А. И. Шутенко, Е. Н. Шутенко, Ю. П. Деревянко,
М. А. Канищева, Ю. Ю. Ковтун, А. В. Локтева

Мотивационные и личностные особенности студентов с различной степенью самореализации в вузовской подготовке

Эффективная подготовка компетентных специалистов в современном вузе требует раскрытия личностных способностей и внутреннего потенциала студентов, реализующих себя в качестве субъектов учебной деятельности. Особенно актуальной становится проблема изучения психологических факторов активизации обучения и самореализации студентов в образовательном пространстве. В качестве гипотезы исследования выступило предположение о влиянии мотивационных, личностно-ориентационных и смысловых факторов на уровень самореализации студентов в обучении.

В исследовании приняли участие 224 студента старших курсов Белгородского национального исследовательского университета и Белгородского государственного технологического университета им. В.Г. Шухова. В качестве инструментария исследования использовались авторский опросник на определение степени самореализации студентов в обучении, а также известные в психологии опросники и тесты на выявление мотивационных, личностных и смысловых особенностей. Обработка результатов проводилась с использованием кластерного анализа, t-критерия Стьюдента и коэффициента ранговой корреляции Спирмена.

В результате было установлено, что студенты с разным уровнем самореализации в обучении отличаются по своим личностным характеристикам. Студенты со стабильной самореализацией имели более высокие показатели по таким мотивационным параметрам как: отношение к учению (t = 7.06, p ≤ 0.001), потребность в самовыражении (t = 3.08, p = 0.003), удовлетворенность достижениями (t = 5.33, p ≤ 0.001). У студентов с низкой самореализацией отмечена более высокая потребность в безопасности (t = 2.26, p = 0.016). По измерению личностных ориентаций и самоотношению студенты с выраженной самореализацией характеризовались более высокими показателями самоуважения (t = 2.77, p = 0.007), саморуководства (t = 4.34, p ≤ 0.001), отраженного самоотношения (t = 3.18, p = 0.002) и самоценности (t = 3.02, p = 0.005). В отношении смысло-жизненных ориентаций студенты со стабильной самореализацией отличались более высокими значениями локуса контроля Я (t = 4.50, p ≤ 0.001), управляемость жизни (t = 4.07, p ≤ 0,001), результативность жизни (t = 3.84, p ≤ 0.001) и эмоциональная насыщенность жизни (t = 3.80, p ≤ 0.001).

На основе корреляционного анализа выявлен ряд положительных связей маркеров самореализации студентов с их личностными характеристиками. Установлена положительная связь отношения к обучению с такими маркерами как: намерение интенсивно работать на занятиях (r = 0.52, p ≤ 0.01), признание личной полезности обучения (r = 0.50, p ≤ 0.01), минимальная фрустрация от обучения (r = 0.49, p ≤ 0.01). Удовлетворенность от познания сопрягалась с маркерами лучшего самопознания (r = 0.49, p ≤ 0.01) и развития личностных способностей (r = 0.48, p ≤ 0.01), параметр саморуководства связывается с маркером более глубокого самопонимания (r = 0.47, p ≤ 0.01). Проведенное исследование позволило представить дифференцированные личностные характеристики студентов с различным уровнем самореализации в обучении.

Полученные результаты могут быть использованы для совершенствования вузовской практики с точки зрения организации психолого-педагогических условий для обеспечения полноценной самореализации студентов в учебном процессе.

Ключевые слова: самореализация, студенты университета, образовательный процесс, опрос, мотивационные различия, установочные ориентации, самоотношение, смысложизненные характеристики

A. I. Shutenko, E. N. Shutenko, Ju. P. Derevyanko,

M. A. Kanishcheva, Ju. J. Kovtun, A. V. Lokteva

Motivational and personal differences of students with dissimilar degrees of self-realization in higher school education

Effective training of competent specialists in a contemporary university requires the disclosure of personal abilities and internal potential of students who realize themselves as subjects of learning activity. The problem of studying the psychological factors of enhancing learning and self-realization of students in the educational space is of particular relevance. The hypothesis of the study was the assumption about the influence of motivational, personal-orientation and life-sense factors on the level of students' self-realization in university education.

The study involved 224 students of the 4-5th courses from Belgorod National Research University and Belgorod State Technological University named after V.G. Shukhov. The author's questionnaire for identifying the degree of students' self-realization in learning, as well as questionnaires and tests known in psychology for identification of motivational, personal and sense-purpose characteristics, served as diagnostic tools. The results were processed using cluster analysis, Student's t-test and Spearman's rank correlation coefficient.

As a result it turned out that students with varying degrees of self-realization in education had differences in personal characteristics. Students with stable self-realization had higher scores for such motivational parameters as: attitude to learning (t = 7.056, p ≤ 0.001), self-expression need (t = 3.08, p = 0.003), satisfaction of achievements (t = 5.33, p ≤ 0.001). Meanwhile, students with low self-realization had an increased safety need (t = 2.26, p = 0.016). According to personal orientations and self-attitude, students with articulated self-realization were characterized by higher scores in terms of self-regard (t = 2.77, p = 0.007), self-management (t = 4.34, p ≤ 0.001), reflected self-attitude (t = 3.18, p = 0.002) and self-esteem (t = 3.02, p = 0.005). With regard to life-sense orientations, students with stable self-realization were distinguished by higher values of internal locus of control t = 4.50, p ≤ 0.001), life management (t = 4.07, p ≤ 0,001), life productivity (t = 3.84, p ≤ 0.001) and interesting eventful life (t = 3.80, p ≤ 0.001).

Based on the correlation analysis, a number of positive relationships of self-realization markers in according to the questionnaire with personal characteristics of students were revealed. A positive connection was remarked between attitude to learning and following markers: the intention to work intensively in the classes (r = 0.52, p ≤ 0.01), recognizing of the usefulness of learning for oneself (r = 0.50, p ≤ 0.01), minimal learning frustration (r = 0.49, p ≤ 0.01). Satisfaction of knowledge correlated with markers of achieving a better self-knowledge (r = 0.49, p ≤ 0.01) and developing of personal abilities (r = 0.48, p ≤ 0.01). Self-management correlates with marker of achieving a deeper self-understanding (r = 0.47, p ≤ 0.01). Thus, the study made it possible to present the differentiated personal characteristics of students with different levels of self-realization in learning.

The results can be useful for improving university practice in creating psychological and pedagogical conditions for a more complete students' self-realization in the training process.

Keywords: self-realization, university students, learning process, survey, motivational differences, dispositional orientations, self-attitude, life-purpose characteristics

Introduction

*I*n the current period, the key problem of a higher school is providing opportunities for multilateral and sustainable self-realization of students in the educational process, which should form the full-fledged self-consciousness and versatile experience of personal growth [1; 2].

For many centuries, the value of higher school (in the format of a classical university) consisted in its sociocultural function and cultural-generating mission [3-5]. It was in the university environment that the foundations of a refined socialization and cultural becoming a person as a widely educated competent subject were laid [6; 7]. In the personal dimension, the educational space of a successful university forms a sphere for full self-development and self-realization of students as future professionals [8; 9].

There is no doubt that the effective students learning presuppose their active self-realization within the walls of the university. In educational psychology, it has been proven that the main meaning of learning is to form the student's experience of self-changing [10], when he (she) acquires the ability to develop his personal forces and internal potential in the surrounding socio-cultural situation [11; 12].

The essence of self-realization for a young human is the ability to be a subject, to be a competent member of society, be creative, active, to set goals, makes decisions, take responsibility, etc. [13; 14]. And university education, its technology, content and methods in this sense should be aimed at promoting self-realization of students, should help to reveal their personal potential, their psychological recourses, and develop constructive forces and capacities [15].

In the existing experience of scientific reflection on the problem of self-realization, it is noted that this problem is of interest to many branches of the humanities, but, first of all, it is developed within the framework of three scientific areas: philosophy, sociology and psychology [11].

In psychological science, the problem of self-realization was especially developed within the framework of three methodological paradigms: preformist, existential and noological.

The first paradigm was formed in the mainstream of humanistic psychology (G. Allport, A. Maslow, C. Rogers etc.) [16-18]. Humanistic scientists explained self-realization through the presence of "Self" that itself unfolds the abilities and properties, originally laid down in oneself. A similar preformist principle can be found in other approaches; for example, the well-known theory of autopoiesis interprets self-realization as a process of self-reproduction of human nature itself, which is endowed with a kind of "autopoietic organization" (H. Maturana, F. Varela, E. Di Paolo) [19; 20]. To some extent, preformism is inherent in cognitive, gestalt approaches and various theories of personality development.

The second paradigm deduces self-realization not from the presence of an inner essence, but from the very plane of existence into which the individual is thrown ("existence precedes essence") [21]. The existentialist reflection directly focuses on the ontological situation of right here-being (*Dasein*), seeing in it a source of self-realization that encourages to the conscious choice of alienated and thrown into the world individual [22].

The third paradigm considers self-realization outside of personal limits of existence in the sphere of life-meaning search in the process of moral growth. In this sphere, the whole spectrum of human relations is unfolding in the logic of its movement towards higher

values. The noological doctrine (from ancient Greek. *νοῦς*, nous – spirit, mind) which forms the philosophical basis of this paradigm links self-realization with a human's intention to join higher spiritual values and senses [23; 24].

According to the views of humanistic psychology representatives, self-realization is regarded as a vital important sign and essence of a fully functioning personality [16; 25]. Considering the factors of the genesis of self-realization, scientists note that it is a product of successful socialization of personality [26] who fully realizes his fundamental need for self-actualization [27]. Being a key motivator in the teenage period [28], the need for self-actualization activates and guides the young man, mobilizes his capacities and internal potential to assert himself, to better know himself, to test his strength, express himself in training, science, profession, society, culture, business etc. [29-31]. On a personal level, students' need for self-actualization as a leading life aspiration depends on solving a fundamental psychological problem related to the issues of self-determination, self-understanding and self-fulfillment [11; 13; 14].

It is important to emphasize that different approaches indicate the decisive role of socio-cultural circumstances in the development and becoming a personality [18]. In this regard, researchers emphasize the importance of the educational environment and especially the socializing role of universities in developing of a creative and competent personality [1; 12]. For the full development of students in the educational process, a complex of diverse conditions and measures is needed to ensure holistic life-affirming standards and technologies of socio-cultural growth, the instilling positive values of behavior and social perception [15].

Materials and methods

Our study was based on the conceptual premise about a determining impact of the sociocultural factors on youth psychological development [32-34]. In this regard, the favorable and harmonious development of students is ensured by a full-fledged educational process that should create attractive conditions for their dynamic and versatile self-realization in the education and in future profession as full-featured specialists and competent individuals [35]. This premise is in line with fundamental psychological inferences derived from leading scientific paradigms and approaches.

The methodological basis of the research was formed by the principles and provisions of a person-focused approach in education, in particular, the provision on person-centered forms and practices of training that realize the internal potential of students, their creative and intellectual forces as future specialists [1; 11]. A person-focused approach stipulates that an effective university should stimulate and encourage student initiatives in learning, promoting their talents and ideas for interesting researches and promising scientific projects [2; 9].

Our research work was aimed to define the psychological circumstances for students' self-realization and monitoring the personality aspects of this process.

The subject of our research is the set of students' personal phenomena associated with the process of their self-realization in the course of study at higher school.

The research problem was to identify the psychological conditions and characteristics of students' self-realization in the university educational environment.

To obtain the necessary array of empirical data, we organized special surveys of students training at the Belgorod National Research University and Belgorod State Technological

University named after V.G. Shukhov. 224 students took part in our study, of which 113 were trained in pedagogical specialties at the first university and 111 mastering technical specialties at the second university. Students of the 4th and 5th courses took part in our experimental work.

To carry out the research procedures, a set of psychological survey methods was used. This complex included the following techniques: author's method for the study of students' self-realization at the university [36]; paired comparisons method of needs satisfaction (on Maslow's hierarchy) [27]; motivation test-questionnaire by Y. Orlov & B.Sosnovsky [39]; personal orientation inventory (POI) [40]; self-attitude questionnaire (method by S. Pantileev) [39]; Meaning-of-Life Orientations test (method by D.A. Leontiev) [40].

The study used such statistical procedures as: cluster analysis, content analysis, analysis of the significance of differences (Student's t-criterion), and the rank correlation method (r_s, Ch. Spearman's coefficient).

The main part of the calculations was carried out to identify reliable psychological differences using the Student's t-test that compares the differences in average values of data among students in two samples. The subsequent analysis of the data was concerned only statistically clear t-test indicators from collected, i.e. for those that exceeded the tabular with a acceptable confidence level of the «p»-coefficient (which indicates the number of likely errors). The values of this coefficient, according to the norms for psychological studies, should not be higher than 0.05 ($p \leq 0.05$) [41].

Experimental surveys of students of both universities took place in 2019-2020 academic year. The logic of all data collection works included two stages.

At the first stage, we identified the main aspects and levels of students' self-realization through a special survey method [36]. In accordance with the results of processing the obtained data, we have identified different categories of students depending on the degree of their self-realization in training process at the university.

At the second stage, the main volume of surveys was carried out concerning the personal characteristics of students and comparing these data in groups with the greatest difference in self-realization. We tracked and compared such psychological indicators as: motivational characteristics, personal orientations, parameters of self-attitude, life-sense position, etc.

Results and discussions

1. Distribution of students by the level of self-realization at the university

To differentiate the primary heterogeneous sample of students according to severity of self-realization in education, we used the author's method of studying self-realization in the university environment [36]. This questionnaire assesses the opinions of students regarding three essential factors of their self-realization in training process:

1) personal immersion in the course of learning;

2) development of internal capabilities in education;

3) social integration into the student community.

The three factors noted above made up three scales of this questionnaire, containing personalized statements regarding various issues and aspects of students' life in the process of the university studying (satisfaction with learning, the value of learning, relationships with other students, tutors, participation in university life, etc.). The respondents are asked to rate each item of the questionnaire on a five-point scale, depending on the degree of

agreement (or disagreement) with this item [36]. The obtained results were summed up for each scale and, as a result, the general level of self-realization of each student was determined. Applying the method of cluster analysis for structuring the entire array of interviewed students (n = 224 people), we identified three distinct categories of students in accordance with the full value of self-realization in their universities:

- 1st group: students with low self-realization (52 respondents – 23%).
- 2nd group: students with variable self-realization (87 respondents – 39%).
- 3rd group: students with stable self-realization (85 respondents – 38%).

As shown by the results of data clustering, the first group (low self-realization) included the smallest number of students, which indicates, on the whole, these universities have created positive conditions for self-realization of students in learning.

The analysis of students' assessments of the questionnaire points showed that students with high self-realization do not regret their chosen specialty, they are convinced they are able to unleash their capacities in order to be useful and in demand in the profession and society. They study with deep interest, and understand university training not only as a formal necessity or as a place for communication with friends, but also as a valuable and personally meaningful activity. For most students with stable self-realization, it is typical to be personally involved in the learning process, they recognize learning as a promising activity for themselves that will help lead them to their goal, help them fulfill their intentions and cherished dreams. The students of this category purposefully use the advantages opened by the university to increase personal potential and reveal their capacities in a wide variety of fields of activity.

2. Motivational differences of students with dissimilar degrees of self-realization

The need-motivational characteristics were identified using of paired comparisons method of needs satisfaction [27] and motivation test-questionnaire [37]. By applying these tests, such kinds of needs were identified as: material needs, need for knowledge, safety need, need for social belonging, self-expression need, need for achievement, learning need, need to dominant, and others.

To statistically process the collected data, we used a comparative analysis of the average values of assessments for each scale of motivation among groups of students with the most differences in self-realization at the in university. To carry out the calculations, we applied the method analyzing the reliability of differences according to the Student's t-test [41]. Table 1 reflects the significant values of the t-criterion in relation to the measured motivations of students with distinct difference in self-realization. To facilitate the perception of the data, we entered the t-test values in the column of those students group who had higher scores on the measured parameters.

As shown by the results of the measurements, the greatest difference among students is noted on the parameter of "attitude to learning", the values of which are significantly lower among students with low self-realization (t = - 7.056 and p ≤ 0.001) (see Table 1). Besides, this category of students is more indifferent in academic subjects, they shy away from meticulous and everyday work to gain knowledge, they are characterized by lower scores on the following scales: "satisfaction of achievements" (t =- 5,33; p ≤ 0,001), "satisfaction of knowledge" (t=- 2,294; p = 0,014). Meanwhile, they have an increased safety need (t = 2,262; p = 0,016), that may create an internal obstacle to the development of higher-level needs (on A. Maslow's hierarchy) [28].

Table 1

Significant data of the t-criterion on motivational modalities of students with dissimilar degrees of self-realization

modalities of motives	students with low self-realization	students with stable self-realization	p
attitude to learning		7.06	0.001
need for self-expression		3.08	0.003
need for achievement		2.56	0.013
safety need	2.26		0.016
satisfaction of achievements		5.33	0.001
satisfaction by dominance		2.99	0.003
satisfaction of knowledge		2.29	0.014

In contrast to this category of students, in the group with stable self-realization, high scores were recorded on such scales as: "self-expression need" (t = 3,08, p = 0,003), "satisfaction by dominance" (t = 2,99, p = 0,003), "need for achievement" (t = 2,56, p = 0,013) (see Table 1).

Therefore, according to the above results, students with stable self-realization are characterized by higher motivation for self-determination in learning and current life.

3. Differences in dispositional orientations of students

Personal-intentional characteristics of students were studied using E. Shostrom personal orientation inventory ("POI") [38]. The scales of the questionnaire reflect the main spheres of self-actualization as a person's striving for the fullest disclosure and realization of his personal potential. We tried to reveal the primary attitude of students towards the world around them and to themselves as persons leading a fruitful life and having adequate experience of self-recognition and self-determine through their established orientations in life [42]. Table 2 presents statistically significant results of a comparative analysis of these orientations in groups of students with great variation in account of self-realization.

Table 2

Significant data of the t-criterion on personal orientations indicators of students (by POI E. Shostrom)

personal characteristics	students with low self-realization	students with stable self-realization	p
self-regard		2.77	0.007
time competence		2.32	0.022
value of self-actualizing		2.18	0.021

The obtained results of the questionnaire and the subsequent comparative analysis showed that students with stable self-realization had higher values on the parameter of "self-regard" (t = 2,77; p = 0,007). Besides, they also scored higher on the scales "time competence" (t = 2,32; p = 0,022) and "value of self-actualizing" (t = 2,18; p = 0,021).

As these results showed, students who succeed in realizing themselves at the university are aware of the integrity of their life path in indissoluble linkage among the past, present and future. These students are not inclined to put off life until tomorrow; they are not so rigidly attached to the past. Students of this group are very similar to the descriptions of

a self-fulfilling person (as presented by E. Shostrom), they are capable and intend to build their lives according to their values and beliefs [42]. The results of measurements according to the POI questionnaire showed the presence of constructive personal orientations among students with stable of self-realization at university.

4. Differences in self-attitude of students

The characteristics of self-attitude differences were studied using "Research method of self-attitude" [39]. According to research, the phenomenon of self-attitude reflects a subjective tone of emotional activity in relation to the "Self", which indicates a kind of global feeling – "for" or "against" oneself [39]. This sphere represents the emotional axis of students' self-consciousness and testifies to their inner mood and readiness for self-realization in the university. The obtained results of comparative assessments of students on the self-attitude are offered in Table 3.

Table 3

Significant data of the t-criterion on self-attitudes indicators of students

Parameters of self-attitude	students with low self-realization	students with stable self-realization	p
self-management		4.34	0.001
reflected self-attitude		3.18	0.002
self-esteem		3.02	0.005
closedness	3.01		0.001
self-confidence		2.71	0.011
inner conflict	1.99		0.029

The presented data of the analysis of differences indicate that students with stable self-realization had a generally more positive self-attitude. They are convinced that their personal properties (abilities and giftedness) can undoubtedly evoke sympathy, respect, approval and even delight among others.

As for students with low self-realization, they were characterized by higher values on the parameters of "closedness" (t = 3,01, p = 0,001) and "inner conflict" (t = 1,99, p = 0,029) in the palette of self-attitude. The obtained data confirmed our assumption that students with problems of self-realization have emotional barriers to adequate self-awareness. These internal barriers do not allow them painlessly and freely express themselves in the course of training impede their personal growth in education.

Meanwhile, students with high self-realization, as a rule, do not have such barriers and they can more easily and harmoniously manifest themselves in the learning process. In confirmation of this, they were found to had a higher scores on the parameter of "self-management" (t = 4,34, p ≤ 0,001), as well as "self-esteem" (t = 3,02, p = 0,005), "reflected self-attitude" (t = 3,18, p = 0,002) and "self-confidence" (t = 2,71, p = 0,011).

5. Differences in the sphere of life-sense modalities of students

We studied this sphere of psychological differences among students using the "Life-purpose orientations test" by D.A. Leontiev [40]. This questionnaire assesses the uppermost layer of the structure of the psychological organization of the personality, in particular of life meaningfulness in terms of sense-purpose definiteness. The summarized data of the comparative measurements of this sphere are reflected in Table 4.

Table 4

Significant data of the t-criterion on life-purpose orientations of students
(by D. Leontiev test)

Personal characteristics	students with low self-realization	students with stable self-realization	p
internal control locus		4.50	≤0.001
life management		4.07	≤0.001
life productivity		3.84	≤0.001
interesting eventful life		3.80	≤0.001

The calculated results of comparative measurements showed that students with stable self-realization were distinguished by higher marks in such parameters as: "internal locus of control" (t = 4,50; p ≤ 0,001), "life management" (t = 4,07; p ≤ 0,001), "life productivity" (t = 3,84; p ≤ 0,001) and "interesting eventful life" (t = 3,80; p ≤ 0,001).

It should be emphasized that comparative analyze of life-sense orientations revealed that, students with dissimilar degrees of self-realization were characterized by a scatter of data across the entire spectrum of parameters of these orientations. Particularly significant differences were recorded in such parameters as: the "control locus" and "life-management" which indicates important psychological advantages of students with stable self-realization. Namely, that they see themselves as the masters of their own lives within the walls of the university, who act as full-fledged subjects of their current lives. They feel able to construct their plans for personal growth in the logic of their intended goal.

Generalization the received data allowed us to make sure that the sphere of life-purpose orientations of successful students (in contrast to the other areas considered) more strongly distinguishes them from other students. This fact indicates the leading influence of the life-value component of personality on the self-realization process at the university.

6. Correlation of students' personal characteristics with indicators of self-realization in learning

To confirm the above fact, we calculated the correlations of the considered psychological characteristics with the items of the self-realization questionnaire in university education [36]. For these calculations, Spearman's coefficient of rank correlation was applied [43]. As a result of calculations, a positive connection was remarked between the parameter "attitude to learning" and following statements of the questionnaire: the intention to work intensively in the classes (r = 0,52, p ≤ 0.01), recognizing of the usefulness of learning for oneself (r = 0,50, p ≤ 0.01), minimal learning frustration (r = 0,49, p ≤ 0.01), interested participation in classes (r = 0,47, p ≤ 0.01), and uninterrupted involvement in the learning process (r = 0,45, p ≤ 0.01). Also, a connection was recorded between the parameter of «satisfaction of knowledge» and such self-realization indicators as: achieving a better self-knowledge (r = 0,49, p ≤ 0.01) and developing of personal abilities (r = 0,48, p ≤ 0.01).

As for the parameters of self-attitudes, a positive connection was revealed between the "self-management" and following markers of self-realization: "achieving a deeper self-understanding" (r = 0,48, p ≤ 0.01) and "developing of the internal potential" (r = 0,46, p ≤ 0.01). In addition, there was a certain correlation between the parameter of "self-esteem" and the statement about better self-understanding of students (r = 0.43, p ≤ 0.01).

In the life-purpose dimension, the parameter of the "locus control of Self" and the "locus control of life" were somewhat correlated with the following indicators of self-

realization in education: deliberate choice of specialty (r = 0,43, p ≤ 0.01 and r = 0,44, p ≤ 0.01 respectively), lack of learning frustration (r = 0,41, p ≤ 0.01), achieving a deeper self-understanding (r = 0,41, p ≤ 0.01) and the willingness to participate in university affairs (r = 0,40, p ≤ 0.01). Moreover, it is also important to emphasize the presence of a positive connection the parameter "life productivity" with the students' readiness for manifesting themselves as subjects of learning activity (r = 0.43, p ≤ 0.01).

Conclusions

As a result of the performed studies, we found that the successful process of students' education is associated with their sustainable self-realization in the university training, which is determined by the presence of the following conditions: personal immersion into training process; development of internal capabilities in training; social integration into the student community.

As shown by the results of psychological surveys and comparative analysis, in the motivational dimension, students with high self-realization have a more positive attitude to learning, they are more satisfied with achievements, feel a higher need for self-expression and the need achievement. Students with a low level of self-realization are distinguished by unexpressed needs of an active plan and a higher need for safety.

In terms of personal orientations, students with stable self-realization showed higher indicators of self-esteem, temporal competence, and value of self-actualizing in life. They also tend to be more positive about themselves and to believe in their ability to induce sympathy in others. In regard of the self-attitude characteristics, students with low self-realization were characterized by insufficient self-confidence and the presence of internal contradictions. In contrast, students with high self-realization were distinguished by more positive self-management, indicators of reflected self-attitude and self-esteem. In the sphere of life-sense orientations, students with high self-realization demonstrated a more productivity of life, internal locus of control, emotional saturation of life, and life management ability.

In accordance with revealed data correlations, there is a close connection between the stable self-realization in training and learning motivation of students, as well as their positive Self-concept in which there are no contradictions between internal aspirations and normative educational requirements. This connection is especially clear in the sphere of life-sense orientations, in students' awareness of themselves as mature personalities, willingness to making deliberate decisions, spending a constructive and eventful life, building productive relationships with others and themselves.

Our studies made it possible to be convinced of the heuristic nature of socio-cultural determination in considering the contemporary students' development, since in the mainstream of this determination a universal approach to solving their self-realization is revealed. In a personal dimension, this approach assumes the development of culture in "Self", and not only "Self" in culture. The point is that the personal potential of students can be fully revealed and understood by them when it manifests itself comprehensively in the socio-cultural dimension (in learning, in science, in social work, in volunteer work, in sports, in innovative projects, etc.). In this case, the student's personality can gain a clear self-awareness and build a productive life line. Thus, socio-cultural approach to students' self-realization opens up an opportunity for its fuller and more heuristic scientific-humanitarian

reflection. And it is important that in this approach university education is presented as a unique environment for self-realization, as a space for full-fledged development and realization of the essential personal forces of students.

Acknowledgements

REFERENCES

1. Murray P. The Sustainable Self: A Personal Approach to Sustainability Education, London, Washington, DC: Earthscan, 2011.
2. Tarabaeva V. B., Shutenko E. N., Shutenko A. I., Pchelkina E. P., Sharapov A. O. The personal-focused dimension of students' self-fulfillment in the university education. *The Social Sciences*, 2016, vol. 11, no. 10, pp. 2488-2493. DOI: 10.36478/sscience.2016.2488.2493
3. Newman J. H. The idea of a university. London: Longmans, Green and Co., 1917.
4. Habermas J., Blazek J. R. The Idea of the University: Learning Processes. *New German Critique*, 1987, no. 41, pp. 3-22.
5. Gasset J. Misiónde la Universidad y otros ensayos sobre educación y pedagogía, Madrid: Revista de Occidente, 1999.
6. Rudy W. The Universities of Europe, 1100-1914. Cranbury, NJ: Associated University Presses, 1984.
7. Barnett R. Being a University. Abingdon: Routledge, 2011.
8. Sitarov V. A., Shutenko A. I. The content of education in the context of the personal measurement of higher education training. *Knowledge. Understanding. Skill*. 2012, no. 4, pp. 234–241. (In Russian).
9. Doroshenko Y. A., Shutenko A. I., Shutenko E. N., Ospishev P. I.. The historical dimension of higher school's innovative potential. *Mediterranean Journal of Social Sciences*, 2015, vol. 6, no. 4, pp. 283-288,. DOI: 10.5901/mjss.2015.v6n4s4p283
10. Davydov V. V. What is Real Learning Activity? In: M. Hedegaard & J. Lompscher (Eds.). *Learning Activity and Development*. Aarhus: Aarhus University Press, 1999, pp. 123-138.
11. Leontiev D. A. Self-realization and essential human forces. In: *Psychology with a human face: a humanistic perspective in post-Soviet psychology*. Moscow: Smysl, 1997, pp. 156-176. (In Russian).
12. Krupenina N. S., Selezneva E. V. Perception of self-development and self-realization by students. *Acmeology*, 2016, no. 2, pp. 79-82. (In Russian).
13. Gewirth A. Self- fulfillment. New Jersey: Princeton University Press, 1998.
14. Selezneva E. V. The facets of self-fulfillment: from self-attitude to self-realization. Moscow-Berlin: Direct Media, 2015. (In Russian).
15. Shutenko E. N., Shutenko A. I., Kanishcheva M. A., Lokteva A. V. Intentional modalities and value attractors of student youth self-realization in the university educational environment. *Revista Dilemas Contemporáneos: Educación, Política y Valores,* 2019, vol. 6, no. S8, p. 7.
16. Allport G. The Nature of Personality. Addison-Wesley, 1950.
17. Maslow A. Toward a psychology of being. Princeton, NJ, US: D Van Nostrand, 1962.
18. Rogers C. R. On becoming a person. Boston, MA: Houghton Mifflin, 1961.
19. Maturana H., Varela F. Autopoiesis and cognition: The realization of the living. Boston: Reidel, 1980.
20. Paolo E. Di. Autopoiesis, adaptivity, teleology, agency. *Phenomenology and the Cognitive Sciences*, 2005, vol. 4, no. 4, pp. 429-452. DOI: 10.1007/s11097-005-9002-y
21. Sartre J.-P. L'existentialisme est un humanisme. Paris, Éditions Nagel, 1946.
22. May R. (ed.). Existential Psychology. Random House, 1961.
23. Frankl V. E. Man's search for meaning. Boston, MA: Beacon Press, 1984.
24. Längle A. Erfüllte Existenz: Entwicklung, Anwendung und Konzepte der Existenzanalyse, Facultas Universitätsverlag, 2011.
25. Rogers C. R. The concept of the fully functioning person. *Psychotherapy: Theory, Research, and Practice,* 1963, vol. 1, no. 1, pp. 17-26.
26. Young K. Personality and Problems of Adjustment, London: Routledge and Kegan Paul, 1952.
27. Maslow A. Motivation and Personality. N.Y: Addison-Wesley, 1987.
28. Leontiev D. A. Self-actualization as the driving force of personal development. In: *Modern psychology of motivation*. Moscow, 2002, pp. 13-46. (In Russian).

29. Stipek D. (ed.). Motivation to Learn: From Theory to Practice (2d ed.). Needham Heights, MA: Allyn & Bacon, 1993.

30. Doroshenko Y. A., Somina I. V. Methodological and practical aspects of the harmonization of innovative processes in Russian small business. *Serbian Journal of Management*, 2016, vol. 11, no. 2, pp. 223-234. DOI: 10.4314/JFAS. V8I3S.326.

31. Shutenko A. I., Shutenko E. N., Sergeev A. M., Sokolov B. G., Tsareva E. V., Tegaleva T. D. Self-realization of students as the value of small business enterprises development in Russian universities. *Revista Espacios*, 2018, vol. 39, no. 49, p. 37. Available at: https://www.revistaespacios.com/a18v39n49/18394937.htm (accessed 14 December 2020)l

32. Rubinstein S. L. Being and consciousness. Man and the world. Saint-Petersburg, Peter Publ., 2003. (In Russian).

33. Vygotsky L. S. Educational Psychology. Boca Raton, Fl: St. Lucie Press, 1997.

34. Leontiev A. N. Activity and Consciousness. *Voprosy filosofii*, 1972, no. 12, pp. 129-140. (In Russian).

35. Ilyinsky I. M. Educational revolution. Moscow Humanitarian and Social Academy Publ., 2002. (In Russian).

36. Shutenko A. I., Shutenko E. N. Method for the study of self-realization in university education. Moscow, Moscow University for the Humanities Publ., 2008. (In Russian).

37. Sosnovsky B. A. Motive and sense: psychology-pedagogical research. Moscow, Prometheus Publ., 1993. (In Russian).

38. Shostrom E. L. Personal Orientation Inventory (POI): A Test of Self-Actualization. San Diego, Calif.: Educational and Industrial Testing Service, 1963.

39. Pantileev S. R. Research method of self-attitude. Moscow, Smysl Publ., 1993. (In Russian).

40. Leontiev D. A. Life-purpose orientations test. Moscow, Smysl Publ., 1992. (In Russian).

41. Student. The probable error of a mean. *Biometrika*, 1908, vol. 6, no. 1, pp. 1-25.

42. Shostrom, E. L. Manual for the Personal Orientation Inventory. Educational and Industrial Testing Service (EdITS): San Diego, California, 1974.

43. Spearman Ch. The Proof and Measurement of Association between Two Things. *The American Journal of Psychology*, 1904, vol. 15, no. 1, pp. 72-101.

Информация об авторах

Шутенко Андрей Иванович
(Россия, Белгород)
Кандидат педагогических наук, старший научный сотрудник, институт экономики и менеджмента
Белгородский государственный технологический университет им. В.Г. Шухова
E-mail: avalonbel@mail.ru
ORCID ID: 0000-0002-8385-3660
Scopus ID: 55916050800

Шутенко Елена Николаевна
(Россия, Белгород)
Доцент, кандидат психологических наук, доцент кафедры общей и клинической психологии
Белгородский национальный исследовательский университет
E-mail: shutenko@bsu.edu.ru
ORCID ID: 0000-0002-4499-2756
Scopus ID: 56809459300

Деревянко Юлия Петровна
(Россия, Белгород)
Кандидат психологических наук, доцент кафедры общей и клинической психологии
Белгородский национальный исследовательский университет
E-mail: geyman@bsu.edu.ru
ORCID ID: 0000-0003-1477-0455
Scopus ID: 57190227722

Канищева Марина Александровна
(Россия, Белгород)
Кандидат психологических наук, доцент кафедры общей и клинической психологии
Белгородский национальный исследовательский университет
E-mail: marrajj@yandex.ru
ORCID ID: 0000-0001-8611-9931
Scopus ID: 57190225196

Information about the authors

Andrey I. Shutenko
(Russia, Belgorod)
PhD in Pedagogical Sciences, Senior Scientific Fellow, Institute of Economics and Management
Belgorod State Technological University named after V.G. Shukhov
E-mail: avalonbel@mail.ru
ORCID ID: 0000-0002-8385-3660
Scopus ID: 55916050800

Elena N. Shutenko
(Russia, Belgorod)
Associate Professor,
PhD in Psychology, Department of the General and Clinical Psychology
Belgorod National Research University
E-mail: shutenko@bsu.edu.ru
ORCID ID: 0000-0002-4499-2756
Scopus ID: 56809459300

Julia P. Derevyanko
(Russia, Belgorod)
Associate Professor,
PhD in Psychology, Department of the General and Clinical Psychology
Belgorod National Research University
E-mail: geyman@bsu.edu.ru
ORCID ID: 0000-0003-1477-0455
Scopus ID: 57190227722

Marina A. Kanishcheva
(Russia, Belgorod)
Associate Professor,
PhD in Psychology, Department of the General and Clinical Psychology
Belgorod National Research University
E-mail: marrajj@yandex.ru
ORCID ID: 0000-0001-8611-9931
Scopus ID: 57190225196

Ковтун Юлия Юрьевна
(Россия, Белгород)
Кандидат психологических наук, доцент кафедры
общей и клинической психологии
Белгородский национальный исследовательский
университет
E-mail: kovtun_31@mail.ru
ORCID ID: 0000-0002-7770-4191
Scopus ID: 57190228457

Локтева Анна Владимировна
(Россия, Белгород)
Кандидат психологических наук, доцент кафедры
общей и клинической психологии
Белгородский национальный исследовательский
университет
E-mail: Afanasjeva@bsu.edu.ru
ORCID ID: 0000-0002-7937-6216
Scopus ID: 56275893700

Julia J. Kovtun
(Russia, Belgorod)
Associate Professor,
PhD in Psychology, Department of the General and
Clinical Psychology
Belgorod National Research University
E-mail: kovtun_31@mail.ru
ORCID ID: 0000-0002-7770-4191
Scopus ID: 57190228457

Anna V. Lokteva
(Russia, Belgorod)
Associate Professor,
PhD in Psychology, Department of the General and
Clinical Psychology
Belgorod National Research University
E-mail: Afanasjeva@bsu.edu.ru
ORCID ID: 0000-0002-7937-6216
Scopus ID: 56275893700