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The status of the category of self-development in the modern domestic psychology (by the materials of the Vth Congress of the RPS)

The article focuses on the status of the attention of the professional psychological community to the category of self-development through a prism of statements of participants of Vth Congress of the RPS. Problem fields and methodological solutions in which the self-development category is used are reconstructed. Frequency analysis of using psychological concepts of "self" by the authors of the materials of the congress is conducted. Frequency analysis of using psychological concepts of "self-" by the authors of the materials of the congress is conducted. "Self-development" is discussed as sign methodological concept, indicating by itself a number of actual methodological turns in various areas of a psychological science. Postnonclassical, anthropological turns, turn to maturity psychology, and also formation of pedagogy of self-development as special area of a pedagogical science are allocated. Their refractions in the materials given by authors of congress are considered.

Keywords: *self-development, the concepts of "self-"; postnonclassic, anthropological psychology, human-being, personality mature, the pedagogy of self-development.*

Current professional thesaurus is the pulse of the consciousness of the professional community. It can be measured by reference to the artifacts of consciousness – the products of its work. In the case of a community of professional Russian psychologists an analysis of materials such as a major professional forum for the Congress of the Russian Psychological Society (RPS) can give this opportunity. Congress RPS is the meeting ground of different generations of psychologists, schools, practitioners and academics from different geographical locations of the country. Because of that proceedings of the Congress of RPS (hereinafter – Materials) is a reliable representation of degrees of interest in various aspects of domestic psychological science and practice. In this article we will focus on the attention status of the professional psychological community to category self-development. Purpose of the article is the reconstruction of the problem fields and methodological solutions, which are used within the category of self-development.

The term "self-development" is mentioned in the Materials 112 times by 58 authors. The scale can be estimated using the comparison of the frequency of references to other terms of the conceptual "self-" (see Fig. 1), one of which, as shown by our study [37], psychologists refer to the concept of "self-development." Self-development for the Materials authors is one of the most popular, but not paramount in this regard category. In the minds of psychologists understanding of the importance of reflexivity as the top of the cognitive origin is dominated, self-actualization is the claimed value of the top motivational orientation, but the attention to mechanisms, which



allows to translate mentioned resources in the real life activity: self-determination, self-development, and related concepts (self-change, the self, the self-movement, self-management, self-organization) is secondary.

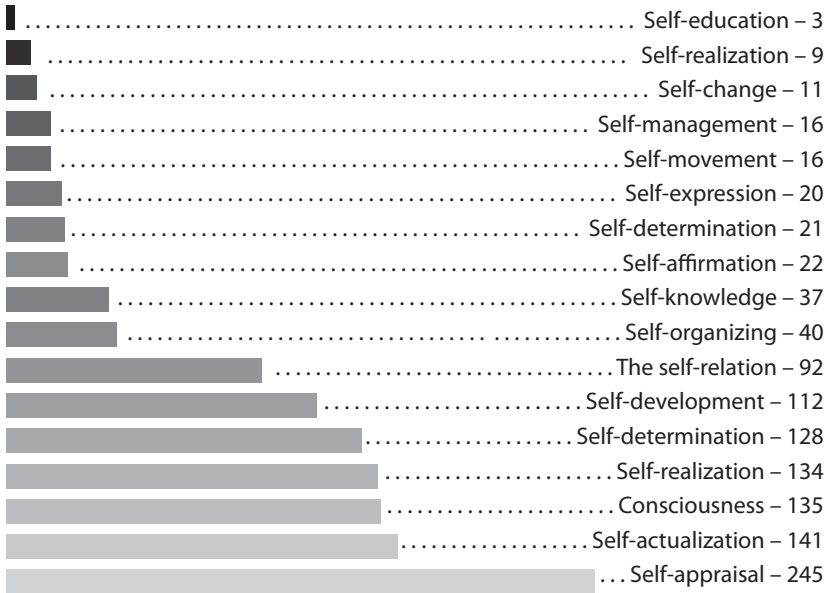


Fig. 1. The frequency of references to the concepts of “self” in Proceedings

“Middle” position of the concept of “self-development” in the priorities of the professional community, we believe, can be explained by the fact that self-development does not only characterize the current well-established views of psychologists, but denotes psychological point of growth of ideas, marks the zone of proximal development of psychological science, revealing already available but not well examined by the psychological researches problem fields. Besides, “self-development” is a significant concept in the modern methodology of psychology, because it marks a series of recent methodological turns. We denote them by the following methodological areas.

Postnonclassical turn. Self-development as a metacategory at the intersection of psychology, contemporary philosophy of science and synergetics is a marker of the type of knowledge, designated by V. S. Stepin as postnonclassical rationality. Postnonclassical knowledge constructs on the principles of interdisciplinarity, open rationality, consistency and evolutionism. The object of research is the unique systems, characterized by openness and self-development, which include psychobiosocial systems examined by psychology. From the point of view of postnonclassical self-knowledge the



category of self-development appears as a designation of how highly complex systems are organized and moved and, simultaneously, as a special look at any perceive reality which dictates the need to consider all measure of complexity, uncertainty, and self-governing of the studied systems. In the proceedings of the Congress a number of postnonclassical science tasks was formulated by Y.P. Zinchenko through the prism of the category of "self-development": "Psychological and social facilities for the research can be considered from the point of view of postnonclassical science as not only self-organizing and reproducing itself as an invariant by continuous exchange with environment, energy and information, but also capable of self-development. Thus, there are several directions of psychological researches of complex objects: as a self-regulated system, as a self-developing system, as well as a system, which products the new forms of self-regulation and self-development calls for environment associated with the extreme conditions of existence and high uncertainty of the situation" [16, 20].

Analysis of the participants of the congress shows that the concept of "self-developing system" is being actively developed in modern psychological discourse. Researchers signifying a self-developing systems of different nature: the whole person, personality, social communities, ethnic associations, educational systems [8, 9, 14, 18, 22, 27, 34, 35]. More often it's used on the descriptive level, than to refer to the principle of cognition, which showed a radical restructuring of professional consciousness and radically new research solutions though. Nevertheless, one can note a steady trend of using "self-development" to indicate the action of the organization and the nature of dynamic systems' existence.

Anthropological turn in psychology manifests itself as a desire to give the scale of human-subject research. In the article of N.A. Loginova [21] she provides an indication of the important historical milestones in the development of anthropological ideas and reveals its essence as a "holistic approach to the study of man, which captured its unity of states and properties, the interpenetration of social and biological in its structure, the social determination of biophysical mechanisms of development, merger of natural and cultural development, the intertwining of natural and historical ontogeny" [21, 34]. Anthropological researchers does not become isolated within the individual psychic phenomena, demanding their correlations with the systems "man" and "human world", and turning themselves into large-scale responses to the question about the subject of psychological knowledge. Anthropological researches dictates to the psychologists the need to address to epistemological ontological complexity of the "man with his multilevel structure and the ability to self-development" [21, 34]. The category of self-development is used to emphasize the nature of human self-determined development capable of going beyond the boundaries of human-being using specific human abilities to recognize and act in modern psychological and anthropological studies. To italicize the importance of efficiency and awareness, identified by S.L. Rubinstein as attributes of human nature, to understand the modern man investigators are calling for fresh accents in the humanscience. According to G. Akopov [1], an adequate measure of the increase of the place of consciousness in human life is



the transcendence of Homo Sapiens in Homo Consciousness (conscious man); B.A. Vyatkin [7] refers to modern humans Homo activus.

Conscious way out of present being in the direction of the formation and implementation of human nature can be called from the standpoint of anthropology science the core of self-development. What is more rightly observes E.V. Galazhinsky, «it is not the mind goes beyond these limits, not consciousness, but the» whole person» as the most difficult spatio-temporal organization, as an open system» [8, p. 285]. In the present network century (A.G. Asmolov), marked by globalization and uncertainty, self-development is the pivot point, as he represents the fragment of the evolution, which is subject to the maximum degree of control of the person and at the same time, a zone of its maximum liability. «Globalization processes have caused, on the one hand, a significant expansion of freedom of the subject as in the external and internal plans... on the other hand – increased measures of subjective arbitrariness and, accordingly, responsibility for the selection or creation of some inclusion, and self-selected form of a constructed «I» and appropriate relations system» [1, p. 64].

Turning to the psychology of adulthood. Against the background of the dominant 20 years ago interest in the early periods of mental and professional development in psychology, there is an increase of interest in the comprehension of the phenomenon of psychological maturity in various aspects of its manifestations: personal, social, mental, emotional, professional, etc. Research efforts are aimed at the same time to the study of maturity and a period of ontogenetic development, as a special vertex in the development and as the ability to achieve this outcome (A.L. Zhuravlev, S.K. Nartova-Bochaver, A.N. Poddiakov, B.M. Rusalov, E.A. Sergienko, N.E. Harlamenkova, O. Khukhlaeva, etc.). Category of self-development has a paramount importance for understanding the maturity, and stands as a specific mechanism for achieving maturity (self-development as a particular form of development), and a number of characteristics of maturity (focus on self-development, the ability to self-development). In turn, maturity category delineates the horizon, the goal, the vector of self-development.

In large-scale empirical study of L.A. Golovey [10], self-development is included among the interpersonal criteria along with the characteristics of individual responsibility, awareness, self-acceptance, autonomy, self-management, integrity, breadth of connections with the world. Results of the study revealed that against the backdrop of severe autonomy, self-esteem, self-acceptance, self-development focus is on the ill-defined nature of the structure of the personality of young people (18–25 years). Moreover, the rate of formation corresponds to a weak self-management and self-organization of life, difficulties in self-determination and the conflict of values in life. This result allows us to understand the data described in articles of O.Y. Ponomareva [28] and P.B. Kodess [19]. According to the materials survey of students from 27 universities of the SCO (Russia, Kyrgyzstan, Kazakhstan, Tajikistan), O.Y. Ponomareva [28] have shown that self-development is among the priority values of today's youth. In the rating of personal qualities that are important, according to the students for pro-



professional activities and promoting professional development, leadership places were taken by dedication, hard work, self-confidence, responsibility, independence, initiative, ability to self-development. At the same time for students of humanities ability to self-development was the dominant significance. Similar results were obtained in the study of P.B. Kodess [19], where life goals and self-actualization found along the lead to manifestations of social life in the strategic planning of working students. Comparison of the results of these studies [10, 19, 28] allows us to suggest that youth self-development is a significant landmark development, but in this age period young people are not making enough efforts to transform the self-development in the practice of everyday existence.

The close semantic relation of maturity and self-development explain common position that the self-development is often expressed by researchers in the representation of a positive connotation: "With the presence of the expressed desire and ability to self-development is related with the success of the man as a subject of professional activities to achieve their professional success, as well as his professional and physical longevity" [2, p. 233]. We must say that the special self-development study noted a shift in its interpretation of the positive to neutral, where it is understood as self-movement of unspecified vector, which determines the direction of the man himself as the subject of development (A.A. Derkach, L.N. Kulikova, V.G. Maralov, Rean A.A., G.K. Selevko, L.A. Hudoroshko, M.A. Shchukina and others). However, based on an analysis of the Materials, we can say that in a broad range of research of development and maturity there's a tradition of using as a positive concept in the same row with the concepts of "personal growth", "professional development", "self-actualization" [2, 3, 5, 6, 17, 19, etc.].

A special, constituting status assigned to maturity categories in acmeology, where the maturity helps to reveal the fundamental direction for the psychology category of acme. The materials of the congress contains the articles that reduce the general semantic field categories Acme, maturity, self-development, where the latter is understood as a particular path of development as human beings and professionals, aimed at promoting his self-realization and achievement of personal and professional peaks [11, 14, 18, 20, 23, 24, 25, 26, 29, 33].

Turn to the pedagogy of self-development. In the modern standards of education there's a displacement of emphasis from leadership development to help students' self-development. The new sound gets a question about the image of a man who gets the "service" of the education system. The graduate is not regarded as a complete "product" of the system, but as individual, extending its formation and is able to manage this formation, that is, to self-development. This trend is consistently observed in the proceedings of the Congress: "Constantly changing conditions of modern life require graduate to have some formed life skills: the ability to self-analysis and self-control, the ability to allocate their time and energy, commitment to continuous self-development, focus on creative problem solving" [36, p. 77].

The objectives of assistance included the establishment of education as a subject



of his own personality development. We accent, that we are talking about support, creating favorable conditions for self-development rather than the self-development by the "hands" of teachers. The transition to self-development is a definite step in the development of personality, it can not be guaranteed, but we can help prepare. The concept of self-teaching support is based on the position that at the dawn of life the way a person needs to encourage and support actions on the part of the Other (the teacher). However, the adoption of a self-teaching guide does not eliminate the problem of means, which is clearly articulated by I. J. Zimnyakova: "What should be educated to ensure the formation of russian students striving for self-development and self-improvement, a willingness to change in a changing world?" [15, p. 29]. As part of the materials of the Congress several practical techniques and technologies, allowing to implement self-development of pedagogy were discussed by the authors. Given the health risks of loss in the current social and environmental living conditions in the theses I. J. Zimnyakova [15] draws attention to the importance of saving and health promotion as an important resource for self-development of all categories of students. The author describes the national educational initiative, "Our new school" aimed at creating health-keeping environment in the educational space. A.K. Belousova discussed the possibility of using the method of small groups in the educational process. States that "the method of small groups develops intellectual potential triggers the processes of self-development and self-realization through the initiation and development of individual thinking, activates and transforms human potential into tangible ideas, hypotheses, decisions and actions, creating an innovation resource of modernization of education" [3, 6]. In the article of V. V. Dreneva and E.A. Gradusova [12] was shown prospects and problems of psychological support of distance learning technologies in working with students with disabilities, that are able to give these people the conditions for self-development and self-realization with healthy people.

The special issue raised in the proceedings of the Congress – professional and personal self-development of teachers. Orientation of teachers on the value of self-development not only distinguishes, as shown in the study of S.A. Bryukhova [4], more professionally successful and satisfied with their work of teachers, but the unanimous opinion of the authors [4, 13, 30, 31, 32], is the key to effective self-development of the learners. "The introduction of new standards fundamentally changes the requirements for the work of the teacher. Not only the knowledge, skills are appreciated, but having the ability to analyze, synthesize, prioritize, integrate the content of the techniques to find creative approaches for the implementation of policy objectives. The need for self-development of the teacher, the presence of his communication skills, activity, curiosity increase" [30, p. 65]. However, a simple declaration can not change the practice of teachers. You must make changes in the organization of their work and the organization of training. Real steps in this direction has been proposed by L.A. Regush [32], representing the development of Herzen State Pedagogical University. Educational Complex of methodological discipline "Psychology" in "Teacher Education",



intended for the development of psychological competence of teachers, bachelors, and includes a special workshop on self-knowledge and self-development. Respecting the principle of continuity between teacher education and practice, L.P. Popovkina and G.V. Kechina [30] rightly point to the need for continued support beyond the threshold of self-development of teachers of universities, the workplace, “in an educational institution in an atmosphere of trust, mutual assistance shall be carried out targeted work with educators to reform key competences to ensure their professional development” [30, p. 66].

Findings.

Proceedings of the Congress is a crossroads of ideas, giving an impression of fan sentiment, demands, anxieties of modern professional psychologists. In this polyphony of positions and opinions of the category of self-development it serves as the plotting of the trajectories of modern psychological knowledge towards understanding highly complex systems, including as the main part people as active and conscious being, which individually and using social support tends to achieve personal and professional maturity and effectiveness.

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