

# *Self-Development as Priority Strategy and Value of Higher Education*

Rustam A. Aydarov

Naberezhnye Chelny Institute  
Of Kazan Federal University  
Kazan, Russian Federation  
aid-rus@mail.ru

Alsou M. Aydarova

Naberezhnye Chelny Institute  
of Kazan Federal University  
Kazan, Russian Federation  
aidalmir@yandex.ru

Irina G. Kalina

Naberezhnye Chelny Institute  
Of Kazan Federal University  
Kazan, Russian Federation  
kalinairinagenn@yandex.ru

**Abstract**—The article presents the results of a study of the essence of the personal development, the significance of the implementation of this strategy in the educational process, the need for special training and the organization of the personal development practice. The structure of the educational process aimed at stimulating students' self-development is presented. The results of the study allow us to proceed to meaningful and targeted programming of educational content in accordance with the presented methodology.

**Keywords**—*personal development; essence of self-development; components of self-development; importance of self-development; educational process.*

## I. INTRODUCTION

The conditions for the development of modern society with the economic, socio-cultural, and political restructuring, taking place in it, impose new requirements on the field of education. In the forefront of modern psychological, sociological and pedagogical research, the task of preparing individuals capable of being the subject of their development is put forward [1-6]. This is due to the need to successfully address the growing personal, professional and social tasks and problems caused by the modern pace of scientific, technical and socio-cultural development. Despite the available research on the problem of self-development of the individual, the question of pedagogical support of the self-development of the individual in the educational process remains relevant.

The aim of the study was to summarize the theoretical foundations on self-development of a personality, necessary for the design of a general model of pedagogical support of students' self-developing activity in the educational process.

## II. RESEARCH METHODS

The main method of research was the theoretical analysis and synthesis of scientific and methodical literature. At the same time, preference was given to the latest authors'

publications highlighting the problem of personality self-development in the educational process.

## III. RESULTS

Many prominent scholars spoke about the significance of mastering self-developing activity. So P.P. Blonsky saw the teacher's task not so much in giving education and training as in developing the capacity for self-education and self-upbringing. V.A. Sukhomlinsky on the basis of many years of experience determined that self-education is a strong foundation for education, and not something auxiliary. A.F. Distverg defined the ultimate goal of any education in the education of independence through self-activity. He noted that education and upbringing achieve their goal when an individual has the ability, strength and will to educate himself and bring himself up.

In modern pedagogical science, it is rightly noted that the solution of the problem in preparing competitive, flexible specialists demanded in the labor market is impossible without the unity of education and self-education, upbringing and self-upbringing [6, 7].

It is understood that the formation of a self-developing personality becomes not only a priority, but a system-forming goal of education that meets the prognostic expectations of the sociocultural situation in the world corresponding to the real challenges. Therefore, it is suggested that only the traditional model of education cannot solve this problem [8].

In the connection of the mentioned above, the development of the concept of subject-oriented education on the basis of the laws of creative self-development of the personality is actualized [9]. This concept is based on the principle of guaranteed quality of education. According to V.V. Bayluk, "only such education can be considered as education of guaranteed quality which turns into self-education. At the same time, learning goes into self-study, upbringing into self-education, and a personality from a state of development into a phase of creative self-development" [10].

Thus, education focused on stimulating the creative self-development of the individual is a priority goal and value of higher education, which substantially complements and improves it. In this regard, the pedagogical community is faced with the task of creating conditions for the self-development of the individual in the educational process, including targeted training of the self-developing activity [7, 10-12].

In psychology, the self-development of an individual is considered as the fundamental ability of a person to become and be a true subject of his life, to turn his own livelihoods into the subject of practical transformation [11]. In the last decade, the problem of personality self-development has been a relatively new area of research in pedagogical science. The actualization of this area of research is determined by the conditions for the development of modern society, new requirements for the education system related to the preparation of competitive, mobile, creatively self-developing personalities. Our analysis of literary sources shows that the problem of pedagogical support for personal self-development is covered in the following research areas [7, 10-14]:

- formation of a creatively self-developing personality (V.I. Andreyev);
- creation of pedagogical conditions for the formation of independent activity of students (V.V. Bayluk);
- pedagogical stimulation of self-educational activities of students (S.P. Osipov, V.V. Bayluk);
- self-development of professional preparedness of students (N. N. Bogdan, E. V. Balganova, I. P. Bushueva);
- enhancement of the axiological resource for improving the quality of competence-oriented education aimed at the formation of a subject of education that implements an intra-determined activity (A.V. Kiryakova).

The generalization of the positions of researchers allowed determining that the general basis for understanding the essence of the self-development of the individual, in our opinion, is the self-developing activity of the individual. Its principal feature is that a person in the process of working on himself is both the subject and object of his own development.

From the point of view of the subject-oriented approach to education on the basis of the concept of creative self-development of the individual, self-developing activity is understood as the subject creative activity of the personality aimed at shaping the processes of the "self". Thus, a creative self-development of an individual is defined by researcher V.V. Bayluk as a special type of creative activity of a subject-subject orientation aimed at intensifying and increasing the effectiveness of "self" processes, including self-knowledge, self-determination, self-management, self-perfection and creative self-realization of a person [10]. The researcher stresses that this process is creative. Creativity aimed not at external objective activity, but at a person oneself. In the process of working on himself, a person, in accordance with the interests of society and the personality creates himself, creates his personal qualities, essential forces and abilities at a higher level to solve vital creative tasks and problems.

Self-developing activity of the person is interpreted in terms of the process and the result of self-education. The problem of self-education in their research was paid much attention by many teachers and psychologists. P.N. Osipov describes self-education as the highest form of self-development [7]. V.V. Bayluk interprets self-education as a process of inner work on himself for the purpose of producing personal qualities [12]. A.G. Kovalev defines self-education as purposeful, conscious and systematic work on oneself in order to ensure a level of self-development that would meet social requirements and personal ideals. According to researchers, the concept of self-education is fully included in self-development, but does not replace it, since the object of self-development is not only personal qualities (character traits), but also effective ways of achieving results [10, 15].

Self-developing activity of a person is considered as a type of independent activity of students, aimed at themselves as an object (self-education, self-upbringing, self-management, self-healing). Independent activity of students is defined as "a conscious activity aimed at appropriating the knowledge experience of society and the production of knowledge about the world and ourselves with the goal of using them to form their subjectivity necessary for productive personal and professional self-realization" [12]. It is noteworthy that considering the independent activity of students in the system, the similarity of the results of self-development and independent activity of students is revealed.

In the works by A.V. Kiryakova, we observe an axiological approach to competence-oriented education, which focuses on the formation of the value-semantic aspect of personality self-development, becomes the system-forming factor of students' self-developing activity. From the point of view of this approach, it is the value self-determination in the space and time of education, the result of which is the formation of a value relationship [14].

The positions of scientists regarding the structure of self-developing activity were analyzed in the context of pedagogical stimulation of self-educational activity, ensuring the system of independent activity of students, creative self-development of the personality [7, 9, 11, 12].

The structure of self-developing activity in the light of the problem of self-upbringing is represented by four successive stages [7]. The first stage is aimed at self-analysis of the qualities of the individual with the aim of identifying those ones that need to be developed and those ones that have to be overcome in oneself. At this stage, the person decides to work on himself. The second stage of self-upbringing is associated with setting a goal and developing a program of activities, determining the means, methods and terms of self-improvement. The third stage is characterized by the author as a stage of direct improvement in various areas of development. At the fourth stage, the process of self-regulation activity is carried out with the help of methods of self-control, self-analysis and self-assessment. The stage ends with the adjustment of the goals, objectives, means, and methods of the program of self-education.

We find the point of view on the structure of self-

developing activity in the work by Andreyev, which is significant for our research [12]. Thus, the author, denoting a student's self-governing structure of an independent activity, identifies its stages as its constituent components, which also begin with the word "self". In particular, the process of self-management of an independent activity includes the two largest and unified processes – self-knowledge and self-organization of one's activities. In turn, self-knowledge covers such stages as self-diagnosis, self-prediction, self-goal-setting, self-planning, self-modelling, choice and decision-making. These stages of self-knowledge allow us to come to substantive and evaluative self-knowledge, to self-design and self-determination of a student. Self-organization of one's activities, according to the scientist, includes the stages of self-control, self-correction, self-stimulation and self-assessment, which help to implement the student's management practice. At the same time, the author emphasizes that the decisive role in the mechanism for the implementation of independent activity is performed by conscious self-knowledge since it allows one to achieve self-determination.

In our opinion, the most complete structure of self-developing activity, which we adhere to, is presented in the works by V.I. Andreyev which was a result of many years of research into the problem of the creative self-development of the individual. From the point of view of the researcher, the analysis and synthesis of a vast number of processes of the "self" allowed him to combine them into the five largest and most important system-forming components of creative self-development. They are self-knowledge, self-determination, self-government, self-improvement, and creative self-realization of a person [10]. A close position on the structure of self-development is also presented in the work of the group of authors [11].

Thus, the analysis presented by the authors, of different directions of self-developing activity, makes it possible to note the similarity of their points of view regarding the essence and structure of self-development of the personality. It is revealed that the essence of self-developing activity consists in consciously and purposefully increasing the intensity and effectiveness of the so-called "self-processes" that take place in the personality structure, aimed at creating their own personality, which is necessary for productive personal and professional self-realization. In addition, there is a similarity in the opinions of scientists regarding the sequence of the stages of the process of personal self-development: from self-knowledge to self-realization.

Also, there are differences in the opinions of researchers which consist in a small variation in the number of selected stages (components) in the students' self-developing activity, in identifying the components of the self-developing activity as the largest and system-forming ones. However, it should be noted that the revealed variability of the positions of researchers do not introduce contradictions into the understanding of the general nature of the issue of the essence and structure of self-developing activity.

The generalized structure of self-developing activity in the logic of interrelated and interdependent stages of self-development of a person can be expressed in the form of a

chain: self-knowledge – self-determination – self-management – self-improvement – self-realization.

Thus, the phenomenon of self-development of a personality is multi-component, it is an integrative result of functioning of self-processes. The product of self-developing activity is self-production of social, spiritual and physical qualities, the mastery of effective ways of various activities, allowing one to create one's personality and to solve vital creative issues and problems at a higher level. The generalization of literary sources allowed us to design a model for constructing an educational process focused on learning and implementing the practice of self-development of the individual.

TABLE I. THE CONTENT OF THE EDUCATIONAL PROCESS FOCUSED ON STIMULATION OF SELF-DEVELOPMENT

Stages of self-development	The main goal of the stage	Content of education at the stage	Practice of self-development at the stage
Self-knowledge (What am I like? What is it necessary to work at?)	Diagnosis of the level of development	Mastering the tools of self-knowledge, the norms of the level of development, evaluative knowledge of one's development	Comparative self-analysis of the personal level of development with the sample level. Awareness of the need to work at oneself
Self-determination (development of I-concept); (What do I want to be to correspond to a personal ideal?)	Definition of personally essential aims of self-development. Self-determination of values	Mastering the essence of formative knowledge about the significance of self-development	Sense and value-oriented activities
Self management (How to manage the process of self-development?)	Self-management of the process of self-development	Self-management training: goal setting, planning, self-control, self-assessment, self-reporting	Goal-setting, planning, self-control, self-analysis
Self improvement (work on their level of development)	Upgrading the level of development	Mastering the tools of self-development (knowledge, abilities, skills)	Implementation of the program of self-development
Self-realization	Presentation of the level of self-development	Training of self-presentation activities	Participation in competitive activities at various levels

Self-knowledge in the works of authors is traditionally regarded as revealed by the individual level of development of their qualities. In the works by V.I. Andreyev the stage of self-knowledge as one of the initial system-forming components of self-development which allows one to realize one's personal strengths and weaknesses, identify strong points and weak ones, is one of the mechanisms that allows you to start the process of self-development of the person [10].

Self-determination of personality is characterized as a value-semantic basis for the activity of self-development of a personality, a conscious search, the choice of a value-significant position and a path of human self-development [13-16].

According to V.V. Bayluk self-management is defined as a student's management of his activities, the unity of self-design and self-regulation of individual practice. In this case, self-design includes self-targeting, self-planning, self-modelling. Self-regulation contains self-organization for the implementation of the project, which is mediated by self-control, self-correction, self-stimulation and self-assessment. In addition, all these functions are mediated by operational self-knowledge (reflection). Self-management, as an independent activity, is implemented as a part of those activities that the person manages. The self-development plan serves as a route and schedule that lead to the achievement of the goal [12].

N.N. Bogdan and the co-authors consider self-improvement as one of the adequate forms of self-development. Self-improvement is characterized as a process of consciously controlled development by a person, aimed at developing his moral, mental, physical and other qualities. The developed personality traits make it possible to achieve success and more significant results in the activities carried out by the individual. The results of self-improvement are personal growth, self-assertion, self-realization, satisfaction with oneself, with one's activity, and with relationships with others [11].

From the point of view of V.V. Bayluk, self-improvement is considered as a stage of human self-development. The aim of self-improvement is the desire to better perform their activities, to increase the level of humanity in themselves. The factor of self-improvement is discontent with oneself, the contradiction between the ideal and the real state of the level of self-development. The result of improvement is the relative level of perfection, which allows doing good to oneself and to others [15].

Self-realization is the process and the result of the realization by the individual of his potential achieved. The determining factor in self-realization is the level of development of personal potential [11]. From the point of V.V. Bayluk, self-realization is understood as a transition from the inner life, the life of consciousness to life in the outer world, from the I-conceptual to the I-real, as the conscious realization of one's capabilities and abilities. The basis of self-realization is the realization of consciously set goals for self-improvement, the productive self-fulfilment of people. As a process, self-realization consists of two stages. The stage of the formation of self-realization, in which the need for self-improvement is formed and the actual stage of realization of the goals of self-improvement [15].

#### IV. CONCLUSION

Thus, the results of the study indicate that the self-development of the individual is the priority strategy and value of higher education. The essence of self-development of a personality is multicomponent, it is the result of the functioning of self-processes. The structure of self-developing activity includes interrelated and interdependent components:

self-knowledge, self-determination, self-management, self-improvement and self-realization. The general model of the pedagogical support for the self-development of the personality is built in the logic of activating self-processes in the personality structure. The content of the pedagogical support of self-development of the individual in the educational process includes the consistent learning and implementation of the practice of self-development.

### Acknowledgements

The work is carried out according to the Russian Government's Program of Competitive Growth of Kazan Federal University.

### References

- [1] V.I. Andreyev, "The efficiency of heuristic subject-oriented learning for students' multi-dimensional thinking self-development", *Review of European Studies*, vol. 7, No 4, pp. 140-147, 2015.
- [2] R.A. Aidarov, I.G. Kalina, "Didactic approaches to the projection of teaching facilities: the state of the problem and the ways of solution", *Modern Journal of Language Teaching Methods*, vol. 7(9), pp. 164-168, 2017.
- [3] A. Golubev, G. Golubeva, I. Kalina, and R. Aidarov, "Personal physical culture and its place in everyday life of university students", *National Academy of Managerial Staff of Culture and Arts Herald*, No 4 (2), 281-285, 2017.
- [4] A.M. Aydarova, E.M. Vildanova, and M.S. Ilina, "The social and pedagogical qualities of modern vocational training teachers", *Modern Journal of Language Teaching Methods*, vol. 7, No. 9, pp. 102, 2017.
- [5] A.V. Kiryakova, V.V. Kolga, E.N. Yalunina, A.D. Chudnovskiy, Yu.M. Korenko, and A.V. Leifa, "University development based on the resource approach", *Man in India*, vol. 97, No. 14, pp. 227-239, 2017.
- [6] P.N. Osipov, "Raining competitive specialists as the priority of modern education", *International Conference on Interactive Collaborative Learning, ICL 2013*, pp. 251-254, 2013.
- [7] N.N. Bogdan, E.V. Balganova, and I.P. Bushueva, "Management of self-development studies", 2013.
- [8] V.I. Andreyev, "Higher school pedagogy. Innovative prognostic course. Kazan: Center for Innovative Technologies, 2005.
- [9] P.N. Osipov, "Education and self-education of competitive specialists as a priority of modern education", *Bulletin of Kazan Technological University*, No. 16, pp. 198-204, 2013.
- [10] V.V. Bayluk, "Independent student activities as a system", *Pedagogical education in Russia*, No. 8, pp. 12-27, 2016.
- [11] V.V. Bayluk, "Human knowledge. Self-realization of personality: the general laws of success". Ekaterinburg, 2011.
- [12] V.I. Andreyev, "The laws of creative self-development as the basis of the concept of subject-oriented education", *Bulletin of Kazan Technological University*, No. 16, pp. 13-16, 2013.
- [13] V.I. Andreyev, "Pedagogical heuristics for creative self-development of multidimensional thinking and wisdom". Kazan: Center for Innovative Technologies, 2015.
- [14] I.V. Ryabtseva, "Analysis of the concepts of "self-determination" and "readiness for professional self-determination", *Pedagogical education and science*, No. 8, pp. 107-111, 2010.
- [15] A.V. Kiryakova, E.A. Beroeva, "Value aspects of the development of professional competence of a specialist in the system of optional professional education", *Orenburg State University*, No 3 (191), pp. 14-19, 2016.
- [16] A.V. Kiryakova, T.A. Olkhovaya, T.I. Myasnikova, "Axiological self-determination of university students in the contemporary media landscape". *Middle East Journal of Scientific Research*, vol. 17, pp. 182-186, 2013.