



THE STRUCTURE OF SELF-REALIZATION STUDENTS IN SYSTEM SCHOOL-FAMILY INTERACTIONS

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ANNOTATION

The article discusses the structure of self-realization students in system school-family interactions. The concept of “self-realization of a student”, as an independent direction of pedagogical research, has arisen in science relatively recently, the term “self-realization” is present in many pedagogical studies.

KEY WORDS: *system, thinking, reflection, self-realization, mechanism, personality.*

Researchers have repeatedly noted that at the beginning of adolescence, the most important stage in the development of self-knowledge takes place, a person, as it were, is born a second time, for himself, as something unique. Qualitative changes in self-consciousness and self-knowledge at the beginning of this period are associated with the development of thinking.

Changes in thinking, adolescents' focus on their "I" lead to the emergence of a second level of self-knowledge, to the development of reflection, reflection as a focus of thinking on oneself. Considering reflection as an internal reflection of one of the ways of existence, we note its connection in this sense with self-realization. Reflection can be seen as a mechanism for self-realization. If self-realization is the process of implementing one's inner capabilities and abilities, then reflection is a mechanism that ensures and guides it [10].

Characteristic for a fully developed personality, capable of self-realization, is also a clear manifestation of life and social attitudes, as well as its integrated, whole psychological organization, the unity of which is ensured by the unity of changing and developing, but significant life goals.

Despite the fact that the concept of “student self-realization”, as an independent direction of

pedagogical research, has arisen in science relatively recently, the term “self-realization” is present in many pedagogical studies. However, in most of them its content is not disclosed and is often used as a matter of course.

Nevertheless, the problems of self-actualization, spiritual development and self-realization of one's potential by students are all issues that have their roots deep in the history of pedagogy.

Various aspects of self-realization of the personality were studied by many teachers of the late XIX - early XX centuries. Works and practical activities of S.R. Radzhabov, K.Kh. Khashimov, K.D. Ushinsky, L.N. Tolstoy, V.P. Vakhterov, A.F. Blonsky, K.N. Zenkovsky and others were aimed at revealing and improving the nature of the child, providing maximum opportunities for the realization of the student's personal properties, and developing creative independence.

The views of many scientific teachers (P.F. Kapterev, A.S. Makarenko, V.N. Soroka-Rosinsky, S.T. Shatsky, etc.) on the problem of self-realization were based on the recognition of the independent value of the child's personality, its individual exclusivity, inherent Every child is creative. Considering development as the natural aspiration of every child, and freedom as its necessary means, they argued that the student's self-development, guided by the teacher, should be the inner



essence of the educational process that ensures self-realization [5].

The problem of self-realization of the personality as its creative attitude to itself and to the world was developed in the studies of L.I. Ruvinsky, V.A. Sukhomlinsky and others. According to the authors, self-realization is a long process associated with the internal development of the personality, with its goal-setting, experiencing its own activity.

Modern researchers O.S. Gazman, A.V. Mudrik, G.K. Selevko and others paid great attention to such aspects as: development of a life position, establishment of appropriate interpersonal relationships, formation of adequate self-esteem, contributing to the provision and development of elements of self-realization.

From the point of view of G.K. Selevko, A.G. Selevko, O.G. Levina, self-realization (self-fulfillment) is the process and result of a person using his abilities, fulfilling his life purpose, i.e., it is activity, actions in chosen directions for the realization of one's abilities [7].

O.S. Gazman noted that self-realization is defined as the realization by a person of his strengths and abilities for a full life [1].

At present, in many studies self-realization is singled out as the main thing on the right to search for and describe progressive pedagogical ideas and technologies [4,8,11].

Based on the analysis of psycho-pedagogical research, we can conclude that students' self-realization is an individual process; carried out by the personality from the inside to the outside; is initiated by the internal need of the individual; manifest themselves in the activity form of activity; has internal and external plans; contains in the basis of the potential of the personality and its essential forces; is tracked by the subject itself in the dynamics of the process.

All of the above provisions allow us to clarify the essence of the concept of "self-sea" and "learning" of students.

Significant contribution to the study of the problems of the sea of personality outside the homeland psychologists B.G. Shamarov, M.G. Gaziev et al. The study of the phenomenon's analysis is also devoted to the work of a number of foreign authors A.A. Maslow, K. Rogers, N. Rogers, W. Francl et al.

Today, not only psychologists, but also psychologists, culturologists, sociologists and pedagogists, including pedagogics of the socio-cultural sphere, pay a lot of attention to the problem of the creative world of personality. That is why the generalization of the theoretical and methodological approaches to the self-realization prevails is a scientific problem on its own.

Investigating the function of self-realization, it is necessary to single out these as qualitative characteristics:

1. Self-reliance - the ability of a person to plan, regulate and control their own activities;
2. Freedom – the ability to freedom of choice, and autonomous actions, decisions;
3. Creativity is a manifestation of creativity in any sphere of activity.

Creativity opens up the greatest opportunities for a person, in our opinion.

It is precisely creative self-realization that contributes to both the development of personality and the achievement of many other goals, and most importantly, such a path becomes individual. Man finds himself, opening up and developing his own talent.

Creative self-realization of a person is a search for oneself. Generalizing all existing ones to scientific definitions, the answer will be affirmative. But people have different ways, which is due to the individual characteristics of each person.

That is why psychology cannot offer a single model of personality self-realization for all. An ideal is a diversified development, which leads to harmony in relations with one's "I" and with the surrounding world.

Thus, on this stage of personality development, the essence of which is self-realization or "mature personality", the predominant form of interaction with the environment can be intrapersonal communication, to the emergence which results from being included in the systems of non-mediated and mediated communication. A mature person "carries" his sociality in himself, but acquires it in his social environment, hence the quality of this environment is a significant psychological characteristic.



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