PSYCHOLOGICAL AND PEDAGOGICAL POTENTIAL OF THE DISCIPLINE "PERSONAL DEVELOPMENT"

POTENCIAL PSICOLÓGICO E PEDAGÓGICO DA DISCIPLINA "DESENVOLVIMENTO PESSOAL"

POTENCIAL PSICOLÓGICO Y PEDAGÓGICO DE LA DISCIPLINA "DESARROLLO PERSONAL"

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ABSTRACT: The article presents the results of the theoretical substantiation of the essence of the concept of "student's personal development" as a conscious process of purposeful self-change of personality, manifested in the progressive improvement of psychological characteristics of a personality and leading to the formation of universal competencies. The role of the discipline "Personal development" is shown in the formation of universal competencies of students, implemented in the direction of training "Information systems and technologies" of HE programs of the Industrial University of Tyumen. The authors highlighted the components of the student's personal development: cognitive, evaluative-reflective, practical-activity, disclosed their indicators. Exercises are presented and substantiated, which can be used in the educational process of the university to form universal competencies. The learning technologies considered by the authors will strengthen the active role of students, create conditions for self-expression and disclosure of their personal potential.

KEYWORDS: FSES 3 ++. Universal competencies. Personal development. Learning technologies.

RESUMO: *O artigo apresenta os resultados da fundamentação teórica do conceito de "desenvolvimento pessoal do aluno", como um processo consciente de autotransformação da personalidade manifestado no aprimoramento progressivo das características psicológicas e levando à formação de competências universais. O papel da disciplina "desenvolvimento pessoal" é evidenciado na formação de competências universais dos alunos, implementadas no sentido de formação "Sistemas e Tecnologias de Informação" dos programas de ES da Universidade Industrial de Tyumen. Os autores destacaram os componentes do desenvolvimento pessoal do aluno: cognitivo, avaliativo-reflexivo, prático-atividade e divulgaram seus indicadores. São apresentados e fundamentados, exercícios que podem ser utilizados no processo educativo da universidade para a formação de competências*

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universais. As tecnologias de aprendizagem consideradas pelos autores, irão fortalecer o papel ativo dos alunos, criar condições para a autoexpressão e revelação do seu potencial pessoal.

PALAVRAS-CHAVE: *FSES 3 ++. Competências universais. Desenvolvimento pessoal. Tecnologias de aprendizagem.*

RESUMEN: *El artículo presenta los resultados de la fundamentación teórica del concepto de "desarrollo personal del alumno", como un proceso consciente de autotransformación de la personalidad que se manifiesta en la mejora progresiva de las características psicológicas y que conduce a la formación de competencias universales. El papel de la disciplina "desarrollo personal" se evidencia en la formación de competencias universales de los estudiantes, implementada en la dirección de formación "Sistemas y Tecnologías de la Información" de los programas de ES de la Universidad Industrial de Tyumen. Los autores destacaron los componentes del desarrollo personal del estudiante: cognitivo, evaluativo-reflexivo, práctico-activo y divulgaron sus indicadores. Se presentan y fundamentan, ejercicios que pueden ser utilizados en el proceso educativo de la universidad para la formación de competencias universales. Las tecnologías de aprendizaje consideradas por los autores, reforzarán el papel activo de los estudiantes, crearán condiciones para la autoexpresión y la revelación de su potencial personal.*

PALABRAS CLAVE: *FSES 3 ++. Competencias universals. Desarrollo personal. Tecnologías de aprendizaje.*

Introduction

The dynamics of modern life makes high demands on the graduates of higher educational institutions. In the new concept of education in Russia, the accents are shifted from a narrowly professional approach to training specialists to the multilateral intellectual and spiritual (personal) development of the student's personality. Young specialists should be characterized not only by the presence of special, professional knowledge and skills, but also by socio-psychological skills, the ability to self-improve in their activities, think creatively and be ready to master everything new (show tolerance in a situation of uncertainty).

The key documents defining the requirements for the training of specialists with a higher education level are the Federal State Educational Standards (FSES). Federal state educational standards of higher education, coupled with professional standards (FGOS VO 3 ++), have identified 8 groups of universal competencies (CC), which should be formed among university graduates (RUSSIA, s/a).

Universal competences are supra-subject and become an indicator of the student's familiarization with common human culture, values, and act as an important factor in the development of personality. A number of universal competencies (UK-3, UK-4, UK-6) can be

acquired by studying psychological disciplines, which result in the development of such qualities of a student's personality as innovation, creativity, responsibility for the results of educational activities; the acquisition of successful communication skills, the ability to work in a team, to fully understand the situation or problem, to cope with uncertainty, to initiate new formats and areas of activity.

The curriculum developed in accordance with the requirements of the Federal State Educational Standard 3 ++ and the corresponding basic professional educational programs - bachelor's programs, includes the discipline "Personal development". The purpose of this discipline is to contribute to the continuous development of the individual, the realization of his individual potential, the satisfaction of the individual's needs for self-determination and self-development.

The content of the definitions of the concepts "personality" and "personality development", formulated by modern scientists, is very diverse.

So, in the humanistic approach, personality development is understood as its self-actualization and personal growth. Representatives of humanistic psychology (A. Adler, A. Maslow, K. Rogers, E. From) noted the positive essence of man, his focus on self-improvement and self-realization. Such people are characterized by acceptance of themselves and the world, openness, contact, and centering on the task, and not on themselves (KRAIG, 2012; MASLOW, 2019).

Various aspects of the problem of personality development are the area of research of many domestic scientists (L.S.Vygotsky, B.G. Ananiev, L.I.Bozhovich, V.S.Merlin, A.V. Zaporozhets, V.V.Davydov, etc.) (ANANYEV, 2008; VYGOTSKY, 1935).

So, B.G. Ananiev, L.S. Vygotsky, D.B. Elkonin is determined by two principles in the development of personality - biological and social. It is the society and the activity of the person himself that are the determining factors in his formation. V.A. Petrovsky and V.I. Slobodchikov define personality development through concepts such as "self-disclosure", "self-disclosure" of internal potential. By A.V. Nepomnyashchim it is argued that human development is determined by three main factors: genotype, external environment, and own subject. He distinguishes the dominant predominance of external control of a person over his system of self-government, which is the value-semantic sphere of the individual.

Rubinstein (2019) approaches the study of personality through the study of her creative activity. He attaches great importance to the vigorous activity of a person who does not so much cognize as creates this world. The formation of the personality and the development of self-consciousness are considered by Rubinstein to be an ontological process,

and not a one-time one, since for a long time, a person learns his qualities, properties, motives, needs. Knowing himself, a person begins to better realize himself in activities.

Leontiev (1975) analyzes constant and situational motivation. He refers to a higher level of personality development those people who have devoted their entire lives to achieving the set goal, have managed to make a conscious choice in a situation of struggle of motives, i.e., have a strong will. Leontiev proved the leading importance of interpersonal communication for personality development.

Methods

Based on theoretical and methodological studies of the personality problem, we will **present the author's view of the concept of "student's personal development"**, by which we mean a conscious process of purposeful self-change of personality, manifested in the progressive improvement of the psychological characteristics of a personality and leading to the formation of competencies.

Let us designate the range of universal competencies that need to be formed among bachelor students in the framework of the discipline "Personal development".

UK-3. Able to carry out social interaction and fulfill his role in a team.

UK-4. Able to carry out business communication in oral and written forms in the state language of the Russian Federation and foreign language (s)

UK-6. He can manage his time, build, and implement a trajectory of self-development based on the principles of education throughout his life.

As a result of mastering these competencies, students should:

Know: basic techniques and norms of social interaction; technologies of interpersonal and group communication in business interaction; basic methods of self-control, self-development, and self-education throughout life.

Be able to: establish and maintain contacts that ensure successful teamwork; effectively plan and control your own time; make long-term and short-term plans, organize your time.

Possess: the simplest methods and techniques of social interaction and teamwork; skills of building and implementing the trajectory of self-development.

Based on the positions of the competence-based approach, let us single out the following components of the student's personal development: cognitive, evaluative-reflective, practical-activity.

Results and discussion

The cognitive component assumes knowledge of basic concepts in the discipline "Personal development". The content of the discipline includes two sections "Self-development and personal growth" and "Basics of self-organization and effective interaction". *Section 1* is devoted to the main characteristics of a personality, its individual psychological characteristics: temperament, character, abilities, will as a form of personality activity, determination of life strategies and life goals, obstacles, and resources of personal development.

Section 2 reveals the conditions and methods of effective communication, considers issues of conflict-free interaction (types and causes of conflicts; tactics of behavior in a conflict situation; overcoming conflicts). This section examines the theoretical foundations of self-organization of education at a university: reasons for the ineffective use of personal time; resource management of educational activities for the next semester; individual difficulties in planning educational and extracurricular student activities. And, a lot of attention is paid to the techniques and techniques of self-regulation: the formation of a positive perception of oneself; developing the capacity for constructive problem solving; the concept of stress and stress resistance.

The evaluative-reflexive component includes an assessment of one's capabilities and abilities, diagnostics of temperament, character, volitional qualities, communication skills, characteristics of self-organization: the level of development of skills for accepting and maintaining goals and their correction, planning a person's own activities, skills for controlling and evaluating a person's own actions, mental processes, and states; analysis of the strengths and weaknesses of your personality.

For this purpose, such diagnostic techniques are used: "Test-questionnaire of G. Aysenck", "Accentuation of character", "Communicative and organizational tendencies", "Determination of the level of conflict tolerance", "Diagnostics of interpersonal relations", "Diagnostics of the characteristics of self-organization-39" and others.

Upon completion of the questionnaire, the diagnostic results are discussed, a portrait of the student's personality is drawn up and reflection is carried out. Reflection in this case is aimed at self-knowledge and thinking about one's inner state, personal qualities, at awareness of one's own model of activity and the need for changes in one's beliefs, priorities, aspirations, and behavior. Students can express themselves about the results obtained, the discoveries they made.

The practice-activity component is the practice-oriented part of the Personal Development discipline.

Further, we consider it necessary to present the tasks and exercises that we have selected and tested in the process of studying the discipline "Personal development" with students of the direction of training "Information systems and technologies" of the Industrial University of Tyumen. Exercises such as "Who am I?", "The basic principle of life", "Socially mature personality" are aimed at developing self-awareness, awareness of the internal criteria of your personality and guidelines for your life. "If I had a million dollars ...", "Life goals" - exercises that help to realize and evaluate their interests, values, and motives of behavior; predict and update your life goals.

Personal development depends, first, on the efforts of the person himself, but it is usually not enough. A person is formed in joint activities with other people, therefore, the relationship of an individual with the outside world becomes an indicator of his growth. A person whose personality is growing strives for effective interaction, in contacts with others he shows openness, flexibility, the ability to competently resolve interpersonal contradictions. To develop the skills of constructive group interaction, improve decision-making processes in a team, form an adequate image of a communication partner and understand it correctly, business games "Travel in a balloon", "Desert Catastrophe", "Desert Island" are used in the classroom. Games are aimed at team building, at mastering effective behavior strategies.

A series of exercises "Wheel of life balance", "Timing", "Horizons of planning", "Strategic cardboard" play a big role in the development of skills for effective planning and control of your own time, making long-term and short-term plans. To remain competitive in the professional world, a specialist needs to constantly update his knowledge, skills and abilities. The basis for such renewal is the desire for self-education and learning. Therefore, it is important for teachers to form not only an appropriate amount of knowledge, but also the ability to study independently, to organize their activities. The lack of self-organization techniques is a significant obstacle to both successful education at a university and successful professional activity. In personal development classes, students learn to organize their workplace, consider, and analyze the time spent, choose the priorities of their activities, set tasks for themselves, and determine the steps that need to be performed to achieve the desired result, and build a working time schedule.

"How to manage health and improve your performance?" - are important issues of student self-organization. The ability to control your emotions, to control their manifestation allows you to look confident in yourself, think over your actions, and calculate prospects. The

ability to redirect negative emotions in a constructive direction helps to cope with emotional breakdown and focus on solving the problem. Negative emotions can reduce the overall activity of an individual, so it is important to be aware of the causes of such conditions and prevent them in time. So, in the classroom, the teacher invites students to perform breathing exercises, autogenous training, which protect the nervous system from overload and allow them to acquire the skills of self-control and self-control.

Next, we will consider teaching technologies that ensure the inclusion of students in active interaction and communication in the process of their cognitive activity in the "Personal Development" class. We refer to such learning technologies: *group work*, *business game*, *training*, *case study*. During *the group form of work*, the depth of understanding of the educational material increases, self-criticism develops, students assess their capabilities more accurately, but most importantly, communication skills develop. Students learn to respect the rights of everyone to freedom of expression, to demonstrate tolerance towards any point of view. Group work enables students to practice the skills of cooperation, interpersonal communication: the ability to actively listen, develop a common opinion, resolve emerging disagreements (KRYUCHEVA; TOLSTOUKHOVA, 2015; MEZENTSEVA, 2018; RICHTER, 2016).

A business game promotes increased interest in the problem under consideration, the search for new ways to solve complex problems, develops dialogue and creative thinking, teaches us to build harmonious relationships with other people. At the beginning of the game, the team is faced with a problem, the solution of which requires a deep understanding of their team and its strengths, an assessment of possible courses of action and the choice of the best solution.

A prerequisite for conducting *training sessions* is the observance of the following principles: "here and now", activity, personification of statements, creative position, awareness of one's behavior, partnership. Taking these principles into account allows you to create an atmosphere of benevolence, mutual respect, delicacy, in which students can maximize their potential. Each participant in the training, with the help of other participants and the trainer, can get to know themselves better, form a more realistic assessment of their abilities, see their own mistakes and shortcomings, comprehend the obstacles and difficulties in personal development and understand how to overcome them. The result of participation in the training is *self-change*, which manifests itself in changing behavior strategies, removing barriers in communication, and the emergence of self-confidence.

Case study is a teaching technique that uses the description of real (or close to reality) specific situations. Having familiarized themselves with the description of the problem situation, the students, through the joint efforts of the group, independently analyze it, develop a practical solution, and present their views in front of the entire audience. The teacher's task is focused on obtaining different points of view by involving all students in the process of analyzing the case materials. The method contributes to the development of students' analytical thinking, independent search for additional necessary information, an active educational and cognitive position. As part of the discipline "Personal development" we use cases aimed at resolving conflict situations. Having assumed the role of a specific person (for example, a leader), the student analyzes the reasons for the behavior of employees, considers the positions of all interested parties and makes the necessary decision based on the task. Participants learn to be flexible and to act outside the box and creatively, because the case does not have the correct answer, as well as show resistance to stress in the face of uncertainty and lack of information.

Conclusion

Summing up all the above, we can draw the following conclusion.

In modern socio-economic conditions, new requirements are put forward for the personality of the graduate. A young specialist, along with fundamental professional training, must be ready for effective team interaction, productive business communication, self-development, and self-education, can design ways of developing a professional future. All these competencies are declared in the Federal State Educational Standard of Higher Education (FSES VO 3 ++). It is possible to form universal competences in bachelor students within the framework of the discipline "Personal development", the study process of which is aimed at promoting the continuous development of the individual, realizing his individual potential, and meeting the needs of the individual in self-determination. The use of the presented teaching technologies in the classroom will help motivate students to show initiative and creativity.

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