

SELF-ACTUALIZATION OF PERSONALITY AS A MAJOR WAY OF REALIZING HUMANISTIC APPROACH IN THE EDUCATIONAL PROCESS

Vinnitsia National Technical University

Анотація: В статті розглядаються питання самоактуалізації особистості в умовах сучасної вищої школи.

Ключові слова: самоактуалізація, особистість, гуманістичний підхід

Abstract: The article studies the issues of self-actualization of the individual in a modern high school.

Keywords: self-actualization, personality, humanistic approach

The concept of national education states: "A properly organized national education forms a complete integral personality, an individual that values its civil and personal dignity, conscience and honour." Humanistic revolution in education involves changes in its purpose. Problems of personality, nation, society and civilization can not be solved only by intelligence. In our opinion, humanity must determine the existence of four major current problems – poverty, environmental pollution, the issue of the number of inhabitants of the planet and interpersonal relations. The first three problems are technical, but the fourth one needs not only reason and knowledge.

Ukrainian society needs not only people who can think, but also those who are capable of feeling. We need persons with the ability to live not only on orders of reason, but also of feelings. Society needs people who are capable of understanding each other, to accept and respect others as well as themselves.

Thus the purpose of education is to create a person, rather humanistic, and not automatons or purely intellectuals; creating a thinking, caring, acting person, personalities who can feel deeply, open their inner world, create, and also be able to develop further [1]. In other words, the purpose of education is to encourage the development individuals who can live together as full-fledged, thinking living beings.

What is this person? What is the nature of a full-fledged human being? Many psychologists and educators have been studying this issue to create an accurate and complete description of such a person. Regarding this phenomenon, the following terms are used in scientific sources: self-improvement, self-realization, self-actualization. The most common is the latter – self-actualization, which we will use in this article. Thus, self-actualization of an individual is the goal of education, but to be more precise, one of the important tasks of education is the development of a person capable of self-actualization.

In order to achieve this goal of education, a person should in no way be separated from other institutions of society: families, churches, political institutions, etc.

However, the principle of self-actualization, which is now popular in Western theories of education, acquires certain criticism in scientific circles. The term "self-actualization" is criticised most of all, which, according to some scholars, is rather general and obscure. The protest against the introduction of the principle of self-actualization in education is based on the belief that it leads to the development of selfishness and egocentrism. But, in our opinion, such statements show only a lack of understanding of the nature of the given word. As Petterson says, self-actualized person "will live in the best possible harmony" [2].

The prominent American educator and psychologist Carl Rogers, in turn, argues that "the body has one main tendency and trend – to actualize, support and raise its level" [3]. This tendency leads to growth, independence and responsibility. In his scholarly works, K. Rogers gives a description of three types of personalities that are capable of self-actualization:

1) Such a person is open to any experiment, any external and internal stimuli. He is not capable of excessive self-criticism; he feels sharply, he is familiar with both positive and negative emotions.

2) This type of person lives in reality. Every minute for him is new. Life is fleeting, does not seem cruel and harsh. He changes, he adapts easily.

3) This person considers his body as a value that helps to orient him in any situation. His behaviour is primarily due to the inner world. The focus of his control is in himself [3].

Another expert on this problem, E. Kelly describes a person capable of self-realization, like C. Rogers. Such a person thinks about himself, feels his abilities, but is very responsive to the limitations. He is also respectful of others, sees them as a great help to his self-development. In life, such a person is guided by the values of humanity, and not by external order. But unlike Rogers, Kelly points to the ability of such a person to see personal errors, since in the process of development he can do them. He sees a source of knowledge in such situations and always makes conclusions.

The most complete nature of self-actualization was studied by Abraham Maslow. His description of the self-actualizing person includes all that was already discussed, plus some points that are based on the conclusions of his research work, which is a picture of a highly developed individual.

A. Maslow's research methods are extraordinary. He made a list of people who, in his professional opinion, succeeded in self-actualization. The selection criterion was this – these people had to fully express themselves in life and do everything to realize their potential.

The objects of the study were carefully considered in order to determine the general features of the character and reveal the characteristics that would distinguish them from the rest of the people. As a result, 14 character traits were identified:

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| 1. Adequate perception of reality. | 8. "Mystical knowledge". |
| 2. Correct perception of oneself, other people and nature. | 9. A sense of unity. |
| 3. Directness. | 10. Ability to establish interpersonal relations. |
| 4. Problemocentricity. | 11. Democracy. |
| 5. Independence. The need for loneliness. | 12. Awareness of parity of means and purpose. |
| 6. Autonomy. Independence from conventions. | 13. Sense of humour. |
| 7. Freshness of perception. | 14. Creativity. |

These character traits outline image of a person who is not only desirable in every society, but also able to live at a high level and to realize their personal potential. If there is a theory of self-actualization, then it is natural to develop the principles and conditions for its implementation. Certainly, all the above-mentioned can manifest itself only in terms of the humanistic approach in education and upbringing.

The humanistic approach to learning emphasizes the importance of the teacher's personality and the relationship between the teacher and the student. When creating conditions for self-actualization, threats and fears should be kept to a minimum. They are the main barriers to learning. Therefore, the following conditions should be put in first place: deep respect and sincerity. These concepts are not new and do not make any revolution in education. But their application in the relationships between a teacher and a student can be a revolutionary explosion.

Changing the principles and objectives of the modern high school in Ukraine has also changed the purpose of education. Modern leading psychologists and educators believe that one of the tasks that a high school must set is to educate a person capable of self-actualization. The conditions for this should be the high educational and psychological training of the teacher, the creation of a friendly atmosphere in the audience, and encouraging creativity of the student, etc. Co-participation, love, respect, mutual understanding – this is the basis of the successful implementation of the humanistic direction in the modern high school in Ukraine.

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Никипорець Світлана Степанівна – викладач англійської мови, кафедра іноземних мов, Вінницький національний технічний університет, м. Вінниця, e-mail: fotinia606@gmail.com

Герасименко Надія Валеріївна – викладач англійської мови, кафедра іноземних мов, Вінницький національний технічний університет, м. Вінниця.

Нукпорець Світлана Степанівна – Teacher of English, Chair of foreign languages, Vinnytsia National Technical University, Vinnytsia.

Herasyenko Nadija Valeriivna – Teacher of English, Chair of foreign languages, Vinnytsia National Technical University, Vinnytsia.