

## SELF-ACTUALIZATION OF PERSONALITY AS A FACTOR OF IMPLEMENTING OWN LIVING POSITIONS

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### Abstract

The article highlights the results of theoretical analysis and practical study of self-actualization of students as a factor of realization of their own vital position. Furthermore, the justification of the characteristics of self-actualization is given like the main determinant of the human movement to the realization of own plans and conceptions.

**Keywords:** self-actualization, life position, personality, students, psychological determinants.

In modern conditions, the measure of freedom in choosing a way of life, thinking and the nature of each person's activity has considerably increased. In modern psychological science, a tradition has formed, which is based on faith in man, in his ability as much as possible to realize its natural, social, existential purpose, as well as recognition of the right to a person's individual choice of life.

Particularly relevant is the problem of personal success due to the implementation of their own vital position, because to realize their lives, their attitude towards themselves and others, to save their beliefs and settings can not all people.

The need for self-actualization and self-realization are the basic properties of a mature person. The desire for self-actualization and self-realization is an indicator of personal maturity and at the same time a condition for its achievement. Among other things, self-actualization and self-realization are a source of human longevity.

In the process of forming the vital position of the individual, a specific system of value orientations is formed and realized, which determine the nature of the content and means of achieving the vital life goals of the individual and therefore form the basis of self-regulation of its social behavior [4]. The level of self-actualization helps to develop a social constructive life position, which implies awareness of the need for creative interaction with the social environment, based on the person's responsibility for building his own life, the attitude towards others as subjects of life, and not ways to achieve their own goals.

In general, self-actualization affects all spheres of life and promotes the highest quality performance of all the duties, wishes and goals of the person.

The author of the theory of self-actualization of personality is A. Maslow. In psychology and pedagogy, the theory of self-actualization is developed by E.V. Andrienko, A.G. Asmolov, I.A. Vitin, E.I. Isaev, P.I. Podkassisty, V.I. Slobodchikov, L.M. Friedman etc. In philosophical-methodological and cultural aspects, the theory of self-actualization develops in the works of I.I. Antropova, L.G. Brilev, N.L. Kulik, K.C. Mukhamedzhanov and others.

In psychological literature, self-actualization is defined as the aspiration of man to ascertain, develop and realize his possibilities as much as possible, aspiration of the person to be as it may be [2, p. 41]. Another important thesis describing self-actualization was proposed by C. Rogers [3, p. 10]. It describes the idea that people are able to determine their destiny. Creating his own concept of personality theory, K. Rogers proceeded from the fact that every person has a desire and the ability to personal perfection. Being a being, endowed with consciousness, she for herself defines the meaning of life, its goals and values. The central notion for the theory of K. Rogers was the concept of "I", which includes ideas, ideas, goals and values through which a person characterizes himself and outlines the prospects of his own development. The main questions that each person poses, and has to tackle are: Who am I? What can I do to become what I want to be? etc. The image of "I" is formed as a result of personal life experience.

rience, which in turn affects the perception of this person of the world, other people, on the assessment that a person gives his own behavior.

K. Rogers put forward the hypothesis that this behavior is inspired and regulated by a certain unifying motive, which he called the tendency to actualize [3, p. 34].

Realization in one's own life position is an increase in congruence, an increase in the understanding of its "real self", its possibilities and features, this actualization as a tendency to understand its "real self".

An active position in relation to reality, studying and overcoming reality, rather than escaping from it, the ability to see the events of their lives as they are without resorting to psychological protection, the understanding that the negative emotions hide the problem to be resolved, the willingness to go towards problems, negative emotions, to find and remove obstacles for personal growth - that's what allows a person to

achieve an understanding of himself, the meaning of life, inner harmony and self-actualization [3, p. 129]. Thus, it is assumed that people tend to advance and, under appropriate conditions, fully realize their innate potential.

Of particular relevance to the development of their own life position is for young people, in particular, for students of senior youth, who in this period draw plans for their future. Therefore, we decided to determine whether the level of self-actualization affects the construction and implementation of students' lives.

The study was conducted at the National Aviation University for students of the Faculty of Linguistics and Social Communications. The psychodiagnostic test was used: Self-actualization test (SAT) E. Shostrom (adaptation of Yu.E. Alyoshina, L.Ya. Gozman, M.V. Zagika, M.V. Kroz) [1, 5]. Results of the research for CAT were entered in the Table. 1.

Table 1.

**Distribution of self-actualization of students in basic scales**

№	Indexes	Competence in time		Support	
		Number of people	%	Number of people	%
1.	High level	23	46	27	56
2.	Average	19	38	16	32
3.	Low level	8	16	7	14

The theoretical basis for the inclusion in the test of the characteristics of "competence in time" is contained in the works of F. Pearl and R. Mey. A number of empirical studies also indicate a direct link of time orientation with the level of personal development. The high score on the scale of "competence in time" indicates the ability of a person to live true, that is, to experience the real moment of his life in its entirety, and not just as a fatal consequence of the past or preparation for the future of "true life", as well as to feel the continuity of the past, present and the future, that is, to see his life as a whole. This level is characteristic of 46% of respondents.

A low mark on a scale means the orientation of a person to only one of the segments of the timeline (past, present or future) and (or) discrete perception of his life path. 16% of respondents have low results.

The conceptual basis of the "support" scale was, in the first place, the idea of A. Reisman about the "inside" and "outward" directed personality. The scale of "support" – the largest scale of the test (91 points) – measures the degree of independence of the values and behavior of the subject from external influence ("internal-external support"). A person who has a high score on this scale is independent in his actions, seeks to be guided in his life by his own goals, beliefs, attitudes and principles, which, however, does not mean hostility to others and confrontation with group norms. She is free to choose, is not subject to external influence ("person is directed from the inside"). More than half of respondents – 56% - have a high level.

The low score indicates a high degree of dependence, conformality, independence of the individual ("outwardly directed" personality), an external locus of control. The content of this scale, in our opinion, is closest to this last concept. Both theoretical work and

psychological practice show that the inclusion of the indicated scale in the methodology is legitimate as a basic one. A low level is characteristic for 14% of respondents.

Unlike the basic, which measures the global characteristics of self-actualization, additional scales are aimed at the registration of its individual aspects. A high score scored on all scales indicates a high degree of self-actualization:

The scale of value orientation measures to what extent a person shares the values inherent in self-actualized personality. High indicators are characteristic of 28% of respondents, average – 38%, low – 34%.

The scale of behavior flexibility diagnoses the degree of flexibility of the subject in the implementation of their values in behavior, interaction with other people, the ability to quickly and adequately respond to a changing situation. 4% of respondents have high rates, 48% have been distributed evenly at medium and low levels.

Scales of "value orientation" and "flexibility of behavior", complementing each other, form a unit of values. The first scale characterizes the values itself, the second – the peculiarities of their implementation in behavior.

The scale of sensitivity to itself determines to what extent a person makes a statement about his needs and feelings, how well he feels and reflects them. For 30% of respondents there is a high level, average – for 44%, low 26%.

A characteristic of spontaneity indicates the ability of the individual to spontaneously and directly express their feelings. The high score on this scale (with 10% of respondents) does not imply the lack of ability to deliberate, purposeful actions, it only indicates the possi-

bility and other, not calculated in advance way of behavior, that the subject is not afraid to behave naturally and loosely, demonstrate their emotions around them. 30% have an average and 60% are low.

The “sensitivity to oneself” and “spontaneity” scales make up a blend of feelings. The first determines how much a person realizes his or her own feelings, and the other – to what extent they are manifested in behavior.

Self-esteem diagnoses the ability of the subject to appreciate their dignity, positive qualities of nature, to respect themselves for them. Respondents were distributed almost equally on levels: 30% - high, 34% - average, 36% - low. The scale of self-acceptance records the degree of acceptance by a person himself as it is, regardless of the assessment of his merits and disadvantages, perhaps contrary to the latter. 64% of respondents have high level, 16% - average and 20% - low. The “self-esteem” and “self-acceptance” scales form a unit of self-perception.

High scores on the scale of representations about the nature of the person (30% of respondents have a high level, 28% - average, 42% - low) indicates the tendency of the subject to perceive the nature of a man in general as a positive (people in the mass is more affectionate) and not take into account the dichotomy of courage – femininity, rationality-emotional antagonistic and irresistible.

The scale of synergy determines the ability of a person to integrate the perception of the world and people, to understanding the connection of opposites, such as game and work, physical and spiritual, and others. Respondents in this scale have been were distributed almost equally: 30% have a high and average level and 40% of respondents are low. The scales of “perception

of human nature” and “sinegriya” are very close in content, they are better to be analyzed together. They form a unit of human conception.

The high score on the scale of acceptance of aggression (56% of respondents have a high level, 26% - average, 18% - low) indicates the ability of the individual to accept his irritation, anger and aggressiveness as a natural manifestation of human nature. Of course, this is not about justifying its anti-social behavior. Scale of contact characterizes the ability of a person to quickly establish deep and close emotional-saturated contacts with people, or, using the familiar terminology in the native social psychology, to the subject-subject communication. Respondents distributed almost equally: 30% have high and low levels and 40% are average. The “acceptance of aggression” and “contact” scales form a block of interpersonal sensitivity.

The scale of cognitive needs determines the degree of expression in the subject of the desire to acquire knowledge about the surrounding world. 36% have a high level, 44% - average, 20% - low. Creativity characterizes the expressiveness of the creative orientation of the individual. 50% of respondents have high level, 40% - average, 10% - low. Scales “cognitive needs” and “creativity” form a block of attitude to cognition. They have no analogues in the POI and were included in the CAT as a result of expert surveys in the development of the methodology, as well as in connection with some general theoretical considerations. The language in this case goes first of all to the fact that in the test it was necessary to introduce a block of indicators that diagnose the level of creative orientation of the individual as one of the conceptually important elements of the phenomenon of self-actualization.

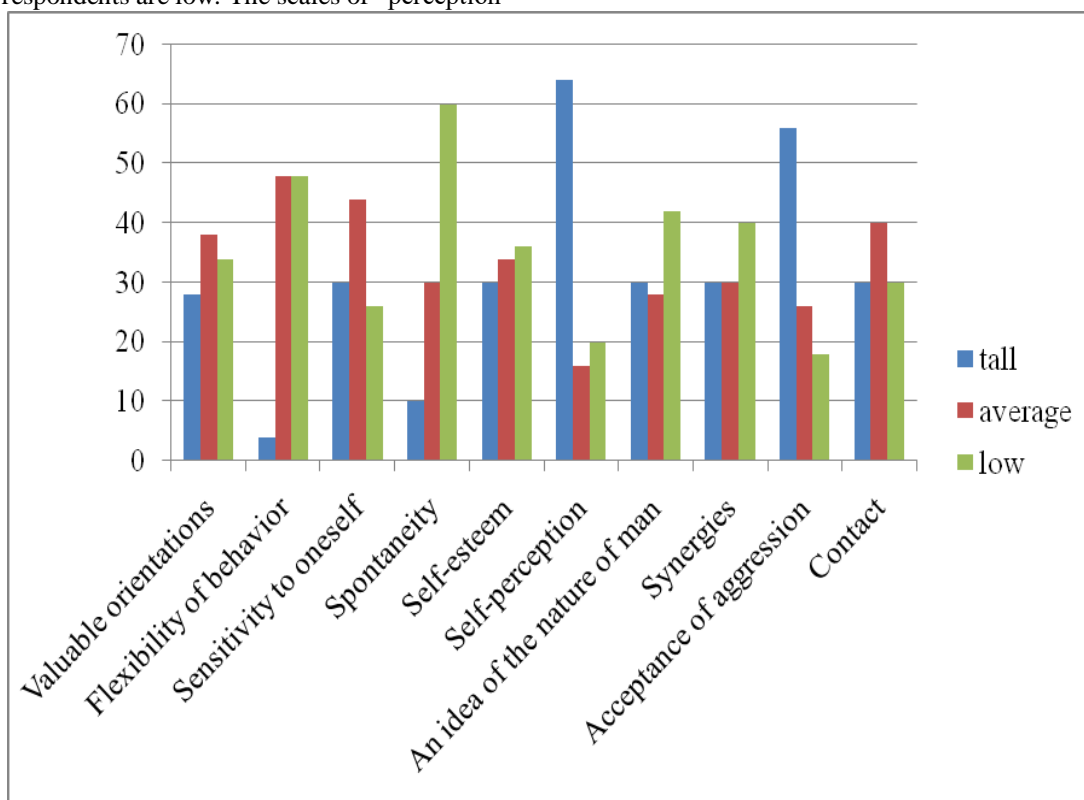


Fig. 1. Distribution of characteristics of the students' self-actualization, %

Thus, according to the self-actualization test (SAT) by E. Shostrom (adaptation of Yu.E. Alyoshina, L.Ya. Gozman, M.V. Zagik, M.V. Kroz), it is determined that a group of students has a significant level of self-actualization: the majority of respondents have a high level of support and competence (56% and 46%). Also, for the group there are characteristic high scores: self-acceptance and acceptance of aggression. Average indicators on the scale: value orientations, sensitivity to oneself, self-esteem, understanding of human nature, synergy, contact, cognitive abilities. Low level of behavior flexibility, spontaneity, creativity.

As a result, the obtained indicators testified the necessity of development of exponents and characteristics of the students' self-actualization, which is an effective motivation for the person realizing his own values and qualities, and in general is featured as a vital position of the individual.

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