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Keywords: *self-development, existential approach, individuality, freedom, personality.*

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Scientific Representations about Self-Development of Personality: History and Modernity

Irina V. Ivanova

Abstract- The article is the result of theoretical generalizations on the problems of a retrospective analysis of the essence of self-development and the definition on this basis of a methodological approach in pedagogy, which today can be considered as a key one in the context of the general direction of development of modern education. Self-development of the personality appears as an interdisciplinary category, the formation of which has a long history and is based on the views of philosophers. The reference to the works of domestic and foreign authors: philosophers, psychologists, teachers. The main difference between the concepts and theories of self-development lies in their methodological foundations, while the positions of domestic and foreign authors are brought together by the characteristic of the individual as an instance initiating their own development, by considering self-development as the highest value and the main need of the individual. As a methodological approach in pedagogy that meets the challenges of modern education, an existential approach is determined, based on the ideas of individualization and orientation on the upbringing of a free person responsible for his actions and choices. Research based on the methodology of existential pedagogy proposed by M.I. Rozhkov and O.S. Grebenyuk is a promising direction in the development of modern scientific pedagogical thought. The pedagogical support of students' self-development, based on the methodology of the existential approach, can be considered in the educational system as a promising personified educational process that creates the conditions for personal self-development.

Keywords: self-development, existential approach, individuality, freedom, personality.

I. Introduction

Focusing on an individual approach to education, providing a child with freedom of choice, individualization of support for the development of students is today an important direction in the development of education in the Russian Federation. The indicated priorities are contained in the materials of the Federal state educational standards of the new generation, reflected in the Law on Education in the Russian Federation and other normative educational documents. It is important to note that this direction is related to the educational policy trend of different countries of the world, as evidenced by the scientific works of foreign scientists in the field of pedagogy and psychology, which describe the results of theoretical and practice-oriented research in the field of pedagogical and psychological science (Cai, 2019; Carr, 2019; Edwards & Turner, 2020; Khafizova & Zakirova, 2019; Maksymchuk, Sahach, Demchenko, Furdui, Maksymchuk, Protas & Kyzko, 2020; Ng, 2019; Yarmakeev, Kaplan, Valiakhmetova, Akhmadullina & Sharafieva, 2019; Zhan, Wan, 2016).

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II. Purpose and Objectives of the Study

In modern psychological and pedagogical science, the idea of self-development has been established, which is considered as ability, the highest human need. Along with this, the concept of self-development of a person does not have strict definiteness. On the one hand, the study of an independent category of pedagogy and modern educational practice is relevant. On the other hand, the essence of this phenomenon needs to be thoroughly studied in order to ensure the determination of criteria and indicators of personal self-development in the educational process and finding optimal technologies that ensure students self-development.

The study of scientific ideas about self-development of a person involves the consideration of the following issues:

1. What is the essence of the category of personal self-development and what is the specificity of its understanding in the context of modern pedagogy?
2. What methodological approach in pedagogy today can be considered as a leader in the context of the general direction of development of modern education related to the individualization and orientation of the education of a free person?

In the context of this article, a goal is set to conduct a theoretical analysis of the essence of the concept of personal self-development, as well as to determine the leading lines of development of this phenomenon in modern education.

III. Literature Review

Considering the phenomenon of self-development from a historical perspective, we find its foundation in ancient times. The desire for self-knowledge and self-development as the highest value has long been a natural need of man. This fact is confirmed by the presence of a harmonious system of self-knowledge and self-development of the religions of the Ancient East. In Christianity, one can also come across the idea of self-knowledge as the discovery of

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the Divine principle within oneself, in this sense self-development is seen as a way of understanding God through faith.

The scientific ideas of self-development go back to philosophy. For the era of Antiquity, a description of the problem of human development in the context on different conceptual foundations (religion, mythology, philosophy) is characteristic. Heraclitus is one of the earliest references to the phenomenon of self-development. We also encounter the phenomenon of self-development in the writings of Socrates, who urged his students to know themselves. In Marcus Aurelius and Plotinus we see a description of the desire for knowledge of the inner world of man. In Augustine we find the consideration of spiritual asceticism as self-knowledge and self-determination.

In the Enlightenment, an important step was taken in the consideration and development of the idea of self-development. In the assertion of views on personal formation from the point of view of self-education and self-upbringing, such figures as K. A. Helvetius, I. G. Herder, J.-J. Russo.

Representatives of classical German philosophy (I. Kant, G.-V.F. Hegel, I.G. Fichte, Schelling) are characterized by a pedagogical view of self-development of a person. In the writings of scientists we see a description of the approach to education, in which the role of subjective (individual orientation) on the personality is great. In such a process, the role of the formation of consciousness, directed toward morality, self-awareness, directed toward oneself, and mind oriented toward liberation from oneself, is of great importance (Ivanova, 2015).

The works of many philosophers present ideas related to self-development and self-knowledge (I. Fichte, V. Dilthey, M. Weber and others).

With regard to the problem of personal self-development, many philosophers pay attention to the formation of the moral foundations of personality. The cultural and moral context of personal self-development is the leading humanistic idea of I. Kant. In Hegel's writings we also find the idea of the connection of personal self-development with moral growth and self-improvement, an important role in this belongs to the development of human cultural values.

Since the end of the XIX century, interest has grown significantly in considering the essence of self-development among scientists - representatives of different fields of knowledge (social psychology, social, cultural and philosophical anthropology, pedagogy, philosophy). We can say that self-development acquires the status of an interdisciplinary category. Directions are actively emerging and scientific schools are developing that study the problems of self-development. Personalism or existentialism can be noted as a scientific direction that most fully addresses the problems of personal self-development. The existentialist philosophical point of view is that each person is responsible for his life (Ivanova, 2015). This provision is especially relevant in our time, when it comes to the importance of educating a free personality, responsible for their actions and choices.

The theoretical study of the questions of being, time, freedom, responsibility, choice is the foundation for the formation of existential thought. These ideas are presented in detail in the writings of representatives of existential philosophy (S. Kierkegaard, M. Heidegger, K. Jaspers, M. Buber, L. Shestov, V. Dilthey, J.-P. Sartre, A. Camus).

Turning to the works of Russian philosophers of the twentieth century, we see the distinctive traditions of considering freedom and describing the essence of self-development of a person. The works of N. A. Berdyaev and V. V. Rozanov reflect the idea of freedom. The idea of faith in strength, in the possibility of creative self-realization of a person exists in the writings of representatives of Russian pedagogy and psychology of the early twentieth century. In the writings of representatives of the anthropological and humanistic direction (P.P. Blonsky, K.N. Wentzel, V.I. Vernadsky, L.P. Gumilev, P.F. Kapterev, M.M. Rubinstein, M.M. Bakhtin, N. A. Berdyaev, M.K. Mamardashvili, N.N. Moiseev, V.V. Rozanov, B.C.Soloviev, P. Sorokin, L.P. Karsavin and others) the person appears as an active subject, knowing himself and surrounding world. From the point of view of scientists, each person is capable of self-creation and creation of the surrounding world (Ivanova, 2015).

In the scientific works of the representatives of the natural science branch of the philosophy of Russian cosmism (V.I. Vernadsky, A.L. Chizhevsky, K.E. Tsiolkovsky, N.F. Fedorov) the ideas of forming a "perfect person" are traced, the main values are: concern for extending life, maintaining health, self-development (Prasolova, 2000, p. 240).

The creative heritage of K. Wenzel, theorist and practitioner of pedagogy, philosopher, sociologist, political scientist and theologian, author of the theory of free education, based on the idea of forming a free, creative person, is an actual subject of study in modern educational theory and practice (Mikhailov, 2020).

Turning to the works of domestic psychologists, we find that one of their first gave a definition of the essence of self-development and suggested its justification V.I. Slobodchikov and E.I. Isaev. Scientists interpret the concept of self-development as the fundamental ability of a person to become and be a true subject of his life, to turn his own life activity into an object of practical transformation (Slobodchikov, Isaev, 2000). As you can see, this interpretation of the category of self-development is close to personality-oriented humanistic views. In man there is a special spiritual principle, not reducible to either natural or social, not explained either by heredity or by the influence of the

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surrounding cultural environment. Pointing to this fact, the authors urge to consider a person not as a quality, not as a special structure of properties or traits, but as a holistic, all-encompassing way of being of the whole person at once in their utmost addressing to the Other and in their utmost openness to God (Slobodchikov, Isaev, 2000, p. 216).

In the writings of representatives of Russian psychology (L.S. Vygotsky, V.V. Davydov, A.N. Leontyev, D. B. Elkonin) self-development is considered on an activity basis as a cultural-historical concept. In the cultural-historical concept of L.S. Vygotsky finds a description of the unity of socially determined and personally determined processes of a self-developing personality, in their connection.

The works of European humanists of the 20th century are characterized by an appeal to the conditions of human interaction with the sociocultural environment. It is argued that social ideals should become an internal conviction based on personally experienced insight.

Foreign psychology is widely represented by theories and concepts of personality self-development. It is important to note such scientists as: A. Adler, A. Maslow, P. Popper, G. Ransburg, C. Rogers, 3. Freud, E. Fromm, E. Erickson, C. Jung. In the concepts of V.E. Frankla and L.R. Hubbard's self-development is described as striving for the meaning of his existence. In the theories of E. Berne, T. Harris, M. Rokich, self-development is presented as a change in social attitudes and the construction of one's own life. In the works of scientists, the manifestations and sources of the phenomenon of self-development are studied, the prospects and barriers of personal growth are presented. The concept of a person and his ability to change, develop, and personal growth is based on the idea of constantly changing his "self."

An important milestone in the history of the development of theories of self-development was the movement for the development of human potential that arose in the 1950s and 1960s, primarily at the Isalen Institute in California and at the National Teaching Laboratories in Maine. Here, the understanding of personal growth is based on the concept of one of the leaders of the "movement for the development of human potential" Karl Rogers (Rogers, 1986).

In this context, it is worth noting that humanistic psychology is characterized by the consideration of personality through the person's desire for his higher, genuine "I", through "self-actualization" (A. Adler, A. Maslow, K. Goldstein), "personal growth" (K. Rogers), indicators of the formation of a "mature personality" (G. Allport).

According to representatives of foreign humanistic psychology (A. Maslow, C. Rogers, K. Goldstein), "self" can change through self-awareness. Thus, we can talk about the constant self-development of the personality as a process and infinite ability to grow, change.

C. Rogers noted that people have unlimited potential for self-improvement. He put forward a hypothesis according to which behavior is inspired and regulated by the tendency to actualization as a special motive. The scientist was convinced that one of the most important motives in life is to actualize, that is, to preserve oneself, to maximize the identification of one's best qualities inherent in nature. This current trend (the desire to strengthen, actualize, affirm) is selectively aimed at those aspects of the environment that provide a constructive movement of the individual in the direction of completeness and integrity (Frager, 2008).

As you can see, the humanistically oriented concepts of C. Rogers and A. Maslow are based on the assertion of the unconditionally positive, kind and constructive nature of man, laid down in the form of potential. This potential is able to unfold under certain conditions. This position can be called unconditionally positive, since it is based on the notion that in every person there is a desire for self-development, a fundamental tendency for self-actualization (the desire to become competent, holistic, complete).

We see a slightly different perspective on the consideration of self-development among representatives of the existential direction of humanistic psychology, which operates with such concepts as "self-creation" (R. May), "striving for meaning" (V. Frankl), "internal perspective" (J. Kelly), "inspiration "(J. Buigental)," personal transformation "(R. Emmons). According to R. Lang, O. Marer, R. May, a person initially does not have an essence, but acquires it as a result of self-creation, while positive actualization is not guaranteed, but appears as a result of one's free and responsible choice of a person (Frager, 2008). This position can be called conditionally positive.

The basic position of existentialism is not human nature, but human existence itself, its concrete being. The subjectivity of a person implies that a person is initially deprived of the nature that determines his personal being. The following postulate is important: A person is what he will make himself. In this perspective, each person acts as a specific project of himself, and exists only as much as he realizes. Thus, according to the existential approach, a person must design and create his own existence himself.

Under the concept of "I" in existentialism refers to a phenomenon characterized by internal unity. In this aspect, significant personal goals are personal achievements, self-esteem as the results of self-actualization and self-realization of a person. The important question here is how to build a process of interaction with a person so that he can show his potential reserve potential in development and reach possible heights.

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In studies conducted by Md. Anisur Rahman, describes the relationship of self-development of a person with the philosophy of perception of life, with human needs, social and economic processes, the researcher talks about the relationship of collective initiative and self-development of a person (Rahman, 1993). The author comes to the conclusion that self-development begins with self-understanding and the realization that you need to direct your own actions to achieve results. Self-development of a person, according to Md. Anisur Rahman, can begin even in conditions of extreme lack of resources, in this case there is a mobilization of its internal resources to affirm its dignity and self-determination, while it is important to collaborate with other people to achieve collective specific tasks (Rahman, 1993).

The study of self-development in the context of education from a philosophical point of view is presented in the scientific work of W. Feinberg (Feinberg, 2016). The author points out that the task of the school is to build social values, and also emphasizes that self-development does not occur in isolation, but in the context of culture (Feinberg, 2016).

IV. Methodology

The stated purpose of the study involves the use of a theoretical analysis of the literature on the problem of determining approaches to understanding self-development in a historical perspective. Particular attention during the study deserves the works of modern domestic and foreign authors, considering the phenomenon of self-development in personality education.

The methodological basis of the study was formed by the ideas of existential philosophy (V. Frankl, R. Steiner, J.-P. Sartre), existential psychology (V. Frankl, L. Binswanger, K.A. Abulkhanova-Slavskaya, V.N. Druzhinin) and existential pedagogy (L. Kolberg, J.J. Rousseau, J. Dewey, M.I. Rozhkov, LV Baiborodova), as well as the value-reflective approach in psychology (N.V. Klyueva).

V. Results

A theoretical analysis of modern foreign sources on the research problem showed that the self-development of a personality in pedagogy and psychology is considered by the authors in the context of the formation of pedagogical skills of a future teacher (Maksymchuk, Sahach, Demchenko, Furdui, Maksymchuk, Protas, Kyzko, 2020); professional self-development of teachers, the development of sustainable internal motivation of professional self-development and self-improvement (Yarmakeev, Kaplan, Valiakhmetova, Akhmadullina, Sharafieva, 2019). Meilan Cai considers professional self-development through informal learning (Cai, 2019). Self-development is widely represented in foreign psychological science, scientists offer practical guidelines for personal self-development (Carr, 2019); the issue of developing and implementing effective practical and creative (heuristic) technologies for students' self-development is considered (Khafizova, Zakirova, 2019); the plans (projects) of youth self-development are studied and the importance of education as a form of self-development is ascertained (Ng, 2019); the problems of self-development in leadership training are considered (Edwards & Turner, 2020).

Philosophical and psychological views on the problem of self-development predetermined a special understanding of self-development in pedagogical science not only abroad, but also in Russia. Today, pedagogical thought and the practice of educational organizations in Russia are developing in line with the following ideas:

- From the priority of obtaining the desired results of personal properties, knowledge, abilities, skills - to the idea of personal development and self-development;
- From the traditional priority of the comprehensive development of the individual to the idea of self-development and the creation of conditions for self-knowledge and self-development in various types of activities and areas of knowledge.

Today, special educational and developing technologies are being developed in Russia aimed at stimulating the self-development of children and youth (E.A. Aleksandrova, N.N. Mikhailova, S.M. Yusfin, M.I. Rozhkov and others). The idea of self-development is becoming one of the leading ones in pedagogical science and educational practice, which is reflected in the emergence and active entry into use of the following concepts: “personality-oriented approach”, “personality-oriented teaching”, “personality-oriented didactics”, “existential pedagogy", "pedagogical support", "support for students' self-development" (E. A. Alexandrova, A. V. Boyarintseva, V. P. Golovanov, I. D. Demakova, I. A. Kolesnikova, N. N. Mikhailova, M I.I. Rozhkov, G.A. Tsukerman, S.M. Yusfin, T.G. Yakovchuk and others).

Of particular note is the fact that in Russia the ideas of existentialism, presented in philosophy and psychology, have found their continuation and embodiment in pedagogical theory and practice. The beginning of the twentieth century is characterized as the time of the emergence of new models of humane pedagogy that take promising ideas of existentialism as a basis: interest in the inner world of a person, support in education on the structures of the self. The psychological substantiation of the activities of humanist educators was the existential direction of humanistic psychology, in which the human nature is recognized as

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conditionally positive, requiring help in self-actualization and self-development.

V.N. Druzhinin in his work "Variants of Life: Essays on Existential Psychology" expressed conceptual ideas that are important for understanding the pedagogical aspect of existentialism: we must thank "fate and chance that threw us into this tiny stretch of "space-time", in an era when you can - I hope - think, speak and act in accordance with your desires and abilities, without risking much when you can build up your unique life " (Druzhinin, 2005, p.133). This idea confirms the need for faith in one's own strengths, the importance of independent and informed development and implementation of one's own life plan, suggests the need for a mature person to be ready for self-development, to make independent choices and bear personal responsibility for them.

As noted by A.F. Lazursky, an important discovery in pedagogical science was the development of M.I. Rozhkov and O.S. Grebenyuk concepts of existential pedagogy, the subject of which is pedagogical support, which assumes helping the child in the development of his personality and individuality. The leading task of the organization of pedagogical activity is to stimulate the child's self-development on the basis of his reflexive assessment of current events, including situations specially created by teachers (Lazursky, 2000, p.15).

Existential pedagogy fundamentally changed the vision of interaction between the subjects of upbringing: here the child himself seeks the meaning of his existence and builds life plans, chooses the ways and spheres of self-development in accordance with his own choice, and the mentor accompanies this process. According to M.I. Rozhkov, the difference between the pedagogical impact, determined by the requirements of the existential approach, is as follows: any pedagogical impact should take into account the series of events that occurred with the child before the fact of this impact; understanding the importance of the fact that the very impact of the teacher and the student is a certain event and causes positive and negative emotions in the child; any action of the teacher, if it is not an event for the child, will not give any results in the framework of solving the pedagogical problem (Rozhkov, 2011, p.12).

Today, existential pedagogy in Russia is developing in the form of the development of various methodological approaches and theoretical ideas (L.V. Baiborodova, A.V. Volokhov, M.A. Kovalchuk, T.V. Masharova, E.E. Chepurnykh, A. P. Chernyavskaya, T.N. Sapozhnikova, I.V. Ivanova). New methodological approaches are constructed in the context of existential pedagogy, within the framework of a scientific school under the guidance of a doctor of pedagogical sciences, professor, honored worker of science and the Russian Federation Mikhail Iosifovich Rozhkov. A new generalized pedagogical theory is being formed, which considers the processes of education, training and human development from the point of view of the existential approach (Rozhkov, 2011, p. 8-9).

The leading idea of existential pedagogy is the formation of a person who knows how to optimally live his life, making maximum use of his potentials and realizing himself in socially significant activities. As pointed out by M.I. Rozhkov, The realization of this goal is possible only through a pedagogical influence on the child's life, which consists of certain events significant for him (Rozhkov, 2011, p. 9).

As one of the main categories of existential pedagogy that recognizes the subjective position of the child, "support" is defined. In the scientific works of M.I. Rozhkova, the concept of supporting the self-development of students is considered in the psychological and pedagogical aspect as a method that ensures the creation of conditions for the subject to make optimal decisions in various situations of life choice. The scientist considers pedagogical support as the interaction of an accompanying and accompanied, ensuring the success of learning and self-education (Rozhkov, 2011).

The main idea of the existential approach to accompanying the child's self-development is to highlight as an ideal idea the formation of a person who is capable of self-knowledge, self-realization and self-improvement on the basis of his existential choice, aware of the meaning of his existence and realizing himself in accordance with this choice. This approach involves: independent choice of the purpose of life and adequate choice of the path to self-development; understanding of the meaning of one's existence and one's actions; creating a project of self-development and determining the prospects for personal growth; the implementation of his personality in the context of the created project of self-development (Rozhkov, 2013, p.23).

We believe that the pedagogical support of students' self-development, the methodological basis of which is the existential approach, can rightfully be considered in the educational system as a promising personified educational process that creates the conditions for personal self-development.

Note that the ideas of pedagogical support for the self-development of children and adolescents have the possibility of the most complete implementation in the context of further education, since it is based on principles that imply: free choice of direction and type of activity; taking into account the individual characteristics of the child; adoption and protection of rights of interests; lack of strict regulation of the educational process; cooperation of children and adults; involvement in joint activities (Ivanova, 2016).

In the context of existential approaches in pedagogy, we have developed and theoretically substantiated a reflexive-value approach to pedagogical

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support of self-development of adolescents in conditions of additional education, which develops existential theories of knowledge, and is based on the idea of interdependence of reflection and values, the determination of which is given by the situation of overcoming difficulties (theoretical basis: ideas the meaning of life and self-construction by a person of himself and his destiny V. Frankl, K. A. Abulkhanova-Slavskaya, D. A. Leontyev, the idea of an existential strategy of education by M. I. Rozhkov, the idea of value-semantic awareness of the activities of N. V. Klyueva, theory overcoming R.Kh. Shakurov).

The approach is revealed through a set of theoretically substantiated regularities found in the system of additional education for children, and testifying to the conjugation of reflection and values: the regularity of the determination of self-development by a value attitude to life, the regularity of the connection between the self-development project and existential choice, the regularity of the connection between readiness for self-development and individual social experience. Within the framework of the approach, principles have been developed and theoretically substantiated, the implementation of which makes it possible to create a value-oriented educational environment in additional education: the principle of pedagogical support of the adolescent's existential choice, the principle of pedagogical support of moral reflection by students themselves in a specific problem situation, the principle of value-semantic regulation of internal and external activities., the principle of overcoming psychological barriers to self-development and the principle of pedagogical support for the choice of educational activities.

VI. Discussion

Personal self-development is an interdisciplinary category, the formation of which has a long history and is based on philosophical ideas.

The views of domestic and foreign educators and psychologists on the problem of personal self-development are united in the fundamental statement, according to which, in the process of self-development, a person acquires many new qualities and abilities that were not previously relevant.

The main difference between all concepts of self-development of a person lies in their methodological foundations, while the positions of domestic and foreign authors are brought together by the characteristics of the person as a certain authority that initiates their own development. Self-development is the fundamental ability of a person to become and be the subject of his own life; it is the highest value and the main need of the individual.

Modern concepts of self-development are a logical continuation of the view of a person in humanistic and existential psychology and are incompatible with approaches that do not trust a person and correct.

VII. Conclusion

The author's reflexive-value approach to pedagogical support of self-development of adolescents in conditions of additional education, which received theoretical justification in this study, enriches the theory of education of students by including in it the laws and principles of implementing this approach as author's scientific constructs. The idea of the process of upbringing a free personality, based on the conjugation of the development of the value-semantic sphere and the reflection of the student, expands the theoretical ideas about the construction of the educational environment in educational organizations of various types.

The existential directions of philosophical and psychological thought today receive a new round of development in modern pedagogy. The development of studies based on the methodology of existential pedagogy proposed by M.I. Rozhkov and O.S. Grebenyuk is a promising direction for the development of modern scientific pedagogical thought.

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