



ECONOMICS COLLEGE IN STALOWA WOLA

**PEDAGOGICAL AND PSYCHOLOGICAL SCIENCES:  
DEVELOPMENT PROSPECTS IN COUNTRIES  
OF EUROPE AT THE BEGINNING  
OF THE THIRD MILLENNIUM**

**Collective monograph**

Volume 1

Stalowa Wola, Poland  
2018

*Recommended for publication  
by the Academic Council of Economics College in Stalowa Wola*

**Responsible for release:** dr Małgorzata Korecka, rector  
(Economics College in Stalowa Wola)

**Pedagogical and psychological sciences: development prospects in countries of Europe at the beginning of the third millennium: Collective monograph. Volume 1.** Riga : Izdevniecība "Baltija Publishing", 2018. 412 p.

ISBN 978-9934-571-62-6

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# THEORETICAL AND ACMEOLOGICAL BASES OF PROFESSIONAL SELF-ACTUALIZATION OF THE FUTURE TEACHER OF POP SINGING

Zarytska A. A., Zarytskiy A. O.

## INTRODUCTION

New orienting points of the preparation of the professionals in the sphere of educational and art field as well as transition from encyclopedical to acmeological and competence paradigm of the realization of the sense of the pedagogical profession determine discovery of the essence and structure of such a new formation as capacity for self-actualization, which serves as a personal indicator of the readiness of the students to teach younger generations national and universal human values as well as develop their artistic potential, esthetic outlook and form bases of the life competence by means of the music art.

Different aspects of the research of the problem of the professional becoming of the future teachers in the sphere of music art are reflected in the works of such national scientists, as A. Bolharskiy, V. Butenko, V. Labunets, A. Kozyr, O. Oleksyuk, H. Padalko, H. Poberezhna, O. Rostovskiy, N. Sehedra, O. Spilioti, O. Teplova, V. Fedoryshyn, V. Shynkarenko, O. Shcholokova and others.

Presently the problem of self-actualization of a personality in the pedagogical contexts is being investigated in the works of such scientists, as A. Volosenko, A. Derkach, S. Kalaur, A. Klichuk, N. Kuz'mina, L. Kuznetsova, Z. Kurlyand, V. Likhvar, I. Isayeva, V. Kan-Kalika, N. Losyeva, N. Nazaruk, Yu. Nen'ko, N. Ovcharenko, L. Mitina, N. Stelmakh, L. Rybalko, R. Shulyhina and others. Theoretical and applied foundation of the mechanisms of self-actualization are highlighted in the psychological research undertaken by K. Abul'khanova-Slavska, V. Balashova, I. Bekh, H. Handzilevska, V. Hupalovska, L. Kohan, I. Kon, O. Koropetska, L. Korostylyova, O. Lytvynchuk, V. Mulyar, O. Rusul, D. Sepetyi, O. Falyova, T. Tsymbal and others.

In the context of the various approaches to understanding of the essence of the professional self-actualization in the modern science, there is no unanimous definition of this term. However, most of the investigations point out to the importance of the actualization of the activity, development of the

capacity to reveal and realize own potential, enrich axiological space of the own life and universe of other people.

It is necessary to note that the problem of professional self-actualization is of complex interdisciplinary nature and one of the basic categories reflecting the process of personality becoming in philosophy, psychology, pedagogy and acmeology. This problem is particularly urgent for the teachers for whom capacity to self-development, self-actualization and self-realization is an indicator of the professionalism, mastership and readiness for the competent activity based on the democracy and humanism as well as enrichment of the pedagogical activity accompanied filled with personal meanings.

### **1. Genesis of the phenomenon “professional self-actualization” in the philosophical and psychological research**

The term “self-realization” as “a fulfillment of the abilities of the development of Self”<sup>1</sup> was first introduced at the beginning of XX century in the dictionary on philosophy and psychology.

In the works of philosophers, representatives of different worldview paradigms and scientific schools the variety of interpretations of the essence of the term “self-realization” is reflected. Thus, an ancient philosopher Plato looked at the problem of the realization of self-potential in close connection with self-motion. Plato’s tripartite theory of soul was completed with the theory of the soul’s self-motion highlighting on the possibility of self-perfecting and transition of the human consciousness to the new orbit.

Aristotle who was the first to decentralize interests and needs of a human from the needs of the state interpreted the main aim of the teaching as maximum realization of the own opportunities independently by each person. Delimiting practical and theoretical poetical activity the philosopher proved that art is a core of the process of personal self-realization.

Rome philosophers, representatives of the stoicism, namely Seneca and Aurelius Marc, preserved individualistic approach and made an attempt of the rational substantiation of the content of the professional realization. Seneca analyzed self-perfection of a human through the acquisition of own abilities serving as a source of the life art. “Alive is the one who generates

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<sup>1</sup> The Oxford English Dictionary. Second Edition / prep. by J.A. Simpson and S.C. Wein. Oxford, 1989. Vol. XIV. 921 p.

values, alive is the one who generates values to him/herself”, and those who do nothing “died before death”<sup>2</sup>.

Philosophers of Middle Ages, namely Augustine of Hippo and Angelic Doctor, analyzed the problem of self-realization in the context of the Christian outlook as an activity orientation of the personality movement towards the aim set by God. Augustine of Hippo considered that an important instrument of self-development and self-realization of a personality is an artistic nature of the human mind and memory in the sphere of religious spirituality<sup>3</sup>.

Anthropocentrism of the philosophy of Renaissance era resulted in the change of the religious outlook, revelation of a man to “divine” as the highest level of perfection of his activity and realization. Giordano Bruno, an Italian humanist of Renaissance era, determined a connection between a man and endless nature treating an individual as part of the universal movement<sup>4</sup>.

Culturological conception of self-realization set forward by I. Kant highlights necessity of recognition of the anthropological values on the basis of acquisition by a person of the rationality and freedom abilities. Humanistic orientation of the teaching process and self-realization of every person are directly traced in the works of the philosopher<sup>5</sup>.

Philosophy of idealism analyzes self-realization of a personality in connection with such notions as freedom, spirituality and responsibility. Thus, G. Hegel defined necessity of self-realization as a “general and absolute” and highlighted that “existence of a person... is his act”, which is a true means of objectification of a human essence<sup>6</sup>.

An idea of personal self-realization specifically explained by the opponents of existentialism, where the problem of a person was leading; and freedom and responsibility were the dominating values. However, in most of the cases traditional understanding of a human freedom as manifestation of the recognized necessity was rejected and a personality was positioned as a unique spiritual entity able of choosing of the Self, his/her essence,

<sup>2</sup> Сегада Н.А. Підготовка майбутнього вчителя музики до професійної самореалізації: автореф. дис. ... канд. пед. наук: 13.00.04. Київ, 2002. С. 13.

<sup>3</sup> Івченко Ю.В. Гендерний підхід у професійній самореалізації особистості. *Філософські та методологічні проблеми права*: наук. журн. Київ, 2012. № 2. С. 72–83.

<sup>4</sup> Бруно Дж. О героическом энтузиазме: пер. с ит. Москва: Мысль, 1953. С. 7.

<sup>5</sup> Карамушка Л.М. Психологічні основи управління у системі середньої освіти: навч. посіб. АПН України, Ін-т психології. Київ: б. в., 1997. 179 с.

<sup>6</sup> Гегель Г. Феноменология духа: сочинения. Москва, 1959. Т. 4. С. 172.

searching of life purpose and responsibility for the own acts and means of their realization. Thus, Jean-Paul Sartre noted, that “a person is in the organized situation in which he/she lives and making his/her choice makes the whole humanity live in it too, – we cannot but choose”; this is what allows breaking stereotypes of the social existence establishing free creative initiative of a personality as a basis for his/her self-realization<sup>7</sup>.

Core experience of the philosophical theory of H. Skovoroda were the ideas concerning self-creation, self-fulfillment, self-development and strive for the inner freedom and harmony with outer world. His principle “Perceive yourself” was a grounding one for the revelation of the skills, makings and inclinations to a particular activity, preferential and axiological attitudes towards reality and behavioral norms. The thinker defined the aim of teaching as preparation of a person to free, happy and harmonious life. H. Skovoroda supposed that the most important was to find his/her “kindred work”, that is a job one is cut out for and the one in which he/she can be self-realized<sup>8</sup>.

The problems of a person, his/her self-development, self-perfection and self-realization were fundamentally researched by the philosophers of the XX century (A. Losyev, V. Solovyov, P. Florenskiy and others).

In the philosophical works by P. Florenskiy the notion of self-realization acquires acmeological content. The scientist states that the time characteristics of every object of reality widen the notion “acme” itself: “It is not only a man but animals and plants which have “acme” too. Everything has its period of flowering, a period of its best development, its “acme” when it is particularly completely and integrally represented in the four-dimensional unity”<sup>9</sup>.

Modern philosophical paradigms study the problem of self-realization of the personality under the conditions market and economic relations (M. Veber, M. Fuko and others). In particular, M. Fuko points to the social importance of self-realization as “care for oneself” is the only one aspect of the motivational position of the personality; another aspect is “care for all others”. It is for certain, that these provisions should “work” together and

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<sup>7</sup> Сартр Ж.-П. Экзистенциализм – это гуманизм. Сумерки богов / сост. и общ. ред А.А. Яковлев. Москва: Политиздат, 1989. С. 338.

<sup>8</sup> Сковорода Г.С. Твори: у 2-х т. Трактати. Діалоги. Притчі. Переклади. Листи. Київ: Обереги, 1994. 479 с.

<sup>9</sup> Філософсько-методологічні засади підвищення якості вищої освіти в Україні: європейський вимір: колект. моногр. / за ред. В. Андрущенко, В.П. Бех, М.І. Бойченко та ін.; Нац. акад. пед. наук України, ін-т вищ. освіти. Київ: Педагогічна думка, 2012. С. 109.



organically agree in one personality where human mode of existence is leading<sup>10</sup>.

Extrapolating of the speculations of M. Fuko into the sphere of pedagogy leads to the realization of the deep humanistic content of the professional activity of a teacher of music who realizes his or her potential "care for oneself", creates conditions and by means of his activity stimulates artistic flowering of his pupils "care for others"<sup>11</sup>.

E. Fromm considered that "it is natural for people deeply rooted desire to realize his abilities". The whole path of life of the personality was interpreted by the philosopher as a process of self-structuring, as a human nature is a driving motive of the person's activity and his/her aim. Self-realization is a substantial need of a person which is reflected in the belief and acts system accepted in a particular group of people and which serves as a scheme of orientation for a person and his object of worship<sup>12</sup>.

E. Fromm connected the true self-realization of a person with practical implementation of the principle of existence and love which is an adequate form of relations between people. "There is only one desire which satisfies needs of a person to unite with the rest of the world and at the same time to achieve the feeling of integrity and individuality and it is love"<sup>13</sup>.

Thus, according to E. Fromm professional self-realization of the personality of a teacher on the basis of the principle of existence is not an imaginary process, but a practical act realized in the different forms of the human existence (including professional) with the help of the interchange of the ontological powers and comprehended and purposeful development of the self-actualization and self-evaluation adequate to love.

An academician V. Andrushchenko considers that self-realization of a teacher is one of the prioritized directions of the philosophy of the today's education. Anthropocentrism and spiritual and artistic development of the

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<sup>10</sup> Платонов К.К. Структура и развитие личности / за ред. А.Д. Глоточкин; АН СССР, ин-т психологии. Москва, 1986. 254 с.

<sup>11</sup> Платонов К.К. Структура и развитие личности / за ред. А.Д. Глоточкин; АН СССР, ин-т психологии. Москва, 1986. 254 с.

<sup>12</sup> Флярковська О. Творча самореалізація підлітків у процесі позакласної виховної роботи. *Навчання і виховання обдарованої дитини: теорія та практика*: зб. наук. пр. / Нац. акад. пед. наук України, Ін-т психології ім. Г.С. Костюка НАПН України, Ін-т обдарованої дитини НАП України. Київ: б. в., 2014. Вип. 2. С. 59–66.

<sup>13</sup> Флярковська О. Творча самореалізація підлітків у процесі позакласної виховної роботи. *Навчання і виховання обдарованої дитини: теорія та практика*: зб. наук. пр. / Нац. акад. пед. наук України, Ін-т психології ім. Г.С. Костюка НАПН України, Ін-т обдарованої дитини НАП України. Київ: б. в., 2014. Вип. 2. С. 59–66.

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<sup>13</sup> Флярковська О. Творча самореалізація підлітків у процесі позакласної виховної роботи. *Навчання і виховання обдарованої дитини: теорія та практика: зб. наук. пр. / Нац. акад. пед. наук України, Ін-т психології ім. Г.С. Костюка НАПН України, Ін-т обдарованої дитини НАП України. Київ: б. в., 2014. Вип. 2. С. 59–66.*

education of the XXI century encourage the personality to realize that he/she is not only part of nature, social relations or culture, but also a product of universal noospheric integrity where spiritual is dominating and on its basis life activity of every person is realized and his/her as well as his/her destiny is fulfilled. Thus, self-realization of a teacher ("path to a personality"), is expressed in the spiritual development resulting in the understanding of his identity with humanity in the epoch of noospheric existence (V. Andrushchenko).

So, analysis of the philosophical content of the problem of the professional self-realization allows distinguishing between such methodological characteristics of the investigated notion:

- self-realization of the personality as becoming and realization of the inner "Self" of a person;

- self-realization as aspiration for the inner freedom, search for the life status and social recognition;

- professional self-realization as a process of spiritual and artistic flowering of the personality on the basis of the noospheric thinking (achievement of the "acme" through organic uniting of the personal acme with professional acme on the way to the spiritual acme).

Thus, professional self-realization of the future teacher of music from the point of view of philosophy is interpreted by us, as an integrated characteristics, which determines and activates his inner potential "move" and "self-move" of the human essence to self-perfection.

Psychological content of the notion of the professional self-realization is connected with difficulties of its essence understanding (whether it is a phenomenon, procedural category, a result, a need, a characteristics etc.) and also inability to observe the results of the actions reflected in the psyche of a person.

Serving as a synonym of self-realization of the personality on the basis of which the problems of growth, development, self-perfection of a person other terms, namely "self-actualization" and self-fulfillment are often used. They mean notions, which are very closely connected: completeness of the realization of the recognized abilities (K. Horni); inner active tendency to self-development which is aimed at the true self-expression (F. Pearls); striving of a person to the fullest expression and development of the abilities and skills (K. Rogers); strive off a person to become the person she/he is or can become (A. Maslow); "individuation" (K. Yung); "functional

autonomy”, “maturity” (G. Allport), which interpret fixed positive changes in the realization of the natural potential of the personality.

The following widely spread and scientifically used interpretations of the self-realization are contained in the psychological dictionaries:

- ability of a person to objectify wealth of his/her inner world in different forms of activity (work, game, learning, communication, etc.);
- process of realization of the abilities and personal potentials both in case of activity and with other people (personalization, the term proposed by O. Petrovskiy);
- strive to develop strong sides of personality<sup>14</sup>;
- “strive of a person to the fullest expression and development of his/her personal abilities”<sup>15</sup>.

An urge to the self-realization, first of all, is a personality him/herself and his/her attitude towards her/himself. Alongside, K. Rogers emphasizes on the importance of the human need of the positive attention on the part of other people. At this, according to K. Rogers, the process of self-realization itself is one of the fundamental and basic needs of a personality. “There is a fundamental aspect of the human nature which obliges a personality to move to a higher congruence and to a more realistic functioning. This strive is manifested in any organic and human life; it is a strive to widen and develop achieving maturity; a strive to express and involve all the skills of a personality to the extent which will strengthen the body and Self”. K. Rogers states that every of us has a desire to become competent and able to the extent which will enable development the way “the plant strives to be healthy, the seed turns into the tree and a human strives to become integral, effective and self-actualized personality”<sup>16</sup>.

According to the theory set forward by A. Maslow, socialization is a result of the most complete actualization of the personality’s potential (abilities, skills and talent). This is the biggest human need and motivation as provided for by the “hierarchy of needs” and without its achievement all the previous needs become senseless and which is interpreted as “continuous realization of the potential abilities, skills and talents similar to the fulfillment of one’s mission, vocational aptitude, fate, etc., as a productive

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<sup>14</sup> Якунин В.А., Линов Е.Н. Психология педагогической деятельности. Ленинград, 1990. С. 111.

<sup>15</sup> Якунин В.А., Линов Е.Н. Психология педагогической деятельности. Ленинград, 1990. С. 349.

<sup>16</sup> Рубинштейн С.Л. Принцип творческой самодеятельности. Избранные философско-психологические труды. Москва, 1997. С. 131.

recognition of one's primary nature, as a continuous strive for the integrity, integration or inner power of a personality"<sup>17</sup>. The scientist also noted that creativity is a universal characteristic of the self-actualized people. He is convinced that creative ability is almost similar to the mental health and "complete humanity". Thus, identification of the true "Self" requires total revelation of the transcendental aspects of existence: to learn to over barriers of displacement, to recognize oneself, to hear the impulses, to reveal one's nature, to comprehend the knowledge of the insight and truth<sup>18</sup>.

Self-actualization of the personality in the psychological research of H. Allport has a distinct humanistic orientation – belief in a person, his/her ability to realize one's strives through own creative effort. The core of the personality system is self-actualization of the own "Self"<sup>19</sup>.

Thus, foreign psychology considers self-actualization as a priori tendency of development typical of a persona and recognition of the essence of the personality concentrated around authentic centre, move towards oneself, freedom, autonomy and individuality.

Among the national psychological research dedicated to the problem of personality, self-actualization an activity approach deserves special attention. The authors of this conception consider that an activity forms and develops mentality and a person him/herself. "Any person has his/her story as the development of the personality is predetermined by the activity result similar to the way how the development of the humanity is predetermined by the results of the social practice with the help of which historical hereditary of generations is determined"<sup>20</sup>.

O. Leontyev believes that the basis of the achievement of personhood and functioning of a personality is a hierarchy of the needs, which motivate a person to activity. At this external factors of influence on the development of personhood turn into the internal stimuli. The process of self-actualization is explained by the scientists as objectification of the own essential powers and abilities of the personality in his/her social activity.

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<sup>17</sup> Матюшкин А.М. Концепция творческой одаренности. *Вопросы психологии*. 1989. № 6. С. 29–33.

<sup>18</sup> Матюшкин А.М. Концепция творческой одаренности. *Вопросы психологии*. 1989. № 6. С. 29–33.

<sup>19</sup> Падалка Г.М. Акмеологічна арт-педагогіка: предмет, принципи, методичні підходи. *Науковий часопис Національного педагогічного університету імені М.П. Драгоманова. Серія 14: Теорія і методика мистецької освіти* / МОН України, НПУ імені М.П. Драгоманова. Київ: Вид-во НПУ імені М.П. Драгоманова, 2010. Вип. 10 (15). С. 9–14.

<sup>20</sup> Маслоу А. Новые рубежи человеческой природы. Москва: Смысл, 1999. С. 246.

S. Rubinstein considers that a person is supposed to look at the way of his/her development in the context of connection of the past, present and future as well as in the context of the important things: "A person who has done something significant becomes another person. Naturally, to do something important one needs to have internal capacities. However, these capacities and potencies <...> decline and die if they are not realized; only to the extent a personality subjectively and objectively realized in the products of his/her work; they are the means for growth and formation of a personality"<sup>21</sup>.

S. Rubinstein notes that a person fulfills the whole mechanism of the own potencies on the creative level expressing at this universal character, originality and individuality<sup>22</sup>. As a result, professional self-actualization of a teacher reflects revelation of his/her inner potential on condition of the creative approach and realization of the pedagogical abilities, professional knowledge and skills.

Purposefulness as a category feature is examined in the works of L. Antsiferova who points out that self-actualization results in the abilities to "set and keep the targets (ranging from sense and life to situational and tactic) and provides the highest form of the personality change – his/her development and creativity"<sup>23</sup>.

So, professional self-actualization of a teacher of music is determined by the skills of a teacher to set professional aims, estimate them in accordance with life paradigms as well as readiness to bear responsibility for their achievement.

Understanding of self-actualization is closely connected with personality vigilance, which is interpreted by K. Abul'khanova-Slavskaya as a resulting function of all the life plans: time, value and activity. "Thus, becoming a personality in the time plan an activity acquires forms of self-actualization; in the time plan it acquires actualization of his/her actions that is self-regulation, in the value plan it acquires the form of self-expression (self-esteem) as an effect of the "Self" in life"<sup>24</sup>. It is the activity of the

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<sup>21</sup> Рубинштейн С.Л. Принцип творческой самодеятельности. Избранные философско-психологические труды. Москва, 1997. С. 142.

<sup>22</sup> Рубинштейн С.Л. Принцип творческой самодеятельности. Избранные философско-психологические труды. Москва, 1997. 214 с.

<sup>23</sup> Анциферова Л.И. Личность с позиции динамического подхода: Психология личности в социалистическом обществе. *Личность и её жизненный путь* / ред. Б.Ф. Ломов, К.А. Альбуханова-Славская. Москва, 1990. С. 10.

<sup>24</sup> Абульханова-Славская К.А. Типология личности и гуманистический подход: Гуманистические проблемы психологической теории. Москва: Мысль, 1995. С. 125.

personality that determines activity, motives, aims, orientation, desire (or lack of desire) to undertake activity but not vice versa; that is activity is a driving power, a source of revelation in the person of his “sleeping potencies”. So, self-actualization as proposed by K. Abul’khanova-Slavskaja is a transformation of the reserves of development into the active form of activity.

In the scientific works of I. Kon self-actualization is examined through the lens of personal maturity (adulthood): “for some people adulthood is widening of “Self”, enrichment of the sphere of activity, rise of the level of self-control and responsibility and for others the moments of the forced adaptation to the circumstances, loss of freedom in the expression of the emotions is highlighted, etc.”. So, according to I. Kon there are two different types of “Self”: “embodied” and “objectified”. In the first case, a person recognizes him/herself in the products of his/her activity which is recognized as creativity. “It is creativity despite its particular object that allows feeling all the tension and completeness of existence”. If self-actualization is understood as tension and completeness of existence, then creativity according to I. Kon is taken as a means, criterion and at the same time an indicator of the process of self-actualization.

In the other case, when “Self” becomes “objectified”, a personality and an activity are connected only by the links of the external necessity. In terms of professional activity of a teacher of music it is expressed in the unaccepted formalism concerning professional tasks, orientation at the pedagogical clichés and external décor as well as lack of desire to deeply understand the essence of the own activity, inability to penetrate into the inner world of his/her pupils. However, self-actualization, as noted by I. Kon, is an integral part of servicing people: “human “Self” is always striving to go beyond the limits of the empirical individuality, to gain a footing in something which is above-individualistic.

A notion of self-actualization is determined by V. Mulyar as an integral harmonious way of existence of individuality and defines it as a “process of the recognized, the most complete and free objectivation of the essential powers of a personality in the course of his activity”<sup>25</sup>. Namely, the author points out that in the course of life activity every individual strives for adequate and complete revelation of the acquired with the help of appropriation of the experience of humanity (in the process of objectivation)

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<sup>25</sup> Назарук Н.В. Професійний потенціал учителя як засіб самореалізації у педагогічній діяльності. *Науковий вісник Львівського державного ун-ту внутрішніх справ: серія психологічна*: зб. наук. пр. Львів: ЛьвДУВС, 2012. Вип. 2. С. 433–442.

essential powers; self-actualization of the individuality (that is desobjectivation). In such a way, disagreement between objectivation and desobjectivation becomes a typical for an individual. "Such a mutual transition of the content and form reveals dialectics of the social and individual personality which is expressed in the practical activity".

Therefore, the processes of objectivation and desobjectivation are not only necessary conditions in relation to each other, but they are interrelated in the framework of one and the same activity.

According to S. Maksymenko objectivation is a process of transition and implementation of the mental powers and abilities from the forms of alive activity into the image of frozen objectness<sup>26</sup>. Objectivation as an element of the recognized and purposeful activity of a person has three basic forms:

- materialistic – production, physical labor, work with the help of which a person transforms and implements him/herself in the environment;
- psychological – production and interpretation of the content of the reflection, a set of values, life experience, etc., which act as structural elements of any production;
- self-creative – flowering of the mental and spiritual potencies, elimination of the various forms of alienation<sup>27</sup>.

Conceptually important for our research is a scientific approach set forward by L. Kohan. She interprets self-actualization through the category of the essence and internally inherent for the personality disagreement between life target (sense of life) and actual level of approximation to this target. It is necessary that every one-moment stage of life was a new stage of self-actualization of the personality which is a purposeful planning of the own life and realization of the life plans. To realize one's own essential powers every human needs an opportunity of freedom in its cultural measurement. It is stated that beyond culture as means, norm and condition for the activity a true revelation of the individuality is impossible as a human obtains his/her knowledge from the assets of the previous generations, lives and develops in the socio-cultural environment where he/she is actualized.

Scientific implementation of the assets of the practical psychology continues in the research of the Ukrainian authors lead by the academician L. Sokhan'. The scientists consider self-actualization in the context of investigation of the life sense of personality and define it as "conscious, purpose-oriented objectivation by a person of his/her essential powers when the target is not only imposed outwardly but is an internal determinant of the

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<sup>26</sup> Маслоу А. Новые рубежи человеческой природы. Москва: Смысл, 1999. С. 23.

<sup>27</sup> Маслоу А. Новые рубежи человеческой природы. Москва: Смысл, 1999. С. 25.



personality's activity". They state that recognition of the own path of life, prospects of the life targets and realization of the life values as indicators of the self-actualized personality is an integral condition of the completeness of personality self-actualization.

National psychologists believe that there are two forms or two ways of "a person's self-establishment", realization of the human essence: *culturalization* – object-transforming activity that is finished with creation of the objects of materialistic and spiritual culture; and *personalization* – revelation of the essence of the own "Self", reflection of oneself in others.

V. Doniy, G. Hesen, L. Sokhan', I. Yermakov and others highlight the following: "Keeping in its essence free and conscious activity self-actualization acts as its internal and subjective essence. It embraces all the way of inner individual aim – from the first thought about it and to the materialistic objectivation; in the other words from the point of view of personality development it is similar to this way"<sup>28</sup>.

In the works of the stated authors self-actualization is determined by the process (and result) of the cohesive life activity which means objectivation of the whole spectrum of the individual abilities and leads to the transition of a human into an object of life. In these speculations as well as in the speculation of many other authors (S. Rubinstein, L. Antsiferova, K. Abul'khanova-Slavskaya, L. Kohan, V. Mulyar and others) a thought that the aims of activity of a person are the aims of self-actualization can be traced, where the aims of self-actualization are the aims of the life activity, whole life of a person; development of a personality is a process of self-actualization and self-actualization is an integral part of person's becoming.

Therefore, modern national psychology defines self-actualization as conscious, target-oriented process of self-revelation and objectivation of the essential powers of a personality in his/her various social activity.

## **2. Notion "professional self-actualization" through the lens of pedagogical acmeology**

The processes of self-actualization and professional becoming of a personality are examined by the scientists in the *sphere of pedagogy* and find out new contexts of the investigation within the framework of acmeology, which is a relatively young sphere of scientific knowledge.

The term "acmeology" derives from the Old Greek "acme" and is translated as "peak, bloom"; to be in acme means "to be flowering, to be at

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<sup>28</sup> Радул В. Соціальна зрілість як вершина акмеологічного розвитку особистості. *Рідна школа: щоміс. наук.-пед журн.* Київ : Рідна школа, 2011. № 3. С. 15–20.

the highest level of development”<sup>29</sup>. The term acmeology as a scientific notion was first introduced by M. Rybnikov in 1928 as an essence of the science about development of the mature personalities.

The subject of acmeology is the processes, regularities and mechanisms of perfection of a person as individual, individuality, personality in the course of life, profession, communication, which result is in self-actualization and achievement of the heights of professional maturity.

The term acmeology was first introduced into the pedagogical contexts by N. Kuzmina in the 80ies of the XX century. The subject of acmeology was defined by N. Kuzmina as investigation of the integral personality in the period of self-actualization and self-formation, that is a move towards own “acme”<sup>30</sup>.

Becoming of a teacher, achievement of the heights of the professional activity, ways and means of perfection of the professional skills is a subject matter of pedagogical acmeology.

In the sphere of the pedagogical acmeology professional self-actualization is a leading scientific category and in most cases is interpreted with the help of the correlation of the generic terms which describe its manifestations: productivity – effectiveness – success – performance of the pedagogical activity of a teacher.

In her works, N. Kuzmina highlights understanding of the activity of a teacher as an integral dynamic system; she introduces a notion of productivity of the pedagogical activity, describes models of highly productive and low-effective activity of a teacher.

S. Sysoyeva expresses a point of view that pedagogical creativity is “an integral process of the professional actualization of a pedagogue in the educational space”<sup>31</sup>. The scientist points out that creative professional abilities of a teacher and creative capacities are realized and developed in the course of the creative cooperation with pupils.

Professional self-actualization is closely connected with pedagogical excellence of a teacher of music. V. Yahupova believes that any excellence, including pedagogical, is revealed in the process of effective activity, which depends on the ability of a teacher to make his/her pupils the central figure of the pedagogical process, its active, conscious, competent, independent

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<sup>29</sup> Архипова С.П. Основы акмеологии: навч. посіб. Черкаський нац. ун-т імені Богдана Хмельницького. Черкаси: ЧНУ імені Б. Хмельницького, 2004. С. 17.

<sup>30</sup> Кузьмина Н.В. Создание в человеке продуктивного профессионала – предмет акмеологии. *Акмеология 2000: метод. и методол. пробл.* Санкт-Петербург, 2000. Вып. 5. С. 186–192.

<sup>31</sup> Сисоева С.О. Основы педагогической творчости: підручник. Київ: Міленіум, 2006. С. 15.

and motivated participant on the basis of the self-perfection of skills and abilities, feelings of the subject, acmeological orientation necessary for the complete and harmonious life creativity.

Consequently, professional self-actualization of a teacher of the musical disciplines is a multidimensional characteristic of a state of a personality in the process of achievement of acme-indicators of the personal and social development of the professional activity and creativity.

Essential provisions of the acmeological approach which are deepening understanding of the essence of the professional self-actualization of a teacher of music are activation of self-processes reflected in self-consciousness of a personality among which are self-expression, self-esteem and self-development.

Self-expression is an activity of an object which satisfies a need to transmit oneself outside; which does not achieve the desired effect of the personal contribution and does not set an aim to get a particular result. Self-esteem is an urge to get public recognition from the others "here and now", to get actualized in the way to use the result of this actualization. Self-development is considered as the one that is aimed at the enrichment of the own essential powers of a personality which is not necessarily aimed at the actualization of the particular activity<sup>32</sup>.

The works of O. Kolisnyl thoroughly substantiate a conception of self-development and spiritual development of a personality. Self-development is investigated as a conscious search of a personality, "creation of oneself and own existence through the production of the pro-social and super-adapted life acts which realize super-personal senses"<sup>33</sup>. The scientist states that self-development cannot act as an ultimate aim or value of a personality; it is an integral part of the process of becoming of a personality; it is key but not the one that is front and center but is "screened" by the other senses and values which determine the highest spiritual essence of these processes.

Therefore, from the point of view of acmeology the notion of professional self-actualization as move of a teacher towards professional acme (peak, bloom) is integrally connected with inner-personal processes and such phenomena as self-knowing, self-becoming, self-determination, self-consciousness, self-development and self-identification. We draw a

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<sup>32</sup> Шулигіна Р.А. Проблема творчої самореалізації особистості в системі духовних орієнтирів. *Теоретико-методичні проблеми виховання дітей та учнівської молоді: зб. наук. праць*. Київ, 2013. Вип. 17 (2). С. 478–485.

<sup>33</sup> Коломинский Я.Л. *Психология педагогического взаимодействия*. Санкт-Петербург: Питер, 2001. С. 121.

conclusion that both theoretically and in reality of a subject these processes and notions are integral in time and place dimensions.

In particular, L. Mitina examines self-actualization as a stage of the professional development of a teacher during which a subject achieves professional excellence and own harmonious perfection. M. Kononenko determines professional self-actualization of a teacher as practical objectivation of the essential powers in conditions of the free pedagogical work. According to the position of A. Klichuk self-actualization is process of actualization of the values of a personality on condition of the rational organization of the pedagogical activity.

The research of N. Losyeva states that self-actualization of a teacher is sense-determining and necessary component of his/her successful professional and pedagogical activity and is achieved by means of realization of such successive "self-processes" as self-interest, self-knowing, self-reflection, self-determination, self-projection, self-perfection, self-development and self-esteem.

Scientific interest in the sphere of artistic education is the research of O. Olesyuk who considers that "the source of artistic self-actualization is a spiritual potential of a personality of a musician which reflects the degree of actualization of the spiritual powers in this process"<sup>34</sup>.

N. Seheda interprets professional self-actualization as recognized, target-oriented objectivation of the individual professional and spiritual potential of a teacher of music in the course of pedagogical cooperation with students on the basis of recognition of oneself as an artistic individuality capable of defining of the pathway of his development<sup>35</sup>.

In the research of L. Rybalko professional and pedagogical self-actualization of the future teacher is defined as target-oriented, specifically organized activity (self-activity) where the mechanisms are desobjectivation of the pedagogical experience, transformation (processing and acquisition of the own experience), objectivation of the essential powers in the process of preparation, that is continuous self-development towards acme<sup>36</sup>.

L. Rybalko defines the essence of the acmeological approach to professional and pedagogical self-actualization of a future teacher as "orientastion of the educational activity at the creation of the conditions for

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<sup>34</sup> Олпорт Г.В. Личность в психологии. Москва: Санкт-Петербург: Ювента, 1998. С. 117.

<sup>35</sup> Сегеда Н.А. Підготовка майбутнього вчителя музики до професійної самореалізації: автореф. дис. ... канд. пед. наук: 13.00.04. Київ, 2002. С. 7.

<sup>36</sup> Рибалко Л.С. Методолого-теоретичні засади професійно-педагогічної самореалізації майбутнього вчителя (акмеологічний аспект): монографія. Запоріжжя: ЗДМУ, 2007. 443 с.

the most comprehensive essential powers by the students themselves, integration of the knowledge and skills on psychology, pedagogy, acmeology, pedagogical acmeology into subjectivated professional discipline, organization of the self-monitoring in the process of teaching psychological and pedagogical educational disciplines and usage in the process of the produced knowledge and skills for the pedagogical preparation”<sup>37</sup>.

## CONCLUSIONS

Analysis of the various approaches to the definition of the professional self-actualization and concretization of the features of this notion in the works of the national and foreign authors shows that modern pedagogical science has not yet received final solution. The stated difference concerning determination of the main criteria and scientific interpretation of the essence of the professional self-actualization, in particular of a teacher of music, causes difficulties. That is why for the definition of the general parameters of the investigated state of personality it is the most advisable to apply a method of content-analysis, which provides for the determination of the units of measurement, search for their indicators on the text, calculation and statistical processing of the frequency of application of this notion.

## SUMMARY

In the result of the theoretical analysis of the scientific research of the problem of professional self-actualization we defined proof meaning characterizing the essence of this notion. Professional self-actualization of a teacher of music is represented in our investigation as an actualization of the inner potential, personal abilities and skills, which are the result of objectivation of the essential powers of the personality in the course of undertaking of the significant activity, a tendency towards self-development, self-fulfillment in the course of life creativity. The stated features are reasonably stipulated as they are reflecting multidimensional nature of this notion.

On the basis of the generalization of the basic scientific notional and categorial characteristics regarding understanding of the essence of the phenomenon notion of self-actualization we define *professional self-actualization* as a process of target-oriented implementation of the acmeological and actualized personal gifts, qualification knowledge, skills,

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<sup>37</sup> Рибалко Л.С. Методолого-теоретичні засади професійно-педагогічної самореалізації майбутнього вчителя (акмеологічний аспект): монографія. Запоріжжя: ЗДМУ, 2007. С. 14.

experience and methodological excellence of a teacher of music in the pedagogical, social and cultural life creativity.

Interpretation of the essence of the notion "self-actualization" allows to state that professional self-actualization of a teacher of music is determined personally by means of indirect pedagogical excellence, which makes it possible to carry out activity at the highest level of its social, humanist, moral, scientific and special criteria (acmecriteria). The main meaning of the professional self-actualization in the context of acmeological approach is in the formation of the ability of a teacher to develop creatively, be constructive, cooperate and make a compromise, ability to harmonization and democratization of the relations of the participants of the educational process, emotional mobility, development of the reflexive level of the acmeological self-consciousness.

The quality of mastering of the acmeological content of the professional self-actualization is determined by the degree of freedom, independence and effectiveness of the educational and pedagogical work of a student as a subject of professionalization, by the degree of readiness and ability to realize own personal and professional potential independently in the process of music collaboration with pupils. That is why according to N. Kuzmina we consider the problem of formation of the readiness of the future teacher of music to professional self-actualization on the acmeological grounds to be of high importance.

*Readiness to professional self-actualization* of the future teacher of music is defined as an integrative cohesive personal new formation having component acme-structure and includes orientation at the corresponding activity (needs, motives, interests and value orientations), professional and operational substructure (availability of the special knowledge and skills), self-consciousness (capacity for self-control, self-perfection, self-control and self-reflection), a complex of individual and typological peculiarities qualities, which provide high effectiveness of the process of achievement by the teacher of music of the professional acme.

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