and correction of the context of self-actualization's personal subjectivity in the educational and vocational activities of university students as a pedagogical condition for the realization of individual personal potentials, professionally significant qualities and value orientations that determine the favorable psychological climate in the teaching groups and provide timely assistance in self-cognition, self-acceptance and self-development of personal subjectivity deserves special attention.

3. Results and Discussion

3.1. Discourse of Professional Self-Actualization: Modern Pedagogical Interpretation

The research establishes a socio-pedagogical trend that confirms the dominance in the theory and practice of modern humanitarian knowledge of professional self-actualization's understanding as an activity consciously carried out by the subject in the process of analyzing one's life situation, identifying the available problems and resources for their solution, setting goals of choosing strategies of their comprehension, reflexing of practical activity's accumulated experience in realizing one's life plans and their correction. The most significant and methodologically correct in this respect is the point of view of S.L. Rubinshtein (1999), which identifies the self-actualization of the individual with its life history, the main facts of which are acts of self-actualization, and the psychic regulation of a person closely related to self-actualization and self-realization is an effect that initiates its activity, and is carried out outside, for example, when the child is led by the parents, encouraging him to fulfill their requirements, and from the inside, when the adult himself determines his goals and strategy for their achievement. The general concept of self-actualization in the studies of the English-language school (Maslow, 2011; Rogers, 1990) is based on the realization by the individual of one's own capabilities, needs and abilities in understanding and comprehension; in self-respect and achievement; in recognition and approval. The importance of the following provisions is emphasized:

- Full-fledged, mentally healthy people are characterized by self-actualization which characterizes a certain level of their development, namely, the level of maturity;
- Self-actualization represents a person's congenital tendency to self-development, which is originally characteristic of man, and the absence of which indicates unresolved problems of basic needs;
- self-actualization is manifested in the creative self-expression of a person, whose source is the motive for self-actualization, and the result is the realization of psychological, social and spiritual needs;
- Self-actualization contributes to the achievement of autonomy, independence of the person's inner world, processes and results of his activity from social conditions of life.

In the course of the study, the advantages of the distinctive features of self-actualization are justified, presented by the results of the Russian-language school (Morodenko, 2011; Rubinstein, 1999; Shadrikov, 2010; Shilakina, 2004), in which self-actualization as the highest need of the individual, conditioned by its individual qualities, emotional-volitional characteristics and life guides, is an important component of the professional self-determination of the student. Self-determination is seen as a process of personal choice of the future path in life, in the activity of society, in labor activity, the search for goals and the meaning of life. Personality in this process appears as a self-regulating, dynamic system, which means the constant development of a subject acquiring new personal and individual qualities, providing him with ample opportunities in professional self-actualization (Maralov, 2017; Stolyarova, 2014). It is established that the autonomy, independence of the student's inner world, processes and results of activities do not isolate him from the social conditions of life, but make him an active participant in their self-transformation and self-change. In the course of the study, the pedagogical interpretation effectiveness of the subject internal activity's multilevel structure to identify potential opportunities, to comprehend one's own uniqueness, value and life purpose in the educational process of the university is proved. The result of this activity is the personal subjectivity of the student - the highest need independently and at his own discretion to formulate vital goals and determine moral and personal priorities, competently plan his own life, choose strategies for achieving goals, build civilized relationships with the social world, and show readiness to take responsibility for results of activity (Bolshakova, 2010; Morodenko, 2011; Samal, 2008; Shadrikov, 2010; Shilakina, 2004).

3.2. Structure and content of personal subjectivity, which determines the development of professional self-actualization of the student

Most researchers have shown that the development of a student's personal subjectivity

occurs only if the growth of success is ensured, that is, the growth of personal claims in accordance with the growth of its capabilities (Maralov, 2017; Markelov, 2011; Stolyarova, 2014). In this case, the driving force behind the educational process of the university is the contradictions' overcoming between the student's level of personal subjectivity development and the possibilities for its self-realization (Lorenz, 1994). It is proved that the standard of general qualities and properties of the personal subjectivity of a successful person is considered to be the "success formula" developed by the Gallup Institute (<http://achievers.ru/category/formula-uspexa/page/2>):

- Common sense (learn from the experience of other people, as well as on their own mistakes);
- Knowledge of your business (the learning process continues after reaching the highest heights);
- Self-confidence (willpower, ability to set clear goals);
- A high overall level of development (the ability quickly to comprehend complex designs, models, constructions, subject them to a rapid and clear analysis);
- The ability to bring things to an end (great persistence in achieving the goal).

Other qualities of subjectivity that are inherent in self-actualizing personalities and effectively used in the educational practice of universities are also established: Russia - the desire for interesting work, independence, independence of thinking, risk appetite, curiosity, originality, flexibility, invention, activity, perseverance, persistence of searching for the meaning of life; Germany - the ability to adapt, perseverance in achieving the goal, independence; France - originality, flexibility of thinking, relaxedness, desire for self-assertion (Bolshakova, 2010). The revealed hierarchy of properties is based on the priority of personal subjectivity's activity direction in professional self-actualization. In this regard, self-actualization is used as a process that has its own peculiarities of manifestation in educational and professional activity, and as an integrative personal formation, represented by a clear structure of personal subjectivity's properties. In the course of the study, the structure and content of cognitive, needed - motivational and practical-activity criteria of personality subjectivity that dominate the process of professional self-actualization of a modern student are justified.

The cognitive criterion is determined by indicators of awareness in the chosen professional field's areas of work; importance of the subjects studied in the university, for future professional activities; knowledge of one's own abilities, psychological characteristics, interests and health for mastering the chosen specialty; maturity of life plans.

The needed - motivational criterion is characterized by the stability of needs and motives; strong will to overcome difficulties; the formation of value orientations; awareness of the importance of the chosen specialty's role and place for future activities.

The practical-activity criterion is conditioned by the availability of special abilities and skills for training a specialty; attitudes to active participation in imitative professional activities; readiness for independent action in selected spheres of work; aspiration for creative initiative; continuity in self-organization; constancy in the search for the meaning of life; persistence in achieving goals; reflexing in the analysis and evaluation of the results of their professional and educational activities (see Table 1).

Table 1
Dynamics of the development of personal subjectivity's properties (data in %).

| Levels of development | low | | average | | high | |
|-------------------------------------|------------------|-------|------------------|-------|------------------|-------|
| | Before the exper | After | Before the exper | After | Before the exper | After |
| Properties of personal subjectivity | | | | | | |
| | | | | | | |

| | | | | | | |
|-----------------------|-----|------|------|------|------|------|
| Cognitive | 6,5 | 23,0 | 39,5 | 61,0 | 45,5 | 78,5 |
| needed - motivational | 5,9 | 10,5 | 21,5 | 37,5 | 34,0 | 60,5 |
| practical-activity | 6,5 | 13,5 | 30,0 | 58,3 | 38,5 | 68,3 |

The results of the study, presented in Table 1, indicate a sufficient development of the cognitive criteria of the student's personal subjectivity. Basically, this is an active average and stable high level ("before" the experiment - 39, 5%, 45, 5%, "after" the experiment - 61, %, 78, 5% respectively). A similar level of development was noted in the needed-motivational ("before" the experiment - 21.5%, 34.0%, "after" the experiment 34, 0%, 60, 5%) and practical- activity criteria ("before" the experiment - 30, 0%, 38, 5%, "after" the experiment - 58, 3%, 68, 3%). It is worth noting the stability of cognitive and practical-activity criteria indicators' development, which cannot be said about the development of the needed-motivational criteria that are subjected to the influence of the meaningful orientations of students, which are not always characterized by mature approaches (Bolshakova, 2010; Markelov, 2011). It is established that the higher the level of professional orientation of the student, the more meaningful, productive and higher the responsibility for all possible achievements in it, the embodiment and realization of goals, values and meanings. The structure of self-actualization's personal subjectivity of a student with a high level of professional orientation is more stable in comparison with the student's self-actualization structure with medium and low levels of professional orientation. Students with a high level of professional orientation are more eager to learn and develop their abilities. In accordance with this, they see a definite meaning in the education they receive as a way of expressing themselves, their potential. In general, this group of students vividly has more expressed desire for self-actualization, which is activated by the values of growth and development of personal subjectivity. Students with a low level of professional orientation can demonstrate the correlation of dissatisfaction with the results achieved in life with a lack of vision for its future prospects, with uncertainty about the possibility of self-constructing life, with negative self-attitude (self-blame, decreased self-worth, internal discord, ambivalence of feelings).

In the course of the study, structural units of a student's personal subjectivity are substantiated, which exert a dominant influence on his professional self-actualization: a unit of abilities; content unit; individual unit.

The ability unit includes: attention (the ability to concentrate for a long time on one subject without being distracted by other objects and without weakening attention, the ability quickly to shift attention from one subject to another or from one activity to another, and also to keep several objects in the center of attention at the same time or perform several actions simultaneously; memory (good development of figurative and verbal-logical memory, long-term and short-term memory); thinking (high level of development of figurative thinking, development of logical and critical thinking); communicative ability (communication and interaction with people, ability to establish contacts); verbal ability (the ability to speak precisely, clearly, expressively, competently express thoughts).

The unit of content components: information (knowledge), operational (skills, competences), empirical (practical skills).

The individual unit is represented by a combination of personal qualities, professional values and goals; motivationally-value, reflecting clear productive life-sense orientations, and emotionally-value relations to professional activity. It manifests itself in clear, meaningful orientations of students in creativity, competence in time, flexibility of behavior, contact, sensitivity, spontaneity, self-respect, self-acceptance, understanding of human nature, cognitive needs, management of one's own goals, beliefs, attitudes and principles, in acceptance of growth and development values, the recognition of their own merits.

In the course of the study, the approach of using structural units of personal subjectivity in the composition of professional self-actualization is substantiated, the key orientations of which are the interrelationships between the individual qualities of the student "competence

in time" and "value orientations".

It is established that the new generation of undergraduate students are more independent, striving to be guided by their own goals, beliefs, principles. They can adapt flexibly to changes, value their dignity, accepting themselves as they are. They are ready to contact, are capable of a holistic perception of the world and people, an understanding of opposites' unity. Freshmen outperform the undergraduates on the "creativity" scale. In accordance with the scales of "self-sensitivity" and "spontaneity", one can assume that they are aware of their needs and feelings, feel and reflex them well, are not afraid to behave unconcerned, showing their emotions. Having less social experience, "new students" are not afraid to behave naturally and confidently. It is proved that correlation of the indicators in use of personal subjectivity's structural units in the composition of professional self - actualization coincide in the main directions and correspond to cognitive, needed - motivational and practical-activity criteria.

3.3. Value-Semantic, Motivationally-Needed and Functional-Regulatory Components of Students' Professional Self-Actualization in the Educational Process of the University

In the course of the structural and factor analysis of the research problem, the basic components of the professional self-actualization of the student's personality are established. The theoretical ideas and assumptions presented to some extent in a number of studies of teachers, psychologists, and sociologists (Abulkhanova-Slavskaya, 1977; Bolshakova, 2010; Vakhromov, 2001; Kokhut, 2003; Morodenko, 2011) are accepted as the basis of the justified components. The structure of the installed components includes:

- the value-semantic component. Reflects clear productive life-sense orientations, significant personal and professional values and goals, the desire to achieve and implement them in a personal and socially acceptable form. It is represented by indicators: meaningfulness of life and intelligent self-guidance;
- Motivationally-needed component. Represents a set of indicators of self-actualization structure: motivational orientation, social success, life support and the need for cognition;
- functional and regulatory component. In the structure of self-actualization it regulates the students' specific self-attitude, reflexing, independence, responsibility and a locus of control.

The analysis of the indicators included in the structure of the installed components, confirms the specifics of the self-actualization of the modern student. It is proved that in this process, the structure of meaningful orientations, and the content of the professional orientation of the learning process, interdisciplinary modules of personal and professional growth are actively used. In the course of the study, the dependence of the sense-of-life orientations' development, subjective control and the motivational structure of the student's personality on the influence exerted on them by the professional orientation of learning have been established. The higher the professional level of the specialist, the more meaningful, productive life and higher responsibility for all possible achievements in it, the embodiment and realization of goals, values and meanings. The structure of students' self-actualization with a high level of professional orientation is more stable in comparison with the structure of self-actualization of students with medium and low levels. It is proved that students with a high level of professional orientation are more eager to learn and develop their abilities. They see a certain sense in the education they receive as a way to express themselves, their potential (Bolshakova, 2010; Shilakina, 2004; Samal, 2008). In the course of professional education, the ideas about the profession and about oneself as a future specialist are replenished and expanded by students, the need for personal and professional development and self-actualization increases. Based on the established socio-pedagogical tendencies, in the course of the study the algorithm for determining the readiness of the student's personality for professional self-actualization in the educational process of the university with the help of basic, complementary, psychological and technological modules is justified.

Basic modules:

1. Orientation in time. Discloses the degree of objective assessments of a person's presence in time: the self-actualizing person considers time in the unity of the past, present and future.

2. Reliance on yourself. Determines the orientation of the person to himself or to others, determines whether the person is guided in life by his own goals, beliefs, attitudes and principles, is subjected to the influence of external forces, conforms or exhibits flexibility, tolerance.

3. Valuable orientations. Measures how much a person is guided by the principle "I act according to my views, desires and aspirations".

4. Self-respect. It measures a person's ability to respect himself for strength (intellectual, social, spiritual, physical, etc.).

5. Self-acceptance. Shows how much a person is capable of accepting himself in spite of his weakness.

- Additional modules:

1. Sensitivity. Measures the extent to which the personality feels deeply and subtly, its own experiences and needs.

2. Flexibility of behavior. Reflects the ability of a person to respond to a changing situation. Reasonableness of application of standard principles.

3. Spontaneity. Measures the ability spontaneously to express one's feelings or be one-self.

4. A look at the nature of man. Assesses the understanding of human nature, masculinity and femininity.

5. Synergetics. Measures the ability to a holistic perception of the world and people.

6. Acceptance of aggression. Measures a person's ability to accept his aggressiveness as a natural property.

7. Contact. Ability to establish deep and close contacts with others.

8. Cognitive abilities. The degree of expression of a person's desire to acquire knowledge about the world around him.

9. Creativity. Measures the creative potential of the individual.

- Psychological module. Analyzes the psychological characteristics of the personality, closely related to professional self-actualization: "sense-life orientations," "personal level of control," "self-estimation."

- Technological module. It establishes the practical contribution of the priorities of personal subjectivity to the professional self-actualization of the student's personality.

1. Interactive technologies: project technologies, master classes, discussions, consultant-hours, individual workshops, colloquiums, problem lectures.

2. Group and individual trainings (coaching), business and role games, counseling with elements of correctional work.

4. Conclusion

The conducted research confirms the theoretical and practical significance of the problem of professional self-actualization in the preparation of a new generation student, who possesses a certain set of qualities that ensure his productive growth and development. During the research it was proved that such a person is active, responsible, and positive in relation to one-self and to the world, is integral, creative and able successfully to overcome the obstacles encountered. The established tendencies substantiated the theoretical and methodical approach to the structure and content of the student's professional self-actualization, determined in the educational process of the university by the context of personal subjectivity. Self-actualization of personality in educational and professional activities is considered as a continuous dynamic process of the properties' development of personal subjectivity, individual needs, opportunities for personal and professional self-determination, professional identity of the student and his readiness for future professional

activity. Based on the results of the conducted research, the leading role of the value - semantic, motivationally - needed and functional - regulatory components of professional self - actualization was established and the hierarchy of individual properties of the student's personal subjectivity was determined. It is proved that the structure and content of cognitive, needed - motivational and practical-activity criteria established during the research dominate in the process of student self-improvement and modify the integrity of professional self-actualization as a process characterized by features of manifestation in educational and professional activity and, as an integrative personal formation, represented by the structure of the properties of personal subjectivity. In the course of the study, the algorithm for determining the student's readiness for professional self-actualization in the educational process of the university, presented by basic, additional, psychological and technological modules was grounded. With the interaction of established modules, personal subjectivity is transformed into an integrative personal formation, oriented toward the realization of a strategic goal - an attractor of professional self-actualization. In this regard, this paper presents conceptual approaches to the justification of the value - semantic, motivationally - needed and functional - regulatory components of the professional self-actualization of a modern student, determined during the study, determined by the context of personal subjectivity. The paper reveals the structure and content of professional self-actualization in the modern pedagogical interpretation; the composition of personal subjectivity is defined, which is the most significant for the process of formation of the student professional self-actualization; on the basis of the results of the study, value - semantic, motivationally - needed and functional - regulatory components of the student 's professional self - actualization in the educational process of the university are justified. The importance of the revealed components is proved with the help of cognitive, needed - motivational and practical-activity criteria of personal subjectivity formation. By solving the tasks of the conducted research, the process of studying the personal subjectivity of professional self-actualization of a university student does not end. Of particular interest to future researchers is the technological aspect of designing professional self-actualization: interactive technologies, group and individual trainings, coaching, frames.

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