

Kassen G.A.

**Two sides of the human concept
of self-actualization
and self-transcendence**

Arguing that the meaning of human life consists not in adapting to difficult life conditions and life in the most complete self-realization and self-actualization, the author comes to the idea of maximizing the human potential by creating an optimum environment. It is assumed that in the educational process of the University can be created the optimal environment that shape the qualities and personality traits that could become a future pillar for a successful life self-realization. In the field of education, the actualization of the future and acting teacher should be used by professionals as personal education, characterizing motivational and emotional sphere, revealing the processes of object formation, meaning formation aspects of personality. Self-transcendence, according to the author of the article can act as a higher form of use of personal resources, this provides a sufficient scientific basis that makes an article valuable in the theoretical and analytical aspect. According to the author the idea of self-development and self-actualization, taken «in isolation», out of touch with the phenomenon of self-transcendence, is sufficient to build psycho-technologies of personal maturity.

Key words: adaptation, life-self-realization, self-actualization, self-transcendence, personal resources.

Касен Г.А.

**Өзін-өзі өзектендіру және
өзін-өзі дамытудың ізгілікті
мәнінің екі жақтылығы**

Адам өмірінің мәні күрделі өмірлік жағдайларға бейімделуде емес, неғұрлым толығырақ өмірлік жағдайларда өзін-өзі дамытуы мен өзін-өзі көтермелеу екенін негіздей отырып, автор қолайлы қоршаған орта жасау арқылы адамның әлеуетін толықтай қолдану идеясына тоқталады. Олар ЖОО-ның білім беру үдерісінде адамға өзін сәтті өмірлік жол табуға тірек болатын тұлғалық сапалар мен ерекшіліктерді қалыптастыратын қолайлы орта болады деген ұйғарлым жасалды. Мақалада тұлғалық ресурстарды адамға стресс, дағдарыс, фрустрацияның ықпалын азайтуға, теріс әсерлерді толық жоюға көмектесетін, кейбір ішкі «тіректер» сияқты қойылған міндеттерді шешуде ішкі дайындық пен күш ретінде қарастырады. Сонымен қатар, өзіндік менеджментті дамыту қажеттілігі туралы айтылады – автордың көзқарасы бойынша, жеке тұлғалық ресурстарды басқару адамға жетістікке жетуге және табысты болуға көмектеседі. Осыған орай автор, адам концептінің екі жағын ажыратады – өзін-өзі дамыту мен өзіндік трансценденция феномені.

Түйін сөздер: бейімделу, өмірлік өзін-өзі дамыту, өзін-өзі өзектендіру, өзіндік трансценденция, тұлғалық ресурстар.

Касен Г.А.

**Две стороны гуманистической
сущности самоактуализации и
самотрансценденции**

Смысл жизни человека состоит не в адаптации к сложным жизненным условиям, а в наиболее полной жизненной самореализации и самоактуализации. Автор обосновывает идею максимального использования потенциала человека путем создания оптимальной окружающей среды. Предполагается, что в образовательном процессе вуза может быть создана оптимальная окружающая среда, формирующая те качества и особенности личности, которые могли бы стать для неё в будущем опорой для успешной жизненной самореализации. Развитие самоменеджмента – управления собственными личностными ресурсами, поможет человеку стать успешным и самодостаточным. В связи с этим выделяются две стороны человеческого концепта – самоактуализация и самотрансценденция. Данные феномены являются внутренними механизмами стремления человека реализовать свои жизненные стратегии, максимально используя свой личностный и профессиональный потенциал. Применительно к сфере образования самоактуализация будущего и реально действующего педагога должна использоваться специалистами в качестве личностного образования, характеризующего мотивационную и эмоциональную сферу, раскрывающего процессы целобразования, смыслообразующие аспекты личности.

Ключевые слова: адаптация, жизненная самореализация, самоактуализация, самотрансценденция, личностные ресурсы.

**TWO SIDES OF THE
HUMAN CONCEPT OF
SELF-ACTUALIZATION
AND SELF-
TRANSCENDENCE****Introduction**

The concept of human resource management is based on the idea maximum use of human potential by creating an optimum environment. According to this approach, we believe that in the educational process of the University should be created the optimal environment that shape the qualities and personality traits that could become a future pillar for a successful life self-realization. Also for us it is important to promote the development of self-management – managing your own personal resources, for the ability to acquire, retain, develop and promote the use of personal resources will help you become successful and self-sufficient. Here we see an important two aspects or two sides of the Human concept, is self-actualization and the phenomenon of self-transcendence, which we consider in the main part of our article.

Personal resources – a kind of the forces and internal readiness to solving tasks, they represent some of the internal «supports» that help a person to reduce the effects of stress, crisis, frustration, completely overcome the negative impacts. However, the meaning of every person's life consists not in adapting to difficult life conditions and life in the most complete self-realization and self-actualization, which in turn means the highest possible benefits that it can bring to yourself, your family, the society in which he lives, and human civilization in General (bring on the basis of their individual abilities, knowledge, skills, moral and philosophical priorities that determine the scale of the individual, its real contribution to the enrichment of spiritual values of the world).

Self-actualization and self-transcendence, as two sides of the human concept

The idea of self-realization through the process of self-actualization and self-transcendence is Central or at least, it is extremely important for many modern concepts about the human being (A. Maslow, K. Rogers, E. Fromm, K. A. Abulkhanova-Slavskaja, A. G. Asmolov, A.V. Brushlinsky, V. P. Zinchenko, E. B. Morgunov and other). Recall that the classical and General philosophical idea of self-movement, self-development is reflected

in the writings of humanists (E. Fromm, G. Ollport, K. Rogers, A. Maslow and others), and primarily in the theory of self-actualization. But at the same time the idea of self-development and self-actualization, taken «in isolation», out of touch with the phenomenon of self-transcendence is insufficient for building a psychology of personal maturity. This requires the idea of self-actualization and self-transcendence as a single process, based on the effect of complementarity the so-called «superposition». Self-transcendence the phenomenon of human existence is important both in humanistic psychology (A. Maslow, and especially V. Frankl), and in existential-humanistic philosophy (J.-P. Sartre). Self-transcendence associated with the release of beyond the self, with its primary focus on others, their social activities, in other words, everything that is somehow cannot be identified with them.

There is an opinion that in humanistic psychology, with its dominant focus on discovering human potential and achievement of self-identity and self-acceptance, potentially contain the risk of egocentrism. The idea of self-transcendence as if forgotten. However, different representatives of the humanistic psychology it is not the same place. For example, Rogers she is not given such a significant role as, say, V. Frankl, A. Maslow or. Perhaps the first of the major representatives of the humanistic psychology, who drew attention to the danger of ignoring self-transcendence, was Viktor Frankl. This disparity in the ratio of ideas of self-actualization and self-transcendence he had in mind when he asked the question, «how humanist humanistic psychology» [1].

Self-transcendence means that the person first entering into a relationship with reality end. In more categorical terms, this idea is formulated in the statement: «to Be human means to be directed not for themselves but for something else» [1]. One way or another, but categorical opposition of self-transcendence and self-actualization as two alternatives, in our view, inappropriate. The strength of the humanistic approach and the prospects for its development are in organic connection of these principles.

Internal mechanisms of management of personal resources

To prove that one of the mechanisms to control personal resources the person is self-actualization refer to the content of this concept. For the first time the term «self-actualization» as a scientific category was introduced by Kurt Goldstein, using it to re-

fer to a biological process that exists in any living organism. Student K. Goldstein Abraham Maslow used the term «self-actualization» in the aspect of studying the person as a unique, holistic, open and evolutionary system. He described this concept as the desire of man to become what he can and wants to be. Maslow believed that people are motivated to search for personal goals that makes their life significant and meaningful. His optimistic view of man as «wanting creature», which rarely reaches a state of total, complete satisfaction has been universally recognized as simple, logical and emphasizes the presence of self-regulating and effective potential. He suggested that all human needs are organized into a hierarchical system of priority or dominance, created According to the Pyramid, the needs of self-actualization fore, if satisfied the other, the needs of «lower-order» located at the bottom hierarchical system. People who have attained this highest level, in his opinion is making full use of their talents, abilities and potential of the individual [2]. That is, self-actualization according to Maslow is reaching the summit of human potential and personal resources, the highest need in the hierarchical classification of basic needs.

Shared the opinion of A. Maslow about whether the individual has virtually unlimited capacity for self-improvement K. Rogers [2]. However, his theory has 3 key differences. According to Rogers personality and behavior is largely a function of the unique human perception of the environment, while Maslow believed that human behavior and experience are governed by the hierarchy of needs. Clinical observations K. Rogers, the most important motive in human life is to actualize itself, i.e. to maintain and develop himself most revealing best qualities of their personality, inherent from nature. According to his hypothesis, all human behavior is inspired and regulated by the motif, referred to them as «the tendency actualization», in this regard, he concludes that the innermost essence of human nature is focused on moving forward to a particular purpose. While A. Maslow considers self-actualization as the highest need, emphasizing the phenomenology of the person.

In psychology and pedagogic today there is no clear separation of concepts such as «self actualization» and «self-realization». Etymologically, the word «self-actualization» comes from the word «actualization» (from lat. actualis – detailed) – term, meaning a change of existence, which is interpreted as «the transition from being opportunities in the state of reality» [3, P. 11], that is, in the most General sense self-actualization is defined as the human

desire to possibly a more complete identification and development of personal capabilities. And etymological explanation of the word «self-actualization», derived from «implementation», «implemented» [4, P. 469] is to carry out, to execute the plans. In the dictionary of the American psychological self-realization is defined as a concept identical to the concept of self-actualization. It is interpreted as follows: «the tendency of the individual to develop their own talents and capabilities» [5, P. 285].

Roberto Assagioli uses the term self-realization for a designation two types of consciousness-raising, expansion of consciousness, which, while related, are different in nature and appear completely different. Most of all, as rightly pointed out by R. Assagioli, under self-realization means self-fulfillment, that is, mental growth and maturation, awakening and manifestation of latent human abilities. By its characteristics this kind of self-realization corresponds to self-actualization [5, P. 286].

Psychological analysis of the essence of human self-realization was given by D. A. Leontiev [6, P. 23]. He considers self-realization as the process objectification the essential man power. This process, in his opinion, may take the form of creation of objects of material and spiritual culture or considering yourself in the form of personal contributions to others. That is, self-realization is possible only on the basis of ability to be a person capacity to make a socially meaningful contribution to the culture and other people.

According to K. Jung [2], the full realization of «I» is the ultimate goal in life of the subject, in this regard, he highlights three aspects:

- the personalization – the development of a person towards life goals;
- the self-realization – the final stage of moving toward the goal;
- the self-actualization – is a goal in life, the ultimate stage of personal development, accessible only to capable and highly organized people.

Also from three aspects comes M. Smith [2]:

- the self-actualized person;
- the ultimate experience of transcendental values;
- the self-actualization as the process of development. Recall that self-transcendence associated with the release of beyond the self, with its primary focus on others, their social activity, in other words, everything that is somehow cannot be identified with them [7].

So we can say that in the cause or in loving another person carries themselves the self-actualized person; and the approval of their own life, happiness,

the freedom of man rooted in his ability to love, and love is indivisible between «objects» and their own «I» – characteristic of personality that tends to self-transcendence.

Comparison of foreign theories of personality, with domestic development (Rean A. A., Kolomin-sky Y. L. [7], A. V. Mudrik [8] D. A. Leontiev [9], V. A. Petrovsky [10] I. S. Kon [11], G. M. Andreeva [12], G. K. Ayzhanova [13]) suggests that there is an underestimation of the social factor of self-actualization and self-transcendence. In particular Maslow, identifying the requirement of the phenomenon of self-actualization, rests on biological factors. The approach to the problem of self-actualization through activity theory, through the notion of self-realization characteristic of D. A. Leontiev. This was also the view of L. S. Vygotsky [14], A. N. Leontief [15], K. A. Abulkhanova-Slavskaia [16]. Briefly analyzing the above-mentioned developments, we came to the conclusion that the priority of the study of the phenomena of self-actualization and self-transcendence belongs to the American psychologists that self-actualization is considered in different contexts. As a motive, the need is self-actualization was considered by A. Maslow, K. Rogers, as a life strategy – K. A. Abulkhanova-Slavskaia, goals – A. V. Mudrik, activities – D. A. Leontiev. Modern scholars (G. K. Ayzhanova [13], M. Sh. Sagautdinova [17]) come from the fact that self-actualization is traced the connection between the individual and social, in that they deny «one-sided» position of the above scholars, repelling, or from phenomenological or social aspects of the problem.

Self-transcendence the phenomenon of human existence is important both in humanistic psychology and existential-humanistic philosophy, but binding self-transcendence with the release of the person beyond the self, with its primary focus on others, their social activities (for all that somehow cannot be identified with them), the modern researchers pay to this problem, while not enough attention (even in the humanistic psychology), although its importance is recognized by scientists a long time ago.

Conclusion

In accordance with a brief analysis of classical and modern developments in the field of the problem of self-actualization and self-transcendence, we believe these phenomena to internal mechanisms of the aspirations of people to realize their life strategy, leveraging their personal and professional potential. In the field of education, the actualization

of the future and acting teacher should be used by professionals as personal education, characterizing motivational and emotional sphere, revealing the processes of object formation, meaning formation aspects of personality.

Self-transcendence the same, in our opinion, is the highest form of the use of personal resources, because the purpose of human existence is its own perfection and the well-being of others, because the search for mere happiness leads to egocentrism.

References

- 1 Frankl V. Man in search of meaning. – M., 1990. – P. 21-29.
- 2 Hell L, Ziegler D. The theory of personality (basic provisions, research and application of) – St. Petersburg: Peter kom, 1998 – 608 p.
- 3 Philosophical dictionary / edited by M. M. Rosenthal, M., 1972, Vol. 2 – P.11.
- 4 Ozhegov S. I. Dictionary of Russian language – M., 1986 – P. 217.
- 5 Yaroshevsky M. G., Antsyferova L. I. The Development and current state of foreign psychology, M., 1989, 2-nd ed., completed and processed, P. 285 – 288.
- 6 Leontiev D. A. Self-Realization and intrinsic forces. – M., 1996 – P. 23-28.
- 7 Rean A. A., Kolominsky Ya. L. Social pedagogical psychology -SPb.: Publishing House «Piter», 2000. – 416p: (Series «masters of psychology»).
- 8 Mudrik A. V. Introduction in social pedagogics. Training manual. Part 1. Penza, 1994. P.18.
- 9 Leontiev D. A. The Development of the ideas of self-actualization in the works of A. Maslow // Questions of psychology, №3, 1987. P.16-27.
- 10 Petrovsky A. V. Psychology of maladaptive personality. M., 1992. P. 43-47.
- 11 Kon I. S. In search of self. Personality and self-consciousness. M: Politizdat, 1984 – 335 p.
- 12 Andreeva G. M. Social psychology. Textbook for higher educational institutions. M.. 1998. P.13.
- 13 Ayzhanova G. K. Self-actualization as a mechanism, the process of development of the personality // Messenger. Almaty: Abay Almaty state University. A series of Psycho-pedagogical Sciences, №1 (6), 2002, P. 18-23.
- 14 Vygotsky L. S. Collection of works in 6 T. T. 4. M., 1984. P.14-25.
- 15 Leont'ev A. N. Activity. Consciousness. Personality, Moscow: Politizdat, 1977 – 304 p.
- 16 Abulkhanova-Slavskaia K. A. Typology of personality and humanistic approach // Humanistic problems of psychological theory. M., 1995. P.36.
- 17 Sagautdinova M. S. Pedagogical conditions of formation of readiness of future teachers for professional self-actualization. Dissertation candidate of Pedagogical Sciences. Almaty, 1999. P.17-23.