

Spiritual and Value Self-determination of Student's Personality in Educational Space of High School

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Abstract. The article outlines the problems of upbringing highly spiritual, socially responsible personality with distinct value orientations. The author proves that the content of the process of spiritual and value self-determination of higher educational institution's students should include: educational resources of nation's spiritual culture, potential of educational and socio-cultural environment of high school, spiritual self-development, self-improvement and self-fulfillment of a personality.

Keywords: *motivation, personality, self-determination, sense of life, spirituality, values, education/upbringing, student's age*

Historical experience shows that the problem of spiritual and value self-determination of a personality has always been important and has been aggravated in difficult, critical epochs when cultural traditions were leveled, change of ideological and ethical foundations of society began. E. Fromm noted that beliefs and values are not given to the personality ready-made, are not passively accepted, they are a result of the efforts and intellectual achievements in the process of endless life experimentation. Therefore, the formation of such values under which a person could abandon social masks and reveal its true needs and values that will contribute to its development [6, p.23].

Category of "value" is one of the most difficult in philosophy, sociology, cultural studies and psychology. Values are the basis for understanding, cognition and designing of the holistic image of social world, for regulation of human behavior in all its aspects while making decisions in situations of choice. Content of the concept of "value" that is used in various theories is largely determined by subjective position of researchers. As a result we received not only a significant number of definitions of certain concept but different concepts that intersect, but do not come to each other and have different semantic meaning.

G. Allport believes that the main source of personal values is a moral of society. Meanwhile the scientist identifies a number of values that are not dictated by moral norms, such as for example curiosity, erudition, communication and so on. Allport states "value, in my understanding, is a certain personal sense. A child realizes the value every time when sense has fundamental importance for it" [3, p.31].

Meaningfulness of values, according to V. Frankl, gives them an objective, universal character: "as soon as I comprehend any value, I automatically realize that this value exists by itself, regardless of whether I accept it or not" [6, p.44]. Subjective importance of value, according to Frankl, must be accompanied by acceptance of responsibility for its implementation.

Social aspects of development of a personality, studied only indirectly by Z. Freud, received further development in the works of his followers – A. Adler, K. Horney, Erich Fromm, H. Sullivan. In personal psychology of A. Adler important place is given for the concept of "social interest", which is defined as a sense of community, the desire to enter into social relations of cooperation as a source of personal activity that is opposed to Freud's libido. Social interest is formed in the identification process and is a "barometer of normality." As L. Hyell and D. Ziegler noted, "the emphasis made on social interest as an essential criteria of mental health contributed to the appearance of the concept of value orientations in psychotherapy" [5, p.252-253].

Analysis of the literal sources of the definite problem had found out the existence of contradictions between modern social conditions that make special demands for the formation of personal values system, and insufficient study of psychological factors and mechanisms of its development and also weak development of specific methods of appropriate purposeful influence.

A distinctive feature of socio-cultural processes of the Ukrainian society is re-evaluation and meaningfulness of values. The things that most recently have been perceived as unbreakable rules, now are completely rejected, or are doubtful in their significance. Describing nowadays D.O. Leontiev notes "There is value nihilism, cynicism and admiration from one values to the other, existential vacuum, and many other symptoms of social pathology that occur on the basis of fracture of value basis, semantic starvation. When losing faith in old values, a person loses objects for its projection externally. This leads to the fact that she is closed in itself and the world around it becomes alien and even hostile" [2, p.101].

During student years the formation of a complex system of spiritual values completes. Sociological researches certify that the set period usually comes at a time of older adolescent age. Then special relevance is given to the problems of spiritual and value self-determination of personality of the future specialist, orientation on the values of professional and personal self-fulfillment.

The purpose of the article is to study the psychological characteristics of student's personality in order to identify optimal conditions of the formation of spiritual values in the environment of higher educational institution.

At the stage of mature youth there arise a new social situation of development, the center of which is transition to independent living (beginning of professional formation, realization of life plans). Intensive development of self-consciousness continues, young people are self-determined in the system of principles, norms, rules of behavior, realize personal social responsibility.

In psychological literature concerning youth problems (Works of E. Erickson, E. Shpranher, I. Kon, V. Slobodchikov) can be traced different approaches to ascertain the age limits, main contradictions and new formations of that age. In most cases, the researchers limit the mature period of youth from 18 to 20 years.

The complex structure of needs, motivations, interests, goals, outlook, ideals, beliefs that form the focus of personality and reveal its relation to objective reality, and it serves as a socio-psychological and socio-pedagogical basis of personality spiritual values forming process.

At this age, young person should independently make and implement decisions, develop life plans, build its own

life. It goes from the knowledge of the world to its transformation, begins actively assert itself in specialist activity. The choice of profession and studying at higher school show professional self-determination of the personality. This is a very difficult and important stage, because on the correct choice of profession depends the future of a person, its self-fulfillment, life satisfaction. Professional self-determination is happening with taking into account life values of the personality.

Professional activity is based on special system of knowledge of both theoretical and practical character, on the criteria of successful problem solving, system of ethical principles and values that regulate relations with colleagues and various authorities. It is an integral part of the humanistic and democratic ideals, because its values are based on respect for a person and human dignity. Social order for the specialist requires from it high general and professional culture, developed sense of responsibility, ability to self-esteem and self-development, the ability to control its relationships with people.

Formation of spiritual values of student's personality is an important way of improving psychological and pedagogical process of professional training, which creates conditions to every specialist to have active life position, commitment to duty, courage, determination, responsibility, and decency and honesty in relationships between people, understanding of social importance of its activity in any situations.

The transition to adulthood in human society involves the personality to master the system of knowledge, norms and skills by which the personality can perform public functions, bear social responsibility and create material and spiritual values.

Ukrainian psychologist E.O. Pomytkin points out that spiritual values are high achievements of humanity and its separate representatives who are goal orienting ideals for progressive development of the personality and civilization in general. Psychological and pedagogical aspects of spiritual values are personal qualities of highly spiritual person which cause and regulate high spiritual actions, behavior, and are the subject of its development and self-development, preparation for new high achievements both subjective for itself and objective for humanity [4, p.132].

Specifying spiritual values S.Hrof includes to their composition ethical, aesthetic, heroic, humane and altruistic values "[5, p.71].

According to the views of German psychologist E. Shpranger, "people differ neither by the temperament, nor by the constitution and behavior but by the values of spiritual orientation of a person" [5, p.71]. Therefore E. Shpranger outlines 6 types of a man: theoretical person; economic person; aesthetic person; social person; political person; religious person [5, p.77].

Mental development of a person is understood by the psychologist as "structure of spiritual values that qualitatively is changed" [5, p.81]. According to E. Shpranger value orientation of a person should be conducted by including the subject into the cognition of the world.

As the academic I.D. Bekh pointed out, "one of the main factors in the formation of personal values is considered to be a conscious intellectual work of a person in much deeper and wider display of reality but not inner and spontaneous development of the defined dynamic tendencies" [1, p.18].

Subject with developed value system is an efficient carrier of moral norms who can be relied on by another person while solving its own spiritual and practical prob-

lems as such person knows what is generally significant, set and eternal, and what is wasteful.

World outlook ideas about the problem of person in the world and about the world in a person come to the idea that this is the attitude of unselfish and acting love of a person to person when everyone is considered by other person not as a mean but as a goal. Love is the initial value for the development of morally responsible life of a person [2, p.19-21].

Studies of E.O. Pomytkin state that the psychological formation mechanism of spiritual values can be considered by us as a number of personality mental processes - from the formation of highly spiritual needs and motives in sphere of focus, finding and adopting of appropriate spiritually meaningful information to form plans, goals, programs highly spiritual activity, behavior, actions and deeds and getting the relevant results with emotional and sensual reinforcement of spiritual achievements externally and in personal transformations (change of attitudes, self-esteem, experience, etc.).

These activity processes are regulated by a certain amount of qualities of the highly spiritual personality. Thereby the development of highly spiritual personal qualities happen in all its substructures, formation of readiness for the next highly moral, cognitive and creative actions. In works of L.I. Bozhovych, H.S. Kostiuk, O.M. Leontiev, V.V. Davydov it is indicated that a characteristic feature of the personality is not assimilation but production of values which have universal significance (including spiritual values).

Taking into account that spiritual values are high values of humanity, it is reasonable to assume that exactly at the personal level there is possible production of spiritual values. It should be taken into account that spiritual values are originally produced on subjective level of the personality, gradually increasing in its importance and eventually reaching the objective universal significance.

Under the formation of spiritual values we understand not compulsory external influence on the personality but creating conditions for its self-development, self-improvement, involvement of students to spiritually oriented educational and transformative activity of spiritual direction. Through this process the formed spiritual values are internalized into student's personal qualities and have to find expression in actions, behavior and activity of young people.

Objectively existing system of spiritual values should become substantially psychological basis for spiritual development of the student's personality as the subject of spiritually oriented activity and behavior. Spiritual values in psychological and pedagogical plan are personal property and are interpreted as personality qualities that regulate its activity and behavior.

Personality spiritual values formation represents itself as the mechanism of interaction between components of a holistic pedagogical process, which involves the implementation of strategies, tactics and formation technologies of highly spiritual qualities of future specialists. Each of the components of holistic process of personality spiritual values forming has a certain goal and load: targeted, meaningful, technological, reflexive and managerial.

The main factors of becoming spiritually developed personality in the system of contemporary professional education are concrete historical, socially economic and socio-cultural conditions of life activity of the society, reflected in the content of its ideological consciousness, moral principles, cultural creative activity; cultural herit-

age of the society, its historically formed social norms, moral ideals and patriotic values interdependent with universal culture and human knowledge, with the content of targeted and organizationally procedural components of upbringing practice and education of the personality in society, with religion, art and literature, artistic creativity; spiritually moral self-consciousness of the personality as a system of her value settings and orientations world outlook beliefs, ideals that direct emotional and volitional, intellectual, professional and social activity of the personality in the processes of cultural and spiritual self-development and self-determination of future specialist.

Technology of spiritually value self-determination of HEI students is a specially organized, focused, dynamic, innovative organization process and stimulation of spiritually cognitive activity of students directed at production of system knowledge about spiritual values which form dialectical and flexible outlook; value orientations on the ideals of culture and traditions of its nation; moral norms of society, spirituality, emotional culture, volitional behavior self-regulation, ability to self-cognition and cultural self-education; abilities and skills of cultural and creative activity and spiritual practice.

The content of the process of spiritual value self-determination of HEI students at the modern stage of the society development should include educational resources of spiritual culture of society; potential of social and cultural environment of higher educational institution; spiritual self-development, self-improvement and spiritual self-realization of the student's personality.

Transition of high school to university education system requires a harmonious balance in teaching human, natural sciences and specialist disciplines. The amount of information in all disciplines is constantly growing. But technically literate and at the same time intelligent (in the broad sense) a man can become only in the event of assimilation of spiritual values.

The experience of domestic and European university education proves that the abovementioned problem becomes more urgent. Classical universities traditions research convinces that humanitarian paradigm has been basis of training at the HEI for many centuries, and thus modern narrow specialist specialization does not contribute to increase of spiritual personality.

The development of spiritual value quintessence of future specialist personalities should be organized in three areas:

- 1) assimilation of knowledge about the spiritual, moral, aesthetic things;
- 2) self-cognition and self-improvement;
- 3) participation in socially significant activity.

We should strengthen axiological component of certain educational disciplines which have world outlook nature, form life position of the young person. Teaching the course of humanitarian cycle (philosophy, history, culture, and

ethics) should help future specialists in their spiritual growth, formation human centered world outlook, acquiring sense-making constant of personality being.

Exactly education in the humanities is designed to contribute fully to the formation of a person who is able to look at itself from the outside, from the point of view of another person. This is not a man of the crowd, this is the personality who will have priorities not in the material but the spiritual sphere, because in the sphere of spirit there is the possibility of preserving a personality.

Humanization of the educational process acquires practical character in the event of specially organized communication. In terms of HEI such form of communication is created by teachers at lectures, seminars, workshops, academic competitions, scientific and practical conferences, excursions, exhibitions of creative works, theme days, celebrating anniversaries, in search and local history activities, discussions, business games, meetings with interesting people.

The leading pedagogical conditions of spiritually value self-determination of higher educational institutions' students include:

- raising interest and value attitude to pieces of art, cultural phenomena, ability to accept life on the basis of beauty ideals, goodness and love;
- formation of spiritual competence of future specialists in intellectual, emotional and value, active areas of personality development and value orientations on the culture ideals and traditions of their people;
- activation of creative attitude to surrounding reality, independent decisions and goal aiming actions; development of skills and abilities that lead to practical character of spiritual culture, ability to cultural and creative activity (intellectual abilities, aesthetic skills), integrated planning and solving social tasks; adequate valuation of cultural co-creation (spiritual practice);
- the cultivation of the best features of Ukrainian mentality - diligence, kindness, patriotism, charity; development of spiritual and sensual world of the personality, spiritual needs, moral and aesthetic feelings, aspirations to moral perfection etc.

Thus contribution to the spiritual and value self-determination of the future specialist is an important direction of improving psychological and pedagogical process that creates conditions to every specialist to have active life position, equability of mind, professional society, responsibility, the highest understanding of social significance of its activities on the way of development of our Motherland.

Further research should be focused on the development of psycho-pedagogical formation tools of spiritual values of youth and business qualities of future specialists in the educational process of higher educational institutions taking into account personal psychological characteristics of the student's personality.

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