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## PSYCHOLOGICAL FACTORS OF SELF-REALIZATION IN THE STUDENT'S AGE

**Abstract.** *The article deals with scientific approaches to the concept of "self-realization", reveals the basic components of self-realization. It describes the results of a study of the connection between the experience of successful self-actualization and emotional characteristics of personality in older adolescence, self-identified gender specifics in the student's age. Were determined the causes of the difficulties appearance in self-realization, and it was shown that the depression and anxiety can become serious obstacles to the formation of life orientations of the students.*

**Keywords:** *socialization, personality, self-realization, adolescence, respondents, behaviour. life-purpose orientations.*

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## ПСИХОЛОГІЧНІ ФАКТОРИ САМОРЕАЛІЗАЦІЇ У СТУДЕНТСЬКОМУ ВІЦІ

**Анотація.** *У статті розглянуті наукові підходи до поняття «самореалізація», розкриваються основні складові самореалізації. Описуються результати дослідження самореалізації в зв'язку з емоційними властивостями особистості в старшому юнацькому віці, виявлена гендерна специфіка самореалізації в студентському віці, визначені причини виникнення труднощів самореалізації особистості, показано, що тривожність і депресія можуть стати серйозними перешкодами на шляху формування смисложиттєвих орієнтацій студентів.*

**Ключові слова:** *соціалізація, особистість, самореалізація, юність, респонденти, поведінка, смисложиттєві орієнтації.*

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## ПСИХОЛОГИЧЕСКИЕ ФАКТОРЫ САМОРЕАЛИЗАЦИИ В СТУДЕНЧЕСКОМ ВОЗРАСТЕ

**Аннотация.** *В статье рассмотрены научные подходы к понятию «само-реализация», раскрываются основные составляющие самореализации. Описываются результаты исследования самореализации в связи с эмоциональными свойствами личности в старшем юношеском возрасте, выявлена гендерная специфика самореализации в студенческом возрасте, определены причины возникновения трудностей самореализации личности, показано, что*

*тревожность и депрессия могут стать серьезными препятствиями на пути формирования смысложизненных ориентаций студентов.*

**Ключевые слова:** социализация, личность, самореализация, юность, ре-спонденты, поведение, смысложизненные ориентации

**Problem urgency.** The problem of self-identity in late adolescence is the most important and significant due to the fact that during adolescence the substantial transformation of personal space take place, the self-concept is being expressed most clearly, the restructuring and rethinking of the system of personal, professional, socially significant relationships that are inherent in this particular age group take place.

**The analysis of recent research.** The term "self-realization" is widely used in Ukrainian and foreign psychological, educational, philosophical, sociological and other scientific literature.

The psychological and psychoanalytical dictionary gives the following definition of this phenomenon: "Self-realization - a harmonious and balanced disclosure of all aspects of the individual; the development of genetic and personal features "[1, p.10].

The term "self-realization" ("actualization") is more common in the works of foreign humanistic psychologists like K. Rogers, E.Fromm, Maslow, but they, as well as A. Adler, are basing on philosophical approaches to self-realization, without giving any determinations to it and without revealing its mechanisms.

The formation of ideas about self-identity in Ukrainian psychological theories can be seen, beginning with the introduction of the concept of "personality" and studying the driving forces behind its development, as well as the attempts to answer the key issues related to the notion.

Works of I.M. Sechenov gave beginning to the idea of a regulatory nature of the psychic phenomena and the development of the psyche in "real life meetings" with the environment, which is fundamental to the scientific study of the phenomenon of self-identity.

The writings of A.F.Lazurskii, M.Y.Basov and B.G. Ananiev and their students we can find many scientific research on the issues of self-government, self-regulation and self-development in general. B.G Ananiev, following the tradition V.M. Behterev and developing a comprehensive system approach to a human singled out hierarchical, subordination levels of mental organization of a person (individual, personality, individuality).

The contents of "self-realization" definition today is very versatile. Self-realization as a goal is researched in the studies about personality's self-actualization, where the meta-values are being studied.

Self-realization as the state is regarded in connection with the satisfaction of an individual with their self-realization. Self-realization as a result is being often investigated as a certain level of a person's success by the criteria for "success-failure". Under a successful outcome we understand a result that is obtained by the application of an appropriate effort. The result of self-realization can become the presence of features that promote individual's self-fulfillment.

Self-realization as a result can be seen in studies aimed at understanding the integral (final) time intervals of the life course (e.g. maturity period), or as the evaluation of the past life in general (for elderly people) [2].

The criteria for self-realization which are included in the evaluating system of mental activity of every person, are the satisfaction and productivity. The productivity of life is essential for normal functioning, as noted in the works of E.Fromm. The feeling of satisfaction promotes mental health(Maslow), congruence (Rogers). It is necessary to distinguish between real and illusory satisfaction that, according to E.Fromm one has to "be" but not to "seem". At the same time some dissatisfaction can promote the self-realization as meta-values are not fully achievable.

In our study we relied on the views of L.O.Korostylova who under the self-realization understands the opportunities of implementation capacity of the "I" with its own co-creation efforts, joint activities with others (near and far surroundings), society and the world[1, p .23].

In our view, an empirical study of the process of self-realization should be correlated with the juvenility as this age prominent feature is the ability to simultaneously experience a feeling of stability and confusion about whether they understood and will be able to realize the true purpose of their life or not . Youth sets goals that are specific to the individual present so far, its self-realization, its impact here and now. That is why young people are striving to find ways and means of self-actualization.

Studies of self-realization specifications of the older boys and girls of senior adolescent age and the conditions that define them are important to us because of social and economic changes taking place in the present time in Ukraine.

The specificity of emotional personality traits, in our opinion, can be regarded as one of the psychological conditions that determine the characteristics of self-realization experience of boys and girls in older adolescence.

Many Ukrainian and foreign studies found distinct differences in the emotional participation of men and women. However, it is still not clear whether at least some of them are innate or all of these features are achieved in the specific education process of boys and girls.

The differences in the emotional sphere between men and women are associated by many psychologists with the peculiarities of their education. R. Salvahhio notes that emotional dependency on the opposite gender, absorption in "love" are highly desirable for women along with a ban on open expression of their feelings or aggression. This creates a masochistic women setting. At the same time for men the same things are treated only with derision and shame.

According to K. Jung, the man's feelings are depressed in the process of education, while they dominate for girls[op. by: 2].

Self-actualization can not be common for all. It is implemented through an image, a model of femininity or masculinity that divides the humanity. [3]

K.A. Abulkhanova-Slavska believes that self-realization is based on self-knowledge. In her view, self-realization is possible only when the self knowledge is completed and image of "I" is completely formed and there is personal willingness to provide the entire set of conditions for self-fulfillment. If these conditions are not met, then there is no fulfillment process, and the process of self-expression occurs ,which

often has a purely external nature [op. by: 2]. Emotional features of an individual are able to cause personal development and the realization of its potential. Theoretical analysis of the psychological literature allowed us to conclude that the difficulty in self-realization are accompanied by: a sense of discomfort, heaviness of life; increased self-criticism, a sense of dissatisfaction; resentment, helplessness, worthlessness and uselessness; feeling of emptiness and boredom; impotence, anxiety inability to make decisions; aggression, depression, a sense of loss; a sense of moving in the wrong direction, understanding the need to change perceptions about life, the world itself; acute need to see opportunities in their lives.

This close connection between emotional state and the individual experience of their process of self-realization, in our view, offers great opportunities as preventive and corrective rehabilitation and psychological support to modern human.

**The purpose of the article** We set ourselves two main objectives: to identify the connection between the self-realization experiencing and the emotional features of an individual and determine the sexual specificity of self-realization in late adolescence.

During the empirical research and application of the correlation analysis we have identified mainly a reversed character of the connections :

- A high level of significance ( $r \leq 0,001$ ) between self-realization on scales of competence in time, values, self-esteem, self-acceptance, anxiety, self-realization by the values scale and neuroticism;
- Medium- significant ( $r \leq 0,01$ ) between scales for self-realization of self-competence over time, support, values, self-respect, self-acceptance, sociability, anxiety, depression, frustration, neuroticism, self-esteem and rigidity;
- Weak ( $r \leq 0,05$ ) between scales for self-realization of a competence over time, support, values, self-respect, self-acceptance, frustration and depression.

Based on this we can conclude that the growth of the identified above emotional states in the individual their self-realization decreases, and vice versa. Only a connection according to a self-esteem parameter has a straight connection, an increase of self-esteem leads to increase of self-identity.

In addition, using a nonparametric criterion of differences of Mann-Whitney U-test we found five fairly significant differences ( $r \leq 0,01$ ) between the groups of boys and girls according to the parameter of self-actualization.

Thus, boys have much higher self-actualization in a success situation, independence in actions and thoughts, acceptance of reality, self-respect, an ability to accept aggression than girls.

The girls show lower values and behavior independence from the outside influences, are more dependent, conformal compared to boys. Boys are more likely to accept and appreciate their achievements, they are less controversial because their value orientation is expressed clearly. The ability to respect themselves, their dignity and deeds is expressed significantly stronger in boys than in girls. In addition, they may allow themselves to show anger, aggression and rage, and refer to this as a normal manifestation of a human nature. Females allow much less to themselves. When young men are self-realized in success situations they show greater activity,

actualize their abilities stronger and get pleasure from it, are more eager to success in business and achieve it.

Girls tend to listen to their feelings, often allow themselves to be spontaneous. They are more interested in knowledge about the world and are easier to socialize.

**Conclusions.** Thus, as a result of the study we can state the following:

- The problem of self-realization is one of the central problems of the individual and of modern psychological science;

- There is an inverse relationship between the performance of self-realization and emotional personality qualities such as anxiety, depression, frustration, rigidity, aggression, neuroticism;

- There is a direct connection between the self-realization and self-esteem;

- There are differences in the experience of self-realization between boys and girls of senior adolescence.

The causes of the difficulties of the self-realization are majorly rooted in human's relationship to themselves and to the world in whole. Anxiety and depression can be a serious obstacle to achieve self-realization. And only an acceptance of themselves, and a search for creative ways and desire to achieve their goals will contribute to overcoming the difficulties in self-realization.

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