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TÍTULO: Desarrollo de poderes para la autorrealización creativa como objeto de investigación interdisciplinaria.

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RESUMEN: El propósito del artículo es considerar las formas reales de actualizar la experiencia acumulada en la práctica educativa para estudiar las ideas que profundizan, amplían y elaboran las posibilidades de los enfoques metodológicos modernos para el aprendizaje. El enfoque principal para el estudio de este problema es el estudio de la literatura psicológica y educativa de autores nacionales y extranjeros. El resultado del artículo es comprender que la orientación del valor juega un papel importante en la formación de los estudiantes, mostrar formas prácticas de experiencia laboral en la corriente principal de la práctica educativa en términos de enfoques filosóficos, psicológicos y pedagógicos, cuyas ideas se profundizan, ampliar y concretar las posibilidades de los enfoques metodológicos modernos para el proceso de aprendizaje.

PALABRAS CLAVES: Práctica educativa metodológica moderna, literatura educativa, enfoques metodológicos modernos.

TITLE: Development of Powers for Creative Self-Realization as an Object of Interdisciplinary Research

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ABSTRACT: The purpose of the article is to consider the real ways of updating the accumulated experience in educational practice to study the ideas that deepen, extend and elaborate the possibilities of modern methodological approaches to learning. The leading approach to the study of this problem is the study of psychological and educational literature of domestic and foreign authors. The result of the article is to understand that the value orientation plays a huge role in the formation of students, to show practical ways of working experience in the mainstream of educational practice in the terms of philosophical, psychological and pedagogical approaches, ideas of which deepen, extend and concretize the possibilities of modern methodological approaches to learning process.

KEY WORDS: Educational practice modern methodological, Educational literature, Modern Methodological Approaches.

INTRODUCTION.

Nowadays, subjective orientation of the educational goals serves to develop the students' ability to creative self-realization that involves the updating of the scientific and theoretical basis of professional education, development and implementation of educational programs in accordance with the requirements correlating with the state new generation standards and legislative framework

of national education. In this regard, there is the need for targeted analysis of interdisciplinary approaches to the development of the capacity for creative self-realization.

Based on the assumption that modern society pays close attention to the problem of self-realization, social and humanitarian knowledge in the framework of this aspect identifies several levels of analysis of the issue: the philosophical, psychological and pedagogical.

DEVELOPMENT.

Methodological framework.

While forming the value orientation, attitudes and further activity play an important role and value orientation, which is not simply a kind of program of activities in the process of self-realization, but also orientation of the individual in the social reality, stimulating his creative approach to his activities.

The philosophical concept of creative self-identity is reduced to social manifestations of human existence, which is provided by his moral, and intellectual worth and aspiration to optimize his creative potential.

We studied this problem on three levels: pedagogical, philosophical and psychological levels.

Results.

On the philosophical level, questions about the nature of man and his essential forces: the essence of the process of self-realization and its forms (Leontiev, 1977), the role in the process of self-realization of cultural values that lead to particular ethnic mentality (Ananyev, 1996), and cultural-historical types of self-realization are resolved.

On the psychological level, the scientists analyze the individual personality; external conditions that enable self-realization of the person. The motivational basis for self-realization and its influence on

the individual are also studied; for example, the studies by well-known representatives of humanistic psychology are determined to study the specific features (Maslow, 1982).

Within the pedagogical level, many works are devoted to the study of conditions that contribute to the readiness of the individual to the personal as well as to the professional creative self-realization. So, in educational research examined such issues as the ability to self-realization of university students; development of the function of self-realization; subject-oriented approach to the development of the culture of creative self-realization in creative educational activities, etc.

Based on the analysis of an array of publications on the issue of creative self-realization of the individual, we came to the conclusion that the human creative self-realization is a specific process of objectification of its essential powers and that the real capacity for creative self-realization of each individual element in a general and progressive development of the society.

Thus, the above-mentioned levels at which the problem of the development of the capacity for creative self-realization as an object of interdisciplinary studies is analyzed, are considered.

We begin our analysis with a philosophical level, as self-realization problem in philosophy has always been the center of attention in the context of a conceptual approach to the personality. This problem has fueled the main idea of philosophical inquiry: what is the meaning of human nature as the highest creation of nature; what is the true meaning of his existence; what are the ways of its interaction with nature and society, etc.

The content of interpretation of self-identity is according to the different philosophical views is reduced, in fact, to the basic ideas of philosophers, examining the meaning and purpose of human life: if an individual is able to make the right choices in the process of his realization. Thus, a total palette of aspects of self-identity problems we have observed, first of all, the issue of finding the person himself through the comprehension of the meaning of personal existence and implementation of meaningful roles within his own capabilities.

In this regard, in the Russian and foreign schools of philosophy in the context of this perspective it is possible to highlight the general provisions, explaining the creative self-realization of the individual. For example, the first position is the existence of the activity of the individual personality traits (intellectual, creative or rational nature). These traits include the system of value standards, which activates the individual as an essential component of his identity. These orientations are formed in the individual as a result of a clear understanding of his needs and adequate correlation with the outside world; this includes the meaning of life standards (eg, ideas about the meaning of life), the rules of interpersonal communication (kindness, tact, tolerance, etc.) and social recognition (social status, etc.).

The second general philosophical position deals with the dynamics of personality according to the socially useful work, the core of which is the motive of activity; this is the factor that gives the active work creativity. And because the motive of these activities is the goal, then being formed on the basis of interests, it becomes a kind of prototype of the future, which takes the real features in the process of self-realization. This goal is reflected not only the desire to adapt to their needs around the world, but, most importantly, the individual motivation for continuous personal growth. The very purpose is realized, according to the philosophers, in the immediate and ultimate goals. One of them is the subject of creative self-realization, which is the meaning of the activities, and sometimes the meaning of all life.

Psychology is a science in interdisciplinary studies on the nature of creative self-realization. For example, psychology defines those aspects of the human psyche, which directly affect the development of skills for creative self-realization. And since education is looking for approaches to deal with the student in order to cultivate in him a person with high spiritual entity, then finding a pedagogically correct way to promote creative self-realization is possible only if the student has a

clear understanding of the psychological structure of the process. This deals with psychology, where the individual himself is the core problem in the study of identity.

Thus, the concept self-realization reveals the psychological science in areas such as the sovereignty of the individuality, achieved by the individual as a result of his activity; personal resistance in the relationship with society; needs of the individual to direct his value-developing activities. The optimistic orientation of mind setting of individuals and adequate perception of him of the world; self-realization within the framework of the deployment of the individual abilities; the maturity of the individual as a positive result of the implementation of his individual intellectual, moral and creative potential.

In this regard, the American psychologists Abraham Maslow and Carl Rogers believed that people are much more than the sum of roles or a splash of biological drives (Rogers et al, 1994). Their holistic theory of personality is related to the hierarchy of values and reflects the ideas of the philosophy of existentialism, where the cornerstone is also supplied to the human desire to find the meaning of their existence and the ability to live freely and responsibly in accordance with his will and creative approach to any kind of activity.

With regard to the domestic researches in the field of self-realization, the most famous research works are presented by the L.S. Vygotsky school, in the face of, for example, L. Bozovic (Bozovic, 1972) (in the basis for the internal characteristics of the person they pledged motivational sphere of activity, where the role of motivation can act emotions, attitudes, interests, and needs of the individual), the school of S.L. Rubinstein who described options for the constructive development of the young man, capable of providing him with productive self-development and self-realization (Rubinstein, 1989).

Taking into account the studies of domestic and foreign psychologists on creative self-identity problem the following psychological portrait which is based on three main terms and does not depend on the characteristics of a particular historical period of the self-fulfilling person can be revealed. These provisions generally include the following:

- a) Creative self-realization of personality is the personal quality and is available to every individual.
- b) Creative self-realization is achieved by self-education and the developing environment, when an individual, creatively realizing his full potential in a particular activity, acquires a status that would suit him and society as a whole.
- c) Creative self-realization as a result of a specific activity contributes to the satisfaction of the individual to achieve the sustainability of life and happiness.

Going further to the next level of interdisciplinary research - pedagogical, we note that in this interdisciplinary study of the state of creative self-identity problem has some success on the part of its elaboration as independent field of study. So, since 2000, on the problems of creative self-realization, a variety of pedagogical research were held, in particular for self-realization of students in teaching and professional activities; for high school students readiness for professional creative self-realization; for creative self –realization of youth in their social adaptation; the formation of students needs in their professional self-realization; on pedagogical conditions of professional self-realization of part-time students; to identify pedagogical conditions of artistic self-creative potential of students; for self –realization of students in public institutions, etc.

Discussion.

Many scientific researches of Russian scientists have a great importance for the study of problems of students ability to have a creative self-realization for example, according to aspects as the development of creative abilities of the individual and self-development of his communicative culture; creative self-development and self-identity; creative self-development of competitive

person; creative self-realization in the process of life creation; new educational technologies of the development of creative abilities of future teachers, etc. The studies of above-mentioned authors make certain scientific and theoretical and practical basis for the development of the problem of the capacity for creative self-realization on the pedagogical level.

If to spend a little historical digression, it is already starting with the second half of the XIX century in Russia, thanks to the efforts of N.I. Pirogov and K.D. Ushinsky, a new for that time philosophical and pedagogical direction – pedagogical anthropology appears, according to which a person is treated as an active subject of educational process, where the decisive factor in the formation of the individual must become self-education and self-development.

Following K.D. Ushinsky, the development of this progressive educational thought was continued by such famous Russian teachers as Blonsky (Blonsky, 1979). These and many other progressive educators believed that the main source of improvement of the individual is his activity, independence and self-development. Thus, P.P. Blonsky has consistently emphasized in his works, that only through self-education and self-education, you can create a new human formation (Blonsky, 1979). In line with this idea, such educators and humanists as S.T. Shatsky, A.S. Makarenko, and V.A. Sukhomlinsky for whom a person is considered to be the highest value worked.

In this particular humanistic context such innovator teachers as Sh. Amonashvili, I.P. Volkov, E.N. Ilyin, S. Lysenkova, and V.F. Shatalov worked. They preached the pedagogy of cooperation with its dialogical character of education, facing the individual needs of the child and promoting his self-development and creative self-realization.

CONCLUSIONS.

The range of the researched problems of development of the capacity for creative self-realization within the framework of interdisciplinary approaches (philosophical, psychological, pedagogical)

seems to us to be rather multi-faceted and includes theoretical and methodological foundations of the study of creative self-realization, the relationship of personal and professional values of the individual, creativity and professional creativity, cultural impact on the cognitive activity of students in the educational process of the university, which is currently extremely important in matters of education and development of an active and competitive students.

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