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**TOPICAL ISSUES OF SCIENCE AND EDUCATION IN UKRAINE**

***Annotation***

*Today our science and technology are steadily developing, that demands professionals with the appropriate adequate level of education and training, opened and ready for their further improvement and development. Among the most important issues of modern science and system of education now is life-long development of an individual and of a professional in particular. The article is devoted to the problem of self-actualization of an individual, which is a topical issue of science and education nowadays and can be treated as either a process or a result of realization of the potential of a constantly developing individual, combining his own efforts and cooperation with others in social environment, being influenced by external and internal factors. It has been proved, that, among latter, intellectual mobility formation is the basis* *and prerequisite for self-actualization of graduated specialists and the problem here still exists. Also prospective directions for scientific research have been outlined.*

***Keywords:*** *graduated specialist, intellectual mobility, life-long development, self-actualization, self-development.*

**Introduction.**

That is the rapid scientific and technological progress, which causes great changes in our modern society and demands professionals with the appropriate level of education and training, ready for their further development to meet the needs of society. That is why in our time of intensive advancement of science and technology active reformation and transformation of Ukrainian system of education takes place to bring it into line with the leading European trends state, reflecting the essence of life-long professional development of specialists in all fields and taking into consideration the key ideas of self-development.

In such a development of any specialist, surely, definite influencing factors exist. So as an individual is a core figure of his own development, we can conclude, that internal factors are the priorities. Among external ones the main place, firstly, the system of education as his training in a higher educational establishment, and, secondly, the system of post-graduate education throughout his life occupy. Both they build up the way of life-long professional development of specialists in sense of self-actualization.

The **problem** of self-actualization of an individual has already been studied in general by a wide range of scientists in various aspects, but was not sufficiently investigated in relation to graduated specialists. It should be studied deeper, as only in the activity can the potential of a person be realized.

We set the following goals:

1. to find out what the self-realization process of a graduated specialist is;
2. to determine how it flows and how it is managed;
3. to reveal what are the main factors influencing this process;
4. to propose directions for further studies.

**Results.**

To investigate the problem we have studied scientific works of several authors [1 – 6, etc.]**.**

A number of scientists have developed scientific concepts related to the study of issues of professional formation and development (Ya. Absaliamova, V. Alfimov, V. Andreev, L. Makarova, G. Michnenko, O. Pechota, etc.). Some researchers, including Ya. Absaliamova, L. Buraya, Ye. Vahromov, T. Vivcharyk, M. Gasiuk, O. Goryachova, L. Kalashnikov, O. Kuleshova, N. Loseva, L. Rybalko and others paid attention to the issue of self-actualization of an individual. To summarize results of scientific work of these scholars, the term self-actualization, or self-actualization, initially comes from psychology. We can say, that self-actualization is either a process or a result of realization of the potential of a constantly developing individual, combining his own efforts and cooperation with others from social environment. That is, a university graduate is a ‘product’ of an educational process at the university, which takes place in accordance with curricula and occurs under the influence of teachers and students from the environment. However, he is himself the key determinant, the creator of this process and product in view of his own conscious activity. Thus, something from inside the person goes outside and an individual initiates his activity himself.

The desire for self-realization is inherent to everyone, as a reflection of the desire to assert himself through the formulation of goals and their achievement. There are concepts of social – in society, professional – in the sphere of activity the person is interested and works in, creative – in the sphere of arts and creativity including application of personal abilities and knowledge in scientific activity, and other types of self-realization. So, social self-realization associated with social roles is based on personal goals of an individual and consists in achieving that level of social status and satisfaction with life in a society that seems to be ideal for him. Activity in the sphere of profession occupies dominant position in life of everybody. It is precisely in the conditions of work that certain experience, skills, abilities and knowledge are formed, growth and career advancement take place. It also has a significant impact on the individual’s social status. Ability to choose profession, the opportunity to realize the skills acquired, to achieve certain success – these are the main goals of life for many people. As an individual realizes himself in such a way, he enriches his knowledge, develops certain qualities and skills, and also changes his view on the situation around him. As for creative self-actualization, the greatest disclosure of the subject’s abilities occurs when he performs socially useful and necessary activities. However, for a full-fledged self-development of a professional it is necessary to treat them in the complex to see how the process of self-actualization flows.

To organize the process of self-actualization of adults from outside is easier to be said than to be done, as any individual in society is the subject and object of this process at the same time. Everybody has his own goals to pursue, the interests and motives that guide him, the time frames set aside to perform certain tasks, the priorities that drive them, etc. All this issues determine the process of self-development of an individual in such a way: each person, realizing his abilities, interests and needs, builds up a certain chain of actions aimed at achieving the goals set, that is, here the process of self-actualization takes place, and there is neither clear explanation how it happens, nor two identical processes with the same results.

You can see how young people, university students, for example, have different life priorities. For some, that is their education as a basis for a future career, while for others that is relationships, personal life and creation of their own families as a result at the first place. Another example is graduate professionals. Some of them seek promotion as career advancement and make efforts to achieve it, while others, feeling the impossibility of achieving goals or just disappointed with something in profession, simply change their scope of activity. Besides, with age or changes in society, human needs and, accordingly, goals and strategies for their achievement also change. What is relevant for a student or a newly-graduated specialist is very different from that in adulthood.

Thus, the person himself determines what he is ready to spend his efforts and time on and in what volume. By realizing the life goals set, everybody expresses creativity in self-manifestation, that is, he realizes himself in his own creative way. Ya. Absaliamova calles it ‘a creative process of advancement along an individually constructed trajectory’ [2; 6].

The self-realization process of a graduated specialist is quite complex, as we mentioned above. It flows being influenced by factors, which should be studied to help to understand how it is managed.

The main factors influencing this process can be classified into two categories, namely external and internal. We concretize them bellow as follows.

1. External, that is social conditions that society can offer to a person for self-realization: prestige of a particular profession in society, even material remuneration of labor in the field; higher education and post-graduate education system.

2. Internal, that is socio-psychological characteristics of a graduated specialist as a personality: personal goals to pursue; the interests and motives which prompt actions; list of personal life priorities and internal orientation; level of professional knowledge and skills; intellectual mobility and others.

Since external factors influence the process of development indirectly, through internal ones, inherent to the individual, the latter are decisive. As it is known from psychology, the progress of the individual occurs continuously, and changes in personality as a result of his own work, independent exercises are evidence of self-development. When it takes place, we understand it as self-actualization which is impossible without very important personal quality – intellectual mobility.

According to Ya. Absaliamova and G. Michnenko, intellectual mobility as an integrated characteristic of a personality implies his readiness to find, process and effectively apply incoming information, to produce new ideas; to promptly choose the effective ways of solving both reproductive and creative tasks; to quickly change the types and forms of intellectual activities not reducing productivity [2; 6]. Authors have stressed the role of intellectual mobility as a basis for professional self-actualization [2; 6] and evenformulated the pedagogical conditions of the intellectual mobility formation for future specialists [2]. We completely agree with the scientists and consider formation of this quality to be the basis and prerequisite for self-actualization of graduated specialists because they should be capable of fast adaptation to changing social environment and working conditions and satisfying personal demands, based on their own efforts.

**Conclusions.**

Despite all scientific investigations today self-actualization of an individual remains the topical issue of science and education. We consider self-actualization to be the key notion for the process of ongoing self-development of an individual and of a graduated specialist in particular.

The self-realization process of a graduated specialist is either a process or a result of realization of the potential of a constantly developing individual, combining his own efforts and cooperation with others from social environment. It is rather complex and is influenced by a number of external and internal factors, among which the latter are of the first importance. That is the intellectual mobility formation among them to be the basis and prerequisite for self-actualization of graduated specialists.

As a result of this study, we also propose such prospective directions for scientific research, as finding out the mechanism and identification of optimal conditions to help graduated specialists facing difficulties not abandon their goals, but seek ways to achieve them for ensuring effective implementation of the process of self-realization.

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