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**CATEGORY CHARACTERISTICS OF PERSONALITY SELF-  
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*The article is an attempt to analyze the main approaches to the issue of self-determination based on the study of scientific literature. Particular attention has been paid to the definition of its relation to the phenomena of self-consciousness and self-creation that are increasingly becoming the subject of psychological research. The category of self-determination is differently interpreted in psychological and pedagogical circles, thus researching its characteristics is important and the one that requires a clear definition. The process of personality self-determination has been considered in unity of different planes of self-realization. Types of self-determination of the main areas of life of the individual have been singled out. Trends in psychological and pedagogical scientific thought on the interpretation of the category of self-determination have been studied.*

*Keywords: self-determination, personality, subject, self-consciousness, self, self-actualization, self-creation.*

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*В статье на основе изучения научной литературы автором предпринимается попытка анализа основных подходов к вопросу самоопределения личности. Особое внимание уделяется определению связи самоопределения с феноменами самосознания и*

*самосозидание, которые все чаще становятся объектом психологических исследований. Не является исключением, и категория самоопределения личности, которая неоднозначно толкуется в психологических и педагогических кругах, поэтому выяснение ее характеристик является актуальным и требующим четкого определения. Проанализированы подходы парадигмы психолого-педагогических исследований к определению категории самоопределения. Рассмотрен процесс самоопределения личности в единстве различных плоскостей осуществления самоактуализации; выделены разновидности самоопределения в соответствии с основными сферами жизнедеятельности личности; исследованы тенденции психолого-педагогической научной мысли относительно толкования категории самоопределения.*

*Ключевые слова: самоопределение, личность, субъект, самосознание, само, самоактуализация, самосозидание.*

**Introduction.** In psychological and pedagogical science understanding of the individual as a subject is associated with the term "self-determination" and refers to the person as an individual realization of social determination. In the process of implementation of personality performs actions, deeds, "objectivizing its subjectivity". The activity of the subject, as indicated by K.A. Abulkhanova-Slavskaya, based on the ability to mobilize their capabilities and identify ways to achieve goals - to implement them in the work [1, p.272]. It should be borne in mind that B.G. Anan'ev refers creativity to the subjective property of personality, generalized effects of which are ability and talent [2, p.211].

Professional self-determination - is not only the choice of a particular profession, but above all, the choice of central motivational-semantic dominant of life activity, the main reference points in the space of career,

which will then determine any vital manifestation, cause social roles, positions and stereotypes, social and cultural behavior, criteria of assessing the surroundings.

Understanding of professional self-determination in psychological research is closely linked with the understanding of the subject. In studies of psychologists there often exist understanding of professional self-determination as attitude towards self as to the subject of professional activity - actual or further [7, p.51-60].

The purpose of this article is to analyze approaches paradigm of psychological and pedagogical research to the definition of the process of self-determination in the unity of the various planes of realization, to distinguish varieties of self-determination in the main areas of life of individual and explore trends in psychological and pedagogical scientific opinion on the interpretation of the category of self-determination.

Self-consciousness of teacher is one of the important factors of formation and development both as a professional and a personality. Because on whom he appears in his own mind, whether as an implementer of socially desired, regulatory activity or a spiritual mentor of the younger generation in the world of culture and social life, depends the system of value orientations and preferences in the sphere of subject knowledge, methodical research and culture in general, depends the content of pedagogical activities - in the end - self-determination of educator, education of self as a professional and a personality. Developed self-consciousness is usually associated with a critical attitude, and therefore serves as a basis for improvement of professional and personal culture.

Pedagogy, as opposed to a specific reflection of self-consciousness in psychology, is interested in the characteristics of teachers that "lead" him out of the frame of concrete practical actions. This teacher goes beyond the immediate activity-bases of his work: methods, pedagogical technology -

but looks for them personally targeted, perpetuated in the culture bases. He comes out of sociocultural destination of teachers' activity. In this regard, we are interested in the content of self-consciousness of teacher, taken in its sociocultural measurement when the teacher appears not only as a performer of institutional requirements, but as a person able to realize his self, self-determination in relation to the other and define himself, his professional and personal choice in a wider cultural horizon.

Therefore, in the question of the formation of professional identity for future teachers there exist a particularly important position, expressed by philosopher V.S. Bibler, who states that when there is a problem of personality, its self-determination, "just going beyond the psychology of consciousness into the sphere of spirit one may catch "unresolved core" of personality capable to self-determine and decide its own destiny, its own character" and therefore "only to cultural phenomena inherent are freedom of self-determination of our consciousness, our actions - our spiritual and active life" [3, p. 325-326].

As the process that actually develops, professional self-determination that creates itself should be considered in the unity of the three planes in which happens self-actualization of various forms of human personality: choice of work environment for the use of individual work activity resources by an individual; choice of profession; implementation of the content of work.

The first function of the individual introspection is adaptation to conditions of life and formation of subjective life position - an element of the socialization process and the basis of social self-determination. The second and third functions - development of self-consciousness and formation of subjective life position - an element of the process of individualization and the basis of internal personality self-determination. The third function combines the first and the second, since the processes of individualization

and socialization are in a relationship, directing the whole process of personal self-determination.

Self-relation develops not as an independently functioning property in its genesis and development, but rather as a construct of the process of forming a new reality of life - human self, thus involving its implementation in the system of other, in a single motion of deploying self, believing identification to be essential to its structuring, appropriate level of self-understanding and self-determination. Self-determination and self-understanding appear based on personal ability to relate and understand itself as such. This is a special ability that is caused by the need in the process of anthropogenesis by objectively generated substantial structural characteristics, in the process, in which integrity was formed and finalized, which provided production-reproduction of person as a fundamentally new phenomenon of living being, exercising new "type" of social being, its development and, therefore, the development of self.

Self-determination has a close relationship with vital, or rather social position of young personality. For us, the valuable is a concept of professional self-determination in relation to social position of students of pedagogical university.

"According to the main areas of life in the structure of self-determination one can distinguish its relatively distinct kinds: social, professional, socio-political, family, in the field of communication. Central here is the social self-determination - integration of young people into the main components of social structure. The social self-determination is related directly to professional choice that results not only in an obtained profession but also in a new work group, which the youth enter"[13, p.42]. Social self-determination includes the vital self-determination, and it in turn presents professional self-determination.

V.F. Safin believes that the rod characteristic of social maturity is its self-determination, "personality self-determination in relation to its social activity and civic maturity stands regarding them as independent functionally-procedural core, which has the ability to anticipate the actual behavior of personality and organize its behavior" [14, p. 23].

Rising levels of organization of personality necessarily leads to a change in the vital goal set by person. Any level of higher order (quality) finds its expression in the human self-determination. An important social and psychological regularity of personal development is that a person is both a carrier and expression of social and collective interests. However, it can become their conscious subject only on a certain level of development when a person self-determines and in connection with this improves its activity and increases responsibility.

As socially professional quality of the individual, social maturity of personality manifests itself in the presence of logical relationships of social self-determination of young person`s social activity and social responsibility. On this basis, the level of personal development, depending on the development of society, is determined. Then the social activity of the future teacher appears as a personality trait that socially self-determined. According to some authors, social activity "expresses the level of implementation of the functional characteristics of the social commonness, the general level of personal sociality, its internal need ..." [10, p.6].

Pedagogues consider professional self-determination in terms of impact of various professional factors on its development. The combination of these factors is conditional space in which the process of socio-professional self-determination is implemented. Education and vital self-determination perform as special criterial grounds of socio-professional self-determination of higher education student.

Vital self-determination of young people who are studying - a complicated scientific problem, which has philosophical, sociological, psychological and pedagogical aspect. As noted by G.P. Nikov: "... a more difficult and responsible in the lives of future generations is a time when their education under the supervision of adults is completed, and they step on an independent path. That means that life ends under the care of elders, expands the degree of freedom of young people, their independence in decision-making; they take time to social maturity ... "[9, p.58].

Professional self-determination is viewed as the leading characteristic of professional self-actualization. For example, social responsibility involves not the entire content of the existing social norms and values, but only that variety which is refracted as the progressive in personality consciousness. Psychologists clearly indicate the dependence of social responsibility on self-determination.

Analyzing the problem of self-identity of the future expert as one of the criteria for the formation of his professional self-actualization, clarifies some aspects of self-determination study in the scientific literature. K.K. Platonov believes that "professional self-determination - a degree of self-esteem of self as a specialist of a respective profession; content side of orientation of the individual, acting on call; important object of the formation of the individual in the process of vocational guidance "[11, c.125-126].

Social self-determination characterizes a person as an individual. By this the individuality, value, professional orientation, etc. are determined. Person seeks to make the right life choice, at the same time influence the processes of society life at a certain level of his competence, to feel the impact of society.

Therefore "Social self-determination - purposeful, versatile creative behavior which aims to capture the scope of life as a system based on the idea that fully captures the subject, which is the result of personal

refinement and personal excitement" [14, p. 100].

Professional self-determination is defined by Ye.A. Klimov "as an important manifestation of mental development, as active seeking of development opportunities, forming of self as a full member of the community and "activist" of something useful, community of professionals" [6, p.39].

N.S. Pryazhnikov reveals the "essence of professional self-determination as searching and setting of personal meaning of selected, the one mastered and being now performed, the work activity, as well as searching for meaning in the process of self-determination [12 p.330-331].

Professional education provides professional self-determination aimed at revealing professional self-consciousness, motivation to succeed, programming a way to achievement that enables activity. The result of this is activity in professional growth.

Designing the content of pedagogical education is aimed at personal development of culture, it is necessary to focus on the strategic levers of modernization of secondary school. Those determining the content of the work of the teacher should be especially emphasized. Firstly, the school should be an important factor in the humanization of social and economic relations, the formation of new attitudes of personality. Secondly, the educational potential should be entirely used for consolidation of society, preserving a single cultural space, overcoming social conflicts. Third, schools should promote professional elite formation, identifying and supporting the most gifted and talented children and youth.

In the matter of formation of professional self-determination for future teachers particularly important is the position expressed by the philosopher V.S. Bibler, which states that person as the subject is "a set of connections and relationships in which it actually enters with other people in relation with a variety of objects. It is not limited to any of these specific relationships,

distinguishing itself among them, and with this versatility is different from the object "[4, p. 200].

The need and necessity to establish new, unknown in other living world links to the similar to oneself beings, are formed on fundamentally new bases initiated in the process of anthropogenesis. It is caused by specific contradictions that arise in the essentially meaningful activity. This contradiction between individual feature of productive activity and human existence in general; between the individual, purposeful implementation and objective need of relationships with other individuals (need, determined by fixed ways of action with work tools, their repeated use, the nature of the product of labor, features of collectively significant goals of improvement, accumulation of their effective capacity, etc.). The specifics of the respective structural organization of activities in the broader sense lies in establishment of a relationship between the purpose of the action and its implementation.

Pedagogues, like psychologists, consider professional development of the personality as a complex process of adaptation of the younger generation to life, a certain professional community.

In the existing literature on the problems associated with a notion of personality, there is a view according to which concept of self-determination and personality life position equate. Life position - a way to incorporate personality into the life of society: a set of attitudes, socially relevant beliefs, especially professional skills and respectful actions of the individual that implement its attitude to the world. That means personality life position is not determined by any of its actions or deeds but rather a set of standard behavioral acts, steady course of conduct and activities. Thus, for example, O.V. Kirichuk determines active life position as "... a system of moral attitude of the individual primarily to nature, a part of which he is; to society and the communities to which it belongs; to core activities, which are

carried out through internal communications with nature and society [5, p.15].

A clear understanding of the future teacher about his professional future, the ability to build his professional and pedagogical environment at different stages of professional development and readiness to actually realize in it is a diagnosed result of personality self-development during professional training, the formation of a certain type of professional and pedagogical environment, to which evolving nature is inherent.

We find interesting a vision of O.V. Lishin of concept of pedagogically organized activity as a form of existence of leading activity. Pedagogically organized activities during student life include experience of self-government, self-organization in microenvironment in life. Life position here is treated in the sense of the system of rules of interaction with other people, which tends to self-development in respective direction, which is defined as personal orientation [8].

Every social organism is a functioning social system that requires some regulation, order. According to Kant, the analysis of free will and responsibility in the light of the determination may be performed considering the following points: a) person is not free in an "empirical" respect - its behavior is completely subordinated to the law of causality; b) but a free person "as a thing in itself", in the "mind-mastering" respect and can not subject to the law of causality; c) due to that its mind does not depend on anything in the very act of selecting possibilities of "empirical" reality; d) thus the person is responsible for his choices, and punishment serves only as an act of punishment "(Kant I. Vol., v. 4, p. 1, Moscow, 1966, P. 218, 428).

Among many activities, that every individual has to perform can be distinguished as a main or a predominant kind of activity. This activity may: a) be selected randomly imposed by force of life circumstances and not

meet the calling. In this case, such activities does not contribute to formation of integral personality; b) match the abilities and calling of the individual, that most actively form the integrity; c) only partially coincide with the calling of person. Therefore completely understandable is its partial function on forming an integral personality structure. It is important to bear in mind that social relations, formed around the dominant occupation, have a significant impact not only on the entire system of relations personality, structure of its communication, but also on its entire social quality.

The validity of the use of the concept of self-expression is parallel with self-determination as the sole basis for the study and classification of all other needs and expressions of individual is confirmed by the fact that human life satisfaction, harmony of different sides of its personality depend largely on the form and extent of self-affirmation.

Various forms of self-expression and self-determination correspond different, inherent to each level kinds of life satisfaction - from primitive animal forms to the higher expressions of happiness tested by people in creative work to the limit of abilities, happiness of accomplished duty, awareness of its importance, necessity. Life satisfaction, a sense of its completeness is some real and specific experience, which expresses the level and nature of self-expression.

Based on acmeological approach it is be considered to view acme and self-realization and not as ideal images, as well as constant movement of person to them through correlation of real characteristics of a personal development with an optimal model of self-development (N.V. Kuzmina, A.A. Bodalev, A.A. Derkach and others). Person does not simply realizes itself, making a choice between reproductive methods of development; It efficiently converts itself, removes psychological barriers, redefining life expectations, looking for an opportunity to develop acmeologically important qualities produces its own path of self-development.

Considering the self-creation and self-realization in terms of the principle of unity of self-creation and self-realization one can present them as a special form of conscious activity of subject. Function of activity reveals itself in not only targeted self-creation and self-realization, but in correlation and coordination of these two categories; this is a special form of self-regulation, which is a mechanism of double nature. The interconnection and interdependence of self-creation and self implies that if future specialist aims at self-creation, self-realization then serves as a means, if the purpose is self-realization, the latter serves as a means of self-creation. This is the essence of the double nature of self-creation and self-realization. In addition, a feature of the relationship and interdependence between self-creation and self-realization is that, with respect to each other they can be a cause, a condition or even a result. It depends on which of them in this case is considered a subject of study and to what third characteristic they relate, if self-creation is seen as a subject.

**Conclusions.** So, the question of self-determination is closely related to understanding the phenomena of self-consciousness and self-creation. Self-determination should be considered an essential criterion for the formation of professional self-actualization and one that leads the professional development of personality. As the process, self-determination should be viewed in the unity of the planes of various forms of self-actualization. The category of self-determination is differently interpreted in psychological and pedagogical circles, thus researching its characteristics is important and the one that requires a clear definition.

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