

Svitlana Kuzikova

A. S. Makarenko Sumy State Pedagogical University

kuzikova_svetlana@ukr.net

METHODOLOGY AND TECHNOLOGY RESEARCH OF PERSONALITY SELF-DEVELOPMENT RESOURCES

The author's approach to the empirical study of the peculiarities of self-development of a person has been considered. The criteria of self-development as a subject activity have been characterized. Its indicators have been given. The psychological resources of personal self-development have been singled out: the need for self-development as its source and determinant; conditions that ensure its success; mechanisms as functional means and conditions for its implementation. Their essence has been revealed. The need for self-development has been determined by the actualization of the characteristics of self-development (self-activity, vital activity, development of self-consciousness) and has been occurred when the content structure of the individual consciousness and the transformation of semantic entities changed. Conditions of self-development has been defined by mature I of personality, openness, tolerance to the new, the presence of a conscious goal of self-realization and active life strategy. Reflection, self-regulation and feedback have been considered as mechanisms of self-development. The methodical approaches and means of studying the peculiarities and factors of the development of the subject of self-development in adolescence in the process of professional training have been offered, and the results of their integrated empirical research have been highlighted. Particular attention has been paid to the analysis of the level of actualization of self-development resources among students, discovered with the author's diagnostic method "DCPSD" (Dispositional Characteristic of Personality of Self-development). It has been proved that psychological resources as a set of possibilities of development already exist in the psychological reality of a person. It has been shown that the dominance of the level of self-development resources' actualization of the individual (and their combination) can be correlated with the dimensions of the individual psychological space, indicating the individual peculiarity of the personal self-development organization. It has been noted that, at the same time, actualization, strengthening and harmonization of all psychological resources of a person self-development, enrichment of its relations with the environment and other people, and increasing spirituality is necessary for the implementation of progressive conscious personal self-development.

Keywords: *personal self-development, psychological resources of self-development, actualization of self-development resources, need for self-development, conditions of self-development, self-development mechanisms.*

Problem setting. Throughout the life human change constantly – along with changing of circumstances, relevant persons, age and social status. Typically, it occurs unconsciously. However, the awareness of individual's potential (psychological resources) and ability to manage one's implementation make people an active creator of his life, the subject of personal self-development (K. O. Abul'khanova-Slavskaya, L. I. Anciferova, G. A. Ball, M. Y. Boryshevskyy, A. V. Brushlynskyy, G. S. Kostyuk, D. O. Leontiev, P. V. Lushin, S.D. Maksimenko, H. Ortega-i-Gasset, S. L. Rubinstein, T. Titarenko). Therefore the need to develop methods for studying the peculiarities of self-development as subjective activity and reasons for its complications is actual.

The statement of principal material. Based on theoretical and empirical study of the phenomenon of personal self-development as subjective activity we have developed criteria and indicators of self-development as a actualized, conscious and self-managed process of personal change [3; 4].

The criterion is called a sign on which the estimation, classification or definition of something has been made. The criteria set dimension of consideration of a phenomenon or process. At the same time, to fix by a dedicated criteria a certain state or level of development of the studied phenomenon or process, some performances are required – characteristics that are within the dimension outlined by criteria and allow estimating of changes. In other words, performances fix position or level of development of studied reality by dedicated criteria. According to I.F. Isaev, general requirements for isolation and substantiation of criterion in theory and practice pedagogical education are reduced to the fact that criteria should reflect the basic patterns of person's formation; by means of criteria links between all components of the studied system should be established; qualitative indicators should act in unity with quantitative [2].

Internal integrative criterion of self-development as subjective activity we defined actualization

of psychological resources of personal self-development (structural components of the integrated system): needs, conditions and mechanisms of self-development. This criterion is subjective in the sense that it acts as a modeling representation of individual self-development [3; 4].

External integrative criteria of self-development we consider to be:

1) formation of an attitude towards self-development as a value – valued orientation on self-development, which externally appears in cognitive and creative activity (search activity), expansion, expanding the boundaries of the possible, self-intensification, self-enrichment, authenticity;

2) formation of reflexive self-regulation, which externally appears in individual's viability, his psychological health, awareness of life, satisfaction of self-realization, in preventive behavior strategies, internality, tolerance for novelty, flexibility in the organization of life.

Mentioned criteria are objective since these usually are real characteristics of individual as a subject of self-development. In other words, external (integrative) criteria allow studying features of individual's self-development indirectly – through the performances of personal properties and characteristics.

Thus, the formation of personal quality – namely, “to be subject to its own development” – is defined from inside by actualization of psychological resources of self-development, from external – by degree of severity of characteristics of individual as a subject of self-development. The criteria of self-development and their indicators correspond with measurements of psychological space of person's self-development [3, p. 131; 4, p. 16], as well as the basic units of structural and functional model of self-development [3, p. 155; 4, p. 19] and allow holistically analyzing and identifying ways of intensification and optimization of person's self-development as a subjective activity.

One of the objectives of our study was to develop diagnostic tools for studying the characteristics of person's self-development as actualized, conscious and self-managed process of personal change. The difficulty of creation of measuring instruments for personal self-development is explained by objective circumstances. From the theoretical and empirical analysis of the phenomenon becomes clear that self-development is a complex, non-linear, multi-faceted process that owns its dynamics (peaks and valleys), individual orientation, motives and methods, subjective and objective results. The situation is complicated by the fact that self-development cannot be described unambiguously. Researchers distinguish various forms of self-development, consequence action of which also is difficult to establish (M. Y. Boryshevskyy, M. Haydehher, L. O. Korostylov, V. G. Maralov, V. I. Slobodchikov). These are self-expression, self-assertion, self-improvement, self-realization, self-actualization and so on. Named manifestations of human mental life are combined by the fact that they all are self-determined and reflect different aspects of self-motion, self-creation, self-changing of personality. Being implicitly combined, they express the essence of person's self-development [3].

The foregoing explains the complexity of verification of the phenomenon of personal self-development by means of traditional for classical psychology methods of measurement. Analysis of the existing arsenal of diagnostic tools, used to study the person's self-development, showed that in fact they indicate the level of one type of self-development – self-improvement (more often in a particular field of professional activity) or levels of general education that is not identical to personal of self-development in a holistic sense. This, for example, the following diagnostic techniques: “Reflection on self-development” by L. M. Berezhnova, “Diagnosis of the level of partial readiness for professional and teaching self-development” by N. P. Fetiskin, “Diagnostics of implementation of need for self-development” by V. Maralov.

However, we are interested in the study of person's self-development as a holistic, systematic formation, which reflects a process of continuous complexity of person's inner world, which correlates with the dynamic changes in the image of the world. Given the complexity and diversity of the process of personal self-development to solve research objectives we used the provisions of synergy. Synergetic is a scientific attempt to explain the nature of a complex, principles of its organization and evolution. Based on the idea of system-synergetic approach and scientific research of psychologists of

existential-humanistic direction (because it is there we find the most complete elaboration of the studied problem), we have disclosed in theoretical statements semantic essence of the phenomenon of personal self-development for its further study as an empirical fact. To this purpose we attempted to systematize and to structure the interior space of this concept and through theoretical and empirical study of the phenomenon self-development we identified its contents and structural components [3].

The system-synergetic approach allows not to consider the diversity of elements that make up the system, but to allocate the main for the moment self-organized system, called the order parameter. In system-synergetic approach order parameters indicate elements that are independent variables, but determine the content of system behavior as far as “directs behavior the set of elements of lower level” [1, p. 95]. From the standpoint of system-synergetic approach there is no need to track the entire history of the individual as the system and its determined connections and relationships. It is enough to identify internal and external resources of formation and development of a system quality, the occurrence of which will determine at the same time the potential for personal development.

Theoretical and empirical content analysis of the phenomenon of personal self-development allowed to allocate its content components (structural components of the system) and to find the patterns of self-development. They can be viewed as factors that hypothetically determine the specificity of personal self-development and subject formation, ie as psychological resources of personal self-development which is actualized, conscious and self-managed process of personal change. Such psychological resources of self-development had been identified: the need for self-development as its source and determinant; conditions that ensures its success; mechanisms like functional means and conditions for its implementation. Expand their essence. The need for a self-development is defined by actualization of self-development characteristics (self-activity, livelihoods, development of self-awareness). It is provided by a basic level of personal self-development (the zone of actual development) and saturation of person’s life (zone of proximal development) and occurs with changing of the semantic structure of individual consciousness and transformation of meaningful entities. We consider psychological conditions that ensure the success of self-development are: person’s mature I-feeling (having characteristics such as autonomy, self-identity, internality), openness, tolerance to a new, presence of conscious purpose of self-realization as a guide for self-development (self-determination) and active life strategy. In our opinion, mechanisms as functional means of self-development are the reflection, self-regulation and feedback. They support, provide mechanisms-conditions of person’s self-development which has been identified by us in the theoretical study (M. Y. Boryshevskyy, L. S. Vygotsky): internalization, identification, exteriorization. We consider reflection to be a mechanism-means and a mechanism-condition of self-development as conscious and self-managed process of personal change.

Theoretical investigations of existing psychological concepts of person's self-development and empirically findings strongly suggest that psychological resources as a set of possibilities of development already exist in the psychological reality of a human, but for the realization of progressive personal self-development their actualization and establishment of structural functional relationships are needed. The latter is the basic provisions of the author's conception of formation the subject of self-development in youth age [3; 4].

Considering the complexity of verification of the phenomenon of personal self-development by using traditional measurement methods of classical psychology, we developed diagnostic methods of authoring study of the characteristics of person’s self-development as actualized, conscious and self-managed process of personal change [5]. The logic of their creation highlighted in the monograph [3]. In sources [6; 7] procedure of validity and reliability verification of standardized methods developed by us has been described. The method is “Dispositional Characteristics of Person’s Self-development – DCPSD”, which aims to determine the level of actualization of psychological resources of person’s self-development as a subjective activity.

To study the peculiarities and factors of becoming the subject of self-development in youth age we proposed three methodological approaches: 1) based on study of content-effective characteristics of self-

development (internal integrative criterion is an actualization of psychological resources for personal of self-development). For this purpose the authorized diagnostic tools were used: method “DCPSD” for definition of the level of actualization of psychological resources of self-development; mini-profile “Effectiveness of person's self-development” for clarification the semantic content of the need for self-development, consciousness and self-managing the process personal changes; projective techniques for understanding the process of personal self-development and degree of own participation in it: drawings, diagrams, a modified version of methods of “Pictograms” (O. R. Luria and L. S. Vygotsky) and others; 2) based on the analysis of individual-stylistic features of self-development as a subjective activity (the external integrative criterion of self-development is a formation of reflexive self-regulation); 3) based on the study of functional and dynamic characteristics of self-development (the external integrative criterion is valued orientation for self-development).

Persons of youth age (17-21 year) participated in the experiment; they are students of full-time (first-fourth course) and part (first year) university forms of education of humanities and technical specialties (664 persons).

Research of content-effective characteristics of self-development of youth people proved insufficient level of actualization of psychological resources for personal self-development, poor differentiation of perceptions and low level of awareness and self-management of the process of personal changes. Results of the study of actualization of resources of personal self-development are shown in Table 1.

Table 1

Results of the study of actualization of personal self-development resources

Performances	Scales							
	Need in self-development		Conditions of self-development		Mechanisms of self-development		Integral indicator	
Low level (% / Count)	39,6	263	21,6	143	20,0	133	22,4	149
Average level (% / Count)	54,4	361	47,7	317	60,8	404	58,0	385
High level (% / Count)	6,0	40	30,7	204	19,2	127	19,6	130

The greatest concern is caused by the level of actualization of need in self-development which we have identified as its source and determinant. Indicator “The need in self-development” (scale of method "DCPSD") shows one’s desire for self-improvement, personal growth, self-enrichment and conscious self-creation. Besides, the need in self-development appears in person’s cognitive and creative activity, saturation of life, self-dissemination, mastering new competences, in openness and “thirst” to the world, to inner world and to the world of other people. Summarizing the above, we can say that the content of the scale is a need to go beyond the boundaries of existing, the need for transcendence. Unfortunately, during ascertaining phase of research high value on this scale has been found only at 6% of respondents, while almost 40% have had low needs for self-development. More encouraging results have been obtained on a scale “Conditions of self-development”: high level is at 30.7%, average – 47.7%, the lowest – 21.6% of respondents. The results have been indicated detected level of students’ positive self-perception, strength, maturity I-feeling, clarity of purposes, possession of active life strategies, a sense of autonomy, self-confidence. Unfortunately, as was found by content analytical processing of students’ statements (mini-profile “Effectiveness of person’s self-development”), a positive self-perception often acts as a passive-optimistic (object, contemplative), and even egocentric and consumer life guidelines (which can be considered a concept of self-development), while conscious goals (semantic filling of self-development) preferably have a domestic nature and belong to the nearest prospects. However, under certain conditions called personal property of today's youth can form the basis of actualization and optimization of conscious, progressive

personal self-development, and therefore of formation of the subject of self-development.

The content of scale “Mechanisms of self-development” (functional means) is self-cognition, introspection, awareness of differences between real and desired I-feeling, sensitivity to feedback as opportunities for getting more information about oneself and the world, the ability to master one’s own emotional conditions and behavior. It has been clarified that today's youth have the skills to introspection and self-regulation on insufficient level (high level has been demonstrated by 19.2%, average – 60.8%, low – 20% of respondents), they cannot fully implement self-design, self-organization and self-control that is not conducive to the formation of individual as the subject of his own life and his own development.

Analysis of the data distribution by level of actualization of resources of self-development among the all contingent has allowed to distinguish groups of respondent by the domination of certain performances of the scale of “DCPSD” method, and by actualization of certain psychological resource of personal self-development or their (resources) combination. Percentage distribution of respondents by groups has been listed in Table 2.

Table 2

The dominance of the level of actualization of self-development resources on scales by DCPSD method (in %)

Scales	Needs	Conditions	Mechanisms	Needs-Conditions	Conditions-Conditions	Conditions-Needs	Others
Count of persons	2,7	23,4	16,3	7,8	20,5	5,0	24,3

According to the table, personal changes among the largest number of youth age persons (23.4% of respondents) have been determined by actualization of such psychological resource as “Conditions of self-development”, the essence of which is positive self-perception, autonomy, power and maturity of I-feeling, active living strategies. However, if personal changes do not accompanied by continuous self-cognition, introspection, self-control, self-regulation (the dominance of psychological resource "Mechanisms of self-development" has been found in 16.3% of respondents) and do not caused by the need for personal growth, conscious self-creation, interest to the inner world of one’s own and other people, that entirety demonstrates individual’s spirituality (domination of psychological resource “need for self-development” has been found in 2.7% of people) – these personality changes cannot be harmonious and positive for the individual, but rather serve his self-expression, self-assertion.

According to our concept of actualization level of self-development resources dominance (and thereof combinations) it can be correlated with measurements of psychological space of personal self-development [3; 4], what indicates the individuality of organization of personal self-development. At the same time to implement progressive, conscious, controlled self-development actualization, inter-strengthen and harmonization of psychological resources of person’s self-development, enriching its relations with the environment and other people, increasing spirituality is needed.

It has been found by another area of research that individual-stylistic characteristics of self-development are: a certain type of subject-object orientations in life situations (SOO by O. Korzhov), type of sensed-life orientations of subject (SOS by D. Leontiev), grade of motivation to succeed, that is self-activity, intentionality (T. Ehlers) and internality (LSK by E. Bazhin, K. Holynkina, L. Etkind) and human personal characteristics ("PCRS» by Rolnik, Heather, Gold, Hal in adaptation by N. Bazhanova and G. Bardier), namely: energy, tireless, increased vitality (search activity); the ability to find a way out of difficult situations (creative activity); belief in success, fixing not on the problems, but the possibilities of their solution (positive-efficient life attitude); confidence and trust to potential abilities (integrity and I-strength). Correlation analysis has showed the presence of significant positive

correlation between the scales of DCPSD method and overwhelmingly scales of indicated methods. The meaning of correlation between the integral indicator by DCPSD technique and general indicators of other methods is: SOO – 0.27 at $r_{0,05} = 0,09$, SOS–0.6 at $r_{0,05} = 0,1$, LSK – 0.28 at $r_{0,05} = 0.13$ T. Ehlers – 0.3 at $r_{0,05} = 0,13$, scales and techniques PCRS (with at $r_{0,05} = 0,11$) “Passion” – 0.5, “Ingenuity” – 0.44, “Optimism” – 0.21, “Confidence” – 0.18.

Since, according to our concept, the main determinant of self-development as subjective activity is changing semantic structure of self-identity and transformation of semantic formations [3; 4], it was important to investigate functional and dynamic characteristics of self-development. The study has proved low importance to youth of needs and values related to self-development. Especially disturbing is low status of such values as “Development”, “Knowledge”, “Creativity” (method by M. Rokich) that correlate with low meanings of scales “Educational needs” and “Creativity” by SAT methodology. Lack of awareness of importance of self-development as a value (valued orientation to self-development) makes youths to be addicted to external circumstances, current situations, fixes for the present and does not conducive to their formation as subjects of self-development.

Study of peculiarities of dynamics of youths’ self-image in the context of their self-development (correlation analysis of scales meanings by DCPSD method and method by T. Leary) has showed that presented by youth the image of “real self-image” and even more “ideal self-image” is insufficiently conscious, critically analyzed and projected as a goal achievement. Under these conditions, the difference between real self-image ideal self-image cannot encourage self-development, and the person cannot be its subject.

Conclusions. Thus, we have tested the possibility of using developed DCPSD method for studying features of self-development as actualized, conscious and self-managed process of personal changes. Obtained by the method data has allowed to reveal a condition of psychological resources of personal self-development, actualization of which (and sometimes forming) has facilitated the formation of the subject of self-development. Determine the causes of complications of self-development as a subjective activity has made it possible to create the conditions and choices (development) of technology optimization of formation of the subject of self-development in youth age in the process of professional education [3; 4].

1. Аршинов В. И. Синергетика постижения сложного / В. И. Аршинов, В. Г. Буданов // Синергетика и психология : Тексты. Вып. 3 : Когнитивные процессы ; под ред. В. И. Аршинова, И. Н. Трофимовой, В. М. Шиндяпина. – М. : Когито-Центр, 2004. – С. 82–127.

2. Исаев И. Ф. Профессионально–педагогическая культура преподавателя : Учеб. пособие для студ. высш. учебных заведений / И. Ф. Исаев. – М. : Изд. центр «Академия», 2002. – 208 с.

3. Кузікова С. Б. Психологічні основи становлення суб'єкта саморозвитку в юнацькому віці : [монографія] / С. Б. Кузікова. – Суми : Видавництво «МакДен, 2012. – 410 с.

4. Кузікова С. Б. Психологічні основи становлення суб'єкта саморозвитку в юнацькому віці: автореф. дис. ... д-ра психол. наук : 19.00.07 / Кузікова Світлана Борисівна ; Нац. акад. пед. наук України, Ін-т психології ім. Г. С. Костюка.

5. Кузікова С. Б. Психологія саморозвитку : Навчальний посібник. / С. Б. Кузікова. – Суми : Видавництво «МакДен, 2011. – 148 с.

6. Кузікова С. Б. Розробка діагностичного інструментарію вивчення особливостей саморозвитку особистості. / Науковий вісник Миколаївського державного університету імені В. О. Сухомлинського: збірник наукових праць / за ред. С. Д. Максименка, Н. О. Євдокимової. – Т. 2. – Вип. 6. – Миколаїв : МДУ імені В. О. Сухомлинського, 2011. – (Серія «Психологічні науки»). – С. 159–164.

7. Кузікова С. Б. Конструювання методики дослідження саморозвитку / С. Б. Кузікова, Б. О. Кузіков // Вісник Національного технічного університету України «Київський політехнічний інститут» : Філософія. Психологія. Педагогіка : Зб. Наук. Праць. – Київ.: ІВЦ «Політехніка», 2010. – № 2 (29). – 216 с. – С. 106–112.

REFERENCES

1. Arshinov, V. I., Budanov, V. G. (2004). Sinergetika postizheniya slozhnogo [Synergetics comprehension of complex]. M. : Kogito-Tsentr (rus).

2. Isaev, I. F. (2002). Professionalno–pedagogicheskaya kultura prepodavatelya [Professional-pedagogical culture of the teacher]. M. : Izd. tsentr «Akademiya» (rus).

3. Kuzilkova, S. B. (2012). Psihologichni osnovi stanovlennya sub'ekta samorozvitku v yunatskomu vitsi : [monografiya].

[Psychological foundations of becoming a subject of self-development in adolescence: [monograph]. Sumy : «MakDen» (ukr).

4. Kuzikova, S. B. (2012) Psihologichni osnovi stanovlennya sub'ekta samorozvitku v yunatskomu vitsi: avtoref. dis. ... d-ra psihol. nauk [Psychological foundations of becoming a subject of self-development in adolescence]. Nats. akad. ped. nauk Ukraini, In-t. psihologiyi im. G. S. Kostyuka (ukr).

5. Kuzikova, S. B. (2011) Psihologiya samorozvitku : Navchalniy posibnik. [Psychology of self-development. Tutorial] Sumy: Vidavnistvo "MakDen" (ukr).

6. Kuzikova, S. B. (2011) Rozrobka diagnostichnogo Instrumentariyu vivchennya osoblivostey samorozvitku osobistostI. [Elaboration of diagnostic tool for studying the peculiarities of self-development of personality]. Mikolayiv : MDU imeni V.O. Suhomlinskogo (ukr).

7. Kuzikova, S. B., Kuzikov, B. O. (2010). Konstruyuvannya metodiki doslidzhennya samorozvitku osobistosti [Designing a method of studying of personality self-development]. Visnik Natsionalnogo tehnicnogo universitetu Ukraini «Kiyivskiy politehnicniy Institut» : Filosofiya. Psihologiya. Pedagogika : Zb. Nauk. Prats. [Bulletin of the National Technical University of Ukraine "Kyiv Polytechnic Institute": Philosophy. Psychology. Pedagogy: Collection of scientific works]. Kyiv : IVTs «Politehnika», 2010. 2 (29), 106-112 (ukr).

Світлана Кузікова

МЕТОДОЛОГІЯ ТА ТЕХНОЛОГІЯ ДОСЛІДЖЕННЯ РЕСУРСІВ САМОРОЗВИТКУ ОСОБИСТОСТІ

У статті розглянуто авторський підхід до емпіричного вивчення особливостей самorozvitku особистості. Охарактеризовано критерії самorozvitku як суб'єктної діяльності, наведено його показники. Виокремлено психологічні ресурси особистісного самorozvitku: потребу в самorozvitku як його джерело і детермінант; умови, які забезпечують його успішність; механізми як функціональні засоби і умови його здійснення. Розкрито їх сутність. Потреба в самorozvitku визначається актуалізованістю характеристик самorozvitku (самоактивність, життєдіяльність, розвиненість самосвідомості) і виникає при зміні змістової структури індивідуальної свідомості та трансформації смислових утворень. Умови самorozvitku окреслюють зріле Я особистості, відкритість, толерантність до нового, наявність усвідомленої мети самоздійснення та активної життєвої стратегії. Як механізми самorozvitku розглядаються рефлексія, саморегуляція та зворотній зв'язок. Запропоновано методичні підходи і засоби вивчення особливостей та чинників становлення суб'єкта самorozvitku в юнацькому віці в процесі фахової підготовки, висвітлено результати їх комплексного емпіричного дослідження. Особливу увагу приділено аналізу рівня актуалізації ресурсів самorozvitku у студентів, виявленого за допомогою авторської діагностичної методики «ДХСО». Доведено, що психологічні ресурси як сукупність можливостей розвитку вже існують у психологічній реальності людини. Показано, що домінування рівня актуалізації ресурсів самorozvitku особистості (та їх поєднання) можна співвіднести з вимірами психологічного простору особистості, що свідчить про індивідуальну своєрідність організації особистісного самorozvitku. Зазначено, що в той же час для здійснення прогресивного усвідомленого особистісного самorozvitku необхідна актуалізація, взаємопосилення і гармонізація всіх психологічних ресурсів самorozvitku особистості, збагачення її зв'язків із навколишнім середовищем та іншими людьми, підвищення духовності.

Ключові слова: особистісний самorozvitok, психологічні ресурси самorozvitku, актуалізація ресурсів самorozvitku, потреба в самorozvitku, умови самorozvitku, механізми самorozvitku.