TÍTULO: Indicadores psicológicos de autorrealización de los estudiantes en el proceso educativo de la universidad.

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RESUMEN: Los autores llevan a cabo una revisión científica de la autorrealización, apelando a las tres tendencias científicas de comprensión de este problema: preformista, existencial, noológico. Los métodos de encuesta psicológica se aplicaron para identificar grupos de estudiantes con diversos grados de autorrealización y para estudiar sus diferencias de personalidad. Como resultado, se descubrió que la autorrealización de los estudiantes se refleja en propiedades psicológicas como: motivación para el aprendizaje, autosuficiencia y competencia en el tiempo, autoaceptación y una actitud positiva hacia uno mismo, objetivos de vida productivos y control de locus interno. También se estableció una correlación entre el grado de autorrealización y la motivación para el autodesarrollo, así como la armonía y coherencia significativa del auto-concepto de los estudiantes.

PALABRAS CLAVES: la autorrealización, estudiantes, proceso de aprendizaje, motivación, inclinaciones personales.

TITLE: Psychological indicators of students' self-fulfillment in the process of university education.

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ABSTRACT: The authors carry out a scientific review of self-fulfillment, appealing to the three scientific tendencies of understanding this problem: preformist, existential, noological. They implement methods of psychological survey to identify groups of students with various degrees of self-fulfillment and explore their personal differences. As a result, they found that self-fulfillment is reflected in such psychological features as: motivation for learning, self-support and time competence, self-acceptance and positive self-attitude, productive life goals and internal locus control. A correlation was also established between the degree of self-fulfillment and motivation for self-development, as well as the harmony and sense-meaning coherence of students' self-concept.

KEY WORDS: self-fulfillment, students, learning process, motivation, personal inclinations.

INTRODUCTION.

At the current time, the key problem of a higher school is providing opportunities for multilateral and sustainable self-fulfillment of students in the educational process, which should form a firmly

positive worldview and full-fledged experience of self-development (Murray, 2011; Tarabaeva et al., 2016).

For many centuries, the value of higher school (in the format of a classical university) consisted in its sociocultural function and cultural-generating mission (Newman, 1917; Habermas & Blazek, 1987; Gasset, 1999). It was within the walls of universities that the foundations of a full-fledged socialization and cultural genesis of the personality as a comprehensively educated competent actor were laid (Rudy, 1984; Barnett, 2011). From the point of view of personal development, the educational space of an effective university is always presented as a space for self-determination and self-fulfillment of students (Shutenko A., 2014; Doroshenko et al., 2015).

It is hardly worth doubting that high-quality student learning and their self-fulfillment at a university are two sides of the same coin. It is no secret that the true meaning of learning lies in the formation of the student's experience of self-change (Davydov, 1999), when he (she) becomes capable of developing his own essential forces and personal potential in the surrounding existential situation (Leontiev, 1997; Krupenina & Selezneva, 2016; Shutenko et al., 2017).

The meaning of self-fulfillment for a young person is the capacity to be a subject, be creative, active, take responsibility, make decisions, pursue goal-setting, etc. (Gewirth, 1998; Selezneva, 2015). In this regard, the content, process and technology of university training should be focused on stimulating student self-fulfillment in the logic of revealing their personal potential, providing their subjective position, and developing creative forces and capacities (Shutenko, 2014; Shutenko et al., 2019).

According to studies D.A. Leontiev, the issue of self-fulfillment is being developed by various branches of the humanities, and above all, it is of interest for three scientific areas: philosophical, sociological, and psychological branches (Leontiev, 1997). In psychological discourse the main

aspects of understanding the problem of self-fulfillment can be found within the framework of the three basic tendencies of its scientific development: preformist, existential and noological.

The first tendency was formed in the mainstream of humanistic psychology (Allport, 1950; Maslow, 1962; Rogers, 1961). This tradition links self-fulfillment with the realization of "Self" that itself deploys the properties and potentials, originally laid down in it. The same preformist principle is inherent for many approaches; for example, the popular theory of autopoiesis explains self-fulfillment as self-reproduction of human nature, characterized by a kind of "autopoietic organization" (Maturana & Varela, 1980; Di Paolo, 2005). To a certain extent, preformism is seen in cognitive, gestalt teachings and other theories of personal development.

The second tendency explains self-fulfillment not so much by the action of an inner self-unfolding essence as by an exciting plan of existence ("existence precedes essence") (Sartre, 1946). The existentialist reflection directly focuses on the ontological situation of right here-being (Dasein), seeing in it a source of self-fulfillment that encourages to the conscious choice of a thrown into the world and alienated person (May, 1961).

The third tendency considers self-fulfillment beyond the limits of the personal space 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) underlying this trend links self-fulfillment with a person's movement toward higher spiritual values and meanings (Frankl, 1984; Längle, 2002).

According to the views of representatives of humanistic psychology, self-realization (as a way of self-fulfillment) is regarded as a vital important sign and attribute of a fully functioning person (Rogers, 1963; Allport, 1950).

By its genesis self-fulfillment is the product of successful socialization of personality (Young, 1952) who fully realizes his fundamental need for self-actualization (Maslow, 1987). Being a key motivator in the teenage period (Leontiev, 2002), 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. (Stipek, 1993; Doroshenko & Somina, 2016; Shutenko et al., 2018b). On a personal level, students 'need for self-actualization as a leading life aspiration depends on solving a fundamental psychological problem related to the processes of self-determination and self-fulfillment (Gewirth, 1998; Leontiev, 1997; Selezneva, 2015).

It is significant to mention that different approaches indicate the decisive role of sociocultural circumstances in the development and becoming a personality (Rogers, 1961). In this context, researchers highlight the importance of the educational system and especially the socializing function of universities in training of a capable and competent personality (Murray, 2011; Shutenko 2015; Krupenina & Selezneva, 2016). 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 formation of positive dominants of behavior and social relationships (Shutenko E., 2014).

DEVELOPMENT.

Methodology.

In our study, we proceeded from the conceptual position about the social-cultural determination of today's youth psychological development (Rubinstein, 2003; Vygotsky, 1997; Leontiev, 1972). According to this provision, for full-fledged development of students, a holistic educational process is needed, which is aimed at creating the conditions for their full self-fulfillment in the educational and upcoming professional activities as capable persons (Ilyinsky, 2002). This approach

corresponds to the fundamental psychological research carried out within the framework of various scientific schools and approaches.

Exploring the characteristics of students in learning, we relied on a person-centered approach, according to which the university training process should cultivate personality-oriented technologies and forms of training future specialists for the development of students' internal forces, their creative and intellectual resources (Leontiev, 1997; Murray, 2011). This means that a successful university should support and promote student initiatives in training, developing their proposals for interesting and promising research works and projects (Doroshenko et al., 2015; Tarabaeva et al., 2016).

Purpose, hypothesis and participants of the study.

The purpose of our research work was to determine the conditions and psychological characteristics of self-fulfillment of students in university education.

When planning and constructing the research, we relied on the hypothesis that the process of students' self-fulfillment was due to the personalization of educational theory and practice at the university, ensuring the development of the internal potential of students as capable and competent individuals.

As subject matter of our research we considered the self-fulfillment of students as an indicator of their psychologically successful development in higher education.

The main problem of the research was the determination of subjective important circumstances and signs for students' self-fulfillment in the educational space as factors for ensuring and maintaining the full development of the personality.

To collect objective quantitative information, it was organized a survey of students from two universities in Belgorod (Russia): National Research University and State Technological University. In total, the study covered 220 students, of whom 110 were enrolled in the humanitarian faculties of

the national university and 110 received technical education at the technological university. During the study, senior, 4th and 5th year students were interviewed.

Methods and research logic.

Methods. As the main empirical methods of collecting and obtaining statistical data, we used a complex of psychological survey methods. To provide a psychological survey of students, we used the following test methods: method «self-realization in learning» (Shutenko A. & Shutenko E., 2008); method of the pair comparisons of needs on Maslow's hierarchy (Maslow, 1987); method «Motive and Purpose» (Sosnovsky, 1993); «Personal Orientation Inventory (POI)» (Shostrom, 1963); research method of self-attitude (Pantileyev, 1993); Life-sense orientations test (Leontiev, 1992).

The study used such methods of counting and representation of data as: analysis method of identifying significant differences (Student's t-criterion), cluster analysis of data, and the method of rank correlation (r_s - Ch. Spearman's coefficient).

As the main statistical method, Student's t-test was used, operating with differences in arithmetic mean values in two samples of students. The subsequent interpretation of the data was carried out only on statistically significant t-test data from those obtained, i.e. for those that were above the critically tabular with a sufficient level of confidence probability of the coefficient «p», which allows to judge about the number of probable errors. This coefficient, as is customary in psychological studies, must be no higher than 0.05 ($p \leq 0.005$) (Student, 1908).

The logic of experimental work. Experimental work with the students of both universities was carried out during the 2017-2018 academic year. The research work consisted of two phases.

The first stage was devoted to identifying the features of students' self-fulfillment through a survey method «self-realization in learning» (Shutenko A. & Shutenko E., 2008). According to the results, the main categories of students were established according to the level of self-fulfillment in

university education.

The second main stage of the work consisted in the study of students' personal characteristics of different levels of self-fulfillment through monitoring measurements and differentiated analysis of their psychological measurements data (motivation, personal orientations, self- attitude, life-sense features, etc.).

Results and discussions.

To structure the entire sample of students by the degree of self-fulfillment in training, we applied the author's method for studying self-realization in education environment (Shutenko A. & Shutenko E., 2008). This questionnaire method is aimed at detection of three leading indicators of students' self-realization at a university:

1) Personal involvement of the students into the learning process.

2) Realization of personal capacities in training.

3) Social involvement in the university community.

According to the results of received data cluster analysis (n = 220 people), three categories of students with different degrees of self-fulfillment were selected:

- 1st cluster: students with reduced self-fulfillment (51 respondents – 23%).

- 2nd cluster: students of average self-fulfillment (85 respondents – 39%).

- 3rd cluster: students with sustainable self-fulfillment (84 respondents – 38%).

As can be seen from the data, the first category of students was the smallest in number that indicates a positive trend to students' self-fulfillment in the process of education at these universities. A content analysis of students' answers to the questionnaire items showed that students with articulate self-fulfillment are convinced that they made the right choice of the specialty of training and the university. They believe that they will be able to use their potential in order to benefit the economy and the country as a whole. They are studying with great interest, and they consider learning

themselves not only as a formal necessity or a meeting place with comrades, but as a serious and important matter.

For students with a high level of self-fulfillment, it is also typical to feel their personal involvement with the education process, to see in learning the most important activity that leads them to the goal, helps bring the realization of the dream closer and acts as a source of inspiration and emotional lift. The students of this group actively use the opportunities offered by the university to develop their potential and show their abilities in various spheres of life.

Motivational characteristics of students with different levels of self-fulfillment.

The need-motivational sphere was measured by means of Maslow's scale of needs hierarchy with using the method of pair comparisons (Maslow, 1987), as well as through the method «Motive and Purpose» (Sosnovsky, 1993). During the implementation of these methods, such types of needs were measured as: material needs; safety needs; need for recognition; social belonging need; need for self-expression; need achievement; need for learning; need for dominance, and so on.

Subsequent data processing was carried out through a comparative analysis of the obtained values for each parameter of the methods performed. The main statistical method was the procedure for assessing the significance of differences between the data of students with unexpressed and articulated self-fulfillment in university education. This procedure was based on the calculation of Student's T-test values (Student, 1908). The generalized data of the comparative analysis of the measurements carried out are shown in Table 1.

For the convenience of reading the data cited, the T-criteria are located only in the column that applies to students who showed higher rates on the studied characteristics. The data presented in the table and their interpretations are performed only for reliable t-values that correspond to standards with an acceptable p-value ($p \leq 0.005$).

The results of the comparative analysis of the received data have demonstrated that, first of all, students with unexpressed self-fulfillment stand out for low indicators on the scale of «attitude to learning» (t= - 7.156 and p ≤ 0.001, whereas «t» is the Student's criterion, «p» – level of admissible probability for the comparison of two groups of data) (see Table 1).

Table 1. Data of the comparative analysis of need-motivational characteristics of students with the different level of self-fulfillment in training (by t-criterion of Student).

personal characteristics	students of unexpressed self-fulfillment	students of articulate self-fulfillment	p
attitude to learning		7.16	0.001
satisfaction by achievements		5.34	0.001
satisfaction by knowledge		2.29	0.024
safety need	2.26		0.026
need for self-expression		3.08	0.003
satisfaction by dominance		2.99	0.003
need achievement		2.56	0.012

It was also revealed that this part of students is less interested in academic subjects, they are not ready to independent and systematic work to gain the knowledge, they are distinguished by lower indicators on such scales as: «satisfaction by achievements» (t = - 5.34; p ≤ 0.001), «satisfaction by knowledge» (t= - 2.294; p = 0.024). In addition, they experience a great safety need (t = 2.262; p = 0.026), which as a rule creates a serious internal barrier to the development of other needs of a higher level (on A. Maslow's hierarchy) (Maslow, 1987).

In contrast to this group, students with a high degree of self-fulfillment showed higher rates in such parameters as: «need for self-expression» (t = 3.084; p = 0,003), «satisfaction by dominance» (t = 2,990; p = 0,003), «the need achievement» (t = 2.564; p = 0.012) (see Table 1).

Thus, according to received data, students with an increased level of self-fulfillment are generally characterized by a pronounced motivation for self-determination in current life.

Personal orientations of students with different levels of self-fulfillment.

The sphere of personal orientations was studied under the results of the Personal Orientation Inventory (POI) (Shostrom, 1963). This sphere includes the students' initial attitudes towards the world and to themselves as productive personalities with certain experience of self-understanding and self-knowledge; it also reflected the features of orientations in life (Shostrom, 1974). The received data of the comparative analysis are shown in Table 2.

Table 2. Data of the comparative analysis of personal orientations of students with the different level of self-fulfillment in training (by t-criterion of Student).

Personal characteristics	Students of unexpressed self-fulfillment	Students of articulate self-fulfillment	P
self-regard		2.77	0.007
time competence		2.32	0.022
self-actualizing value		2.18	0.031

According to the results of this method, students with articulated self-fulfillment had high data on the scale of self-regard ($t = 2.767$; $p = 0.007$), as well as on such scales as: time competence ($t = 2.319$; $p = 0.022$) and self-actualizing value in life ($t = 2.180$; $p = 0.031$).

Thus, students who successfully realize themselves have a consciousness of the unity of their lives in the past, present and future, they do not tend to postpone life for tomorrow, they are not fixed on the past.

They are more consistent with the parameters of a self-actualizing personality (according to Shostrom), i.e. capable and willing to build their lives in accordance with their views and beliefs (Shostrom, 1974). The received data indicate a more productive spectrum of life orientations among students with an increased level of self-fulfillment in the learning process.

Features of self-attitudes of students with different levels of self-fulfillment.

The structure of such features was studied by means of «Research method of self-attitude» (Pantileev, 1993). In this structure, the subjective sign of emotional activity toward the «Self» crystallizes, which leads to some global feeling of «for» or «against» oneself. This aspect represents the emotional component of students' self-consciousness and was considered by us as very important indicator of their self-fulfillment in education. The calculated data on the students' self-attitudes parameters are presented in table 3.

Table 3. Data of the comparative analysis of self-attitudes of students with the different level of self-fulfillment in training (by t-criterion of Student).

Personal characteristics	Students of unexpressed self-fulfillment	Students of articulate self-fulfillment	P
closeness	2.93		0.001
self-confidence		2.62	0.010
inner contradiction	1.99		0.049
self-management		4.34	0.001
reflected self-attitude		3.18	0.002
self-esteem		2.96	0.004

A comparative analysis of the data showed that a more positive attitude towards themselves was characteristic of students with high self-fulfillment in learning. They expect that their personality (the qualities and capacities) can cause respect, favor and approval from others. Students with unexpressed self-fulfillment in learning have higher grades on parameter of the «closeness» in self-

attitude (t = 2.932; p = 0.0004), lower grades on the «self-confidence» scale (t = - 2.617; p = 0.010) and higher scores on the scale of «internal contradiction» (t = 1.987; p = 0.049).

Such data reinforced our assumption that the students of this group have emotional barriers of adequate self-consciousness that prevent them from fully and diversely realizing themselves in learning and hinder personal growth, returning them to teenage problems.

Students with a distinct self-fulfillment in education have significantly higher «self- management» indicators (t = 4.335; p ≤ 0.001), as well as «reflected self-attitude» (t = 3.183; p = 0.002), and «self-esteem» (t = 2.956; p = 0.0041).

Purpose orientations of students with different levels of self-fulfillment.

For research this sphere of students' development a «Life-sense orientations test» was used (Leontiev, 1992), which assesses the topmost layer of psychological features of a person, in particular the awareness of the life path from the point of view of it target and sense definiteness.

The generalized data of the comparative analysis of this sphere are shown in Table 4.

Table 4. Data of the comparative analysis of life-sense orientations of students with the different level of self-fulfillment in training (by t-criterion of Student).

Personal characteristics	Students of unexpressed self-fulfillment	Students of articulate self-fulfillment	P
life productivity		3.84	0,001
internal control locus		4.50	0,001
emotional saturation of life		3.80	0,001
life-management		4.07	0,001

According to received data of the comparative analysis, the students of successful self-fulfillment achieve higher rates of «life productivity» (t = 3.838; p ≤ 0,001), «internal locus of control» (t = 4.502; p ≤ 0,001), «emotional saturation of life» (t = 3.799; p ≤ 0,001) and «life-management» (t = 4.074; p ≤ 0,001).

As the analysis of the life-sense component has shown, students of different poles of self-fulfillment are characterized by differences in data for all parameters of this component. It should be noted especially that higher grades relate to such scales as: the «locus of control» and «life-management» that emphasizes the important features of students of high pole who recognize themselves as owners of their lives in university training, able to build their own plans in accordance with a specific goal.

It has been established that, on the whole, the life-sense component of students' personality characteristics of (unlike the other features considered) is closely connected with the dynamics and degree of self-fulfillment in the university training.

The correlation between students' personal features and the level of their self-fulfillment.

To establish this connection, we used the method of calculating Spearman's rank correlation coefficient (Spearman, 1904). As a result, a relationship was established between the indicator «attitude to learning» and such items of the questionnaire as: the desire to actively work in the classroom ($r = 0.51$), understanding the personal usefulness of training ($r = 0,50$), lack of disappointment in learning ($r = 0,48$), informal participation in classes ($r = 0,48$), and psychological inclusion in the educational process ($r = 0,46$). A connection was also found between the indicators of «satisfaction by knowledge» with such indicators of self-fulfillment in the training as: achieving a deeper self-knowledge ($r = 0,50$) and realization of the personal potential ($r = 0,50$).

In the sphere of self-attitudes, a certain relationship was recorded between the indicator of «self-management» and such aspects of self-fulfillment as: «achieving better self-understanding» ($r = 0,47$) and «realizing the internal potential» ($r = 0,46$). Besides, there is also a certain correlation between the data on the «self-esteem» scale and the «self-understanding» scale ($r = 0,41$).

In the life-sense sphere, the indicators of the «locus of control of Self» and the «locus of control of Life» are somewhat connected with such points of the questionnaire on self-fulfillment as: conscious choice of a university ($r = 0,43$ and $r = 0,44$, respectively), lack of disappointment in

learning (r = 0,41), achieving better self-understanding (r = 0,41) and the desire for personal participation in the university affairs (r = 0,40). In addition, it is essential to note the fact that there is a positive connection between the indicator of «life productivity» and the students' ability to express themselves as individuals in the learning process (r = 0,43).

CONCLUSIONS.

In general, the process of students' education at a university is closely related to successful and sustainable self-fulfillment in the training process, which depends on the following conditions: personal involvement in the learning process; realization of abilities in the education process; social integration into the university community.

According to the received results, there is a certain connection between the level of self-fulfillment of students and the positive motivation of university education, as well as the integrity and coherence of students' self-concept due to the congruence of their internal aspirations to regulatory learning requirements. Especially clearly, this connection appears in the life sense sphere, in their awareness of themselves as strong personalities, capable of making responsible decisions, building a productive and rich life, aimed at creative interaction with the world and with oneself in it.

The work carried out has shown the fruitfulness of sociocultural determination in the study of the problems of contemporary students, because in the context of this determination, we can find a universal mechanism for its self-fulfillment.

At the level of the individual, this mechanism consists in the realization of culture into «Self», and not only «Self» into culture. It is a question of the young man's realization of his potential and essential forces, which are initially revealed not so much in the internal plan as in the socio-cultural sphere, in the constant devotion of oneself to something more significant than one's own personality (studies, profession, science, country, society, culture, etc.). Such an approach to the problem of self-fulfillment, in our opinion, can serve as a heuristic basis for its scientific and humanitarian

reflection, in which the field of education and, in particular, higher school is a kind of field for self-fulfillment, a social and cultural space for the search for meanings and ways of developing the essential forces of students.

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