

UDC 373.51.001.63

## SELF-PRESENTATION AS A PEDAGOGICAL CONDITION OF PROFESSIONAL SELF-ACTUALIZATION OF STUDENT OF HIGHER EDUCATION

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*In the reviewed article, the author attempts based on the study of scientific literature to define the content of self-presentation as a pedagogical condition of professional self-actualization of student of higher education. Particular attention has been paid to singling out of main elements of self-presentation according to directions of their implementation, analysis of correspondence of levels of self-presentation development with degree of forming components of professional self-actualization of student. Factors of formation of students` self-presentation in the educational environment have been discussed.*

*Keywords: pedagogical condition, self-presentation, student of higher education, professional self-actualization, environment, personality, subject.*

**Introduction.** Personality is not a simple reproduction of social environment. If this were so, then all the people of one culture would differ little among themselves. Social environment would “mold” identical people. But it is important to remember that each person is unique, their uniqueness is manifested in psychology, thinking and inner world. Society at greater extent shapes a person, but the latter is not actually presented by raw and pliable material. It is possible to predict how a person in all the abundance of distinctive qualities, by itself performs influence on the nature of the

society in which it lives. When it comes to learning of professional activity, it is insufficient to form a system of, necessary for a student, knowledge, skills and abilities. It is essential to reveal before them not in words but rather in practice the value of their future profession in society and show perspectives of their development in the society, which is provided by this profession.

The purpose of this article is to define the nature of self-presentation as a pedagogical condition of professional self-actualization of student of higher education, which has been realized by completing such objectives. Firstly, to discuss factors of formation of students' self-presentation in the educational environment. Secondly, to single out the elements of self-presentation according to directions of their implementation; Finally, to conduct an analysis of the balance of levels of self-presentation development of student with degree of forming components of professional self-actualization.

Experience of understanding the capabilities and skills necessary to achieve life goals are formed by young people in the process of self-presentation. "The goal has a result which is presupposed in consciousness, available to understanding of the subject, and - other people" [4, p.278]. Thus, students' understanding of their abilities to achieve goals is performed within the realization of their professional capabilities and acquiring positive attitude towards future in a profession, their professional orientation. In this respect, there appears supported by this attitude desire of young person, to self-actualize in their activity. This in its turn allows setting the so-called psych-stasis, which implies a respective attitude to professional activity.

In the pedagogical process value orientation indicates the extent to which an individual is able to understand the social consequences of their activities. This awareness can be distinguished as an integral quality that

characterizes the social maturity of the individual. According to such an approach, value orientation is viewed as a sign of social maturity of the individual and as an essential element of consciousness and identity. The success of any socially significant activity is determined not only by socio-typical, but also personal properties, because the latter also become the objects of social perception and evaluation of environment. Participants of environment appreciate as well an individual style of activity and individual motives and degree of initiative and independence. Depending on the requirements of an activity, environment not only assesses individual characteristics of a student, but the properties of different levels of social and professional activity.

As a subject of a natural activity, a person lives in the environment of its behavior. In this very space there appear are three types of relationships: a) with subjects of other kinds b) with subjects of own kind c) with objects of one's own space of behavior. Interaction with individuals of other kinds raises a task of self-preservation or the need for security with the experience of fear and defensive behavior; the necessity to obtain achievement creates a task of training methods of acquisition of achievements and defense (the need for a play). Interaction with individuals of own kind raises various problems: choice of reproduction partner, self-presentation to the partner (demonstrative behavior), a task of leadership in a group, the protection of own territory, childcare etc. Considering objects in the field of action in the behavior creates a task of researching environment to ensure the success of activity.

An indicator of not only self-presentation, but also psychological stability and integrity of personality's inner world is their ability of to move from one level of organization of functioning onto another. L. I. Antsyferova states that: "Free transition from one level of individual functioning onto another, ability to function for certain time on a simple level that requires

less psychological tension and again without special effort return to a higher level is a sign and a pledge of person's mental health " [1, p.42].

Personality in interpersonal relations poses itself as a subject who realizes a new reality. The development of a person as a subject of specific targeted activity, as creatively performing actor, organizing activities in its main human dimensions and what is created by them is accomplished, while "subjects in their deeds, in acts of their creative self-work not only manifest themselves, but are created and defined "[5, p.94]. In a relations of interaction, in which only happens the activities of the subject, the reality of development of new forms and levels of development of the living is provided, there occurs development of the social as a reality of universal being where growth of self-presentation becomes a goal, which is the basis of their growth as professionals.

The structure of person can be viewed as the factor and product development. If we consider the development of student of higher educational institutions, we can see that the new formation is conditioned by pedagogical influences (including educational assessment) on the student. Purposeful, systematic educational impacts caused by different in depth and scale changes that are ultimately summarized in the structure of student's personality. The possibility and the right of everyone to be a teacher for another is determined by socio-psychological conditions, including the ability of the individual to be a personality that transforms emotiogenic, volitional, behavioral sphere of others.

The basis of such approach is the principle of professional and personal advances, which includes both ascending methodological position of statement on the right of everyone to be a teacher for another, providing the right to be oneself, that is converting one's uniqueness into pedagogical potential, and thereby contribute to the development of the system of pedagogical interactions. Consequently, the student's personality appears

as a self-regulating and self-developing system, purposeful activity of which in professional field reaches the level of conscious, free, valuably selective educational activity. To accomplish this, first of all, it is necessary to have such conditions: the presence of a student's professional goals, attitudes, ideas, concepts, requirements related to the implementation of educational mission; sufficiently developed essential powers to allow forming impact, freedom of choice in implementing their plans; moral position that focuses on the use of technologies of upbringing and education for the benefit of person.

A. G. Kharchev explains that "the more mature our society will be, the more the role of the human factor in it increases in its functioning, and hence the importance of upbringing, called up by to a greater extent to influence realization person's abilities as a biosocial structure" [3, p.58].

Any person, in general, has enough great potential realized in a particular activity only partially. Therefore, its objective and more or less complete evaluation is possible only considering the total sum of activities performed by a person. It is important that the implementation and development of its potential should significantly depend on in which relations with other people and how, this person is involved. In joint activities come into force such factors as competition and cooperation. Competition serves as a kind of "catalyst" of ability development and cooperation (since it involves the division of functions) has a significant impact on the specialization of skills different participants of common activity. In Western psychology it is stated that the basic functions of "attitudes" (subjective relationships) - are adaptation of the individual to the social environment on the principle of homeostasis; simplification and schematization of knowledge about the complex world of self-preservation and self-realization.

A specially organized activity by a subject is self-identification the purpose of which is the identification of an individual with itself based on self-consciousness, self-perception that there exists an emotional connection with itself, identifying itself in the wide reality and on the appropriate level of forming attitudes to it. Because of involvement into activities concerning the self-identification, a person acquires developed mechanisms for reflection, a positive "self-concept", which may be partly operationalized via personal directivity that at this time must be presented with the humanistic type with individualistic accentuation.

Besides, attitude of personality to self and the other, society, the environment is positive. The person perceives itself and others as they are, and yet, in controversial situations, it tends to give preference to its own interests, needs, desires. Often in the process of professional training students, goals and objectives of the regulatory plan dominate. That means the student of higher education today not as much masters a profession in its content definition, as finds out about it.

Professional activity of a student is particularly differentiated by social important activity that requires person to have relevant knowledge and skills and relevant personal qualities. Professional development presupposes professional achievements and deepening of professionalism. The latter is a quality characteristics of the professional that determines the extent of possession of knowledge, abilities and skills of professional areas, and the presence of an appropriate efficiency of system value orientations, which regulate the moral aspect of the professional activity. In so doing happens the development of "self-concept" that is stable, conscious unique system of awareness of the subject of itself, which forms the basis for personal and professional standards, developmental programs, building of productive system of professional interactions and relations.

"Professional orientation involves understanding and internal acceptance of goals and objectives of professional activity, relative interests, values, attitudes, beliefs, views. All these features and components of professional orientation serve as an indicator of its level of development and formation in students, and characterized by stability or instability, domination of social or personal narrow motives, distant or near future perspective"[2, p. 274].

Any individual action, if socially significant, causes actions of other people as well, either assistance or resistance. From here, the endpoint of the action is not always the one anticipated by a person. In this regard, there are problems in anticipating individual consequences of actions and understanding of responsibility for them.

Activity is dynamic, self-developing hierarchical system of subject interactions with the world, during which occurs a birth of mental image, its realization in an object of implementation and transformation of mediated by mental image of the subject in the subject reality. The structure of the action as opposed to, directly determined by object situation, usual impulsive behavioral act is always mediated. As a means can serve a variety of signs (roles, values, norms) applying which the subject possesses an action, makes it a "personal" action. In every action it is possible to single out orientation, performance and control parts. By way of functioning, the action is arbitrary and predictable. In ontogenesis of the child personality, function of arbitrary control and regulation of actions is carried out first when adult is in the joint activity with a child and then as a result of interiorization of social standards and schemes of performing an action, the child itself is beginning to control the action in accordance with these standards and schemes. In the educational process, structural components are lecturer (subject, specialist in a particular field, who knows all the features of a certain subject and who in practice may use specialized knowledge), subject matter (a set

of theoretical and practical notions of objective laws of surrounding reality within the frame of specific science) and students (subject interested in receiving theoretical knowledge and practical skills in a particular field of science or technology).

In the process of learning not only about the subject, but certain values, ethical and other settings contributing to the formation and socialization of the student personality is transmitted. Recognition of activity by the individual as a leading factor in its formation raises the question of purposeful activity, self-development, i.e. continuous work at oneself, on one's own spiritual growth. Self-development provides the possibility of consistent complication of objectives and content of education, realization of age and individual approach, the formation of the creative personality of the student and at the same time performing collective self-education and encouraging the person to further development.

**Conclusions.** So, a wide range of varied characteristics of personality of student of higher education is implemented in the definition of the self-presentation. The latter depends on the following factors: as whom the student sees himself in the world of social life, the system of values and benefits of objective and scientific knowledge, methodical search and culture in general as well as the content of student's educational activities, and hence his self-awareness as a professional and a personality. As specific feature of the activity of students of higher education we consider conscious educational orientation of the personality, which manifests itself in understanding the social value of their profession, socially valuable motives of its choice, interest, aptitudes and abilities implemented already during the process of studying. Thus, the formation of higher education student's self-presentation becomes one of the prerequisites for the development of professional self-actualization.



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