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PROFESSIONAL SELF-IMPROVEMENT AMONG THE STUDENTS OF TECHNICAL UNIVERSITY

Self-consistency in choosing the way of life for young people is defined among other things by the choice of their profession to be. Formation of mastery motives in self-development, self-realization and professional mobility necessitates a number of reforms in existing higher education. Contemporary self-improvement of an individual is being realized nowadays in the form of student's self-actualization and has very much in common with that of a person. The student community of technical universities has the signs of technocracy identified on the level of personality organization and the level of social education organization and has a current request for a new type of relationships between humanism and technocratism in learning.

Key words: self-development, self-realization, personality, technocracy, higher education.

Самостійність в обранні життєвого шляху молоді – у виборі майбутньої професії. Формування мотивів саморозвитку та самореалізації, професійної мобільності призводить до необхідності реформування сучасної вищої освіти. Сучасне самозростання особистості реалізується у формі само актуалізації студента і перетинається з проблемою самоактуалізації людини. Студентство технічних університетів має прояви технократизму на рівні структури особистості і на рівні структури соціального інституту освіти і має актуальний запит на нове співвідношення між гуманізмом та технократизмом в процесі навчання.

Ключові слова: самозростання, саморозвиток, особистість, технократизм, вища освіта.

Самостоятельность в выборе жизненного пути молодежи заключается в выборе их будущей профессии. Формирование мотивов саморазвития и самореализации подводит нас к необходимости реформирования современного высшего образования. Современное саморазвитие личности реализуется в форме самоактуализации студента, которая соприкасается с проблемой самоактуализации человека. Студентам технических университетов свойственны проявления технократизма на уровне структуры личности и на уровне структуры социального института образования и имеет актуальный запрос на новые соотношения гуманизма и технократизма в процессе обучения.

Ключевые слова: самореализация, саморазвитие, личность, технократизм, высшее образование.

Problem statement. Economic and social relationships in modern Ukraine affect the state of higher education. The key inquiry of education to train young specialists has changed the vector of activity from accumulating knowledge to professional self-realization and self-improvement. IT development of the society finds itself under permanent self-education in accordance with vital and professional requirements. Modern life is undoubtedly a dynamic process, and a young person chooses his/her own way of life, having accepted a personality trait tendency to individualization.

Higher education has become a public institution that provides knowledge and builds up motives for self-development and self-realization. Besides this is higher education that has a firm motivation to find and disclose personal essential forms, build up the personality that will ensure a sustainable development of the society.

The knowledge gained during the years of study is "morally" worn out by 20-30 % with every passing year. Alongside with the task to get the students

properly educated this problem should make more emphasis on students' professional mobility and their ability to grow professionally. This directly affects the students of technical universities where the number of humanitarian subjects is steadily reduced.

Many scientists have contributed to the determination of psychological aspects of professional and personal development during the process of study or work in psychological and pedagogical sciences (L. Vygotsky, Davydov, V. Druzhinin, D. Elkonin, Kostyuk, S. Maksimenko, S. Rubinstein, B. Thermal T. Titarenko, etc).

The concept of personality has ensured the effective implementation of an innovative idea and a shift from an objective education to a subjective one.

B. Ananiev, G. Craig, D. Feldstein, L. Bozovic, Vygotsky L., I. Cohn, E. Erickson disclose the peculiarities of a personal development stage in the period of late adolescence (student age).

Students' eagerness for professional self-development in terms of technical university study makes it possible to think of the need to reform modern high-

er technical education by means of sufficient knowledge mechanisms in modern innovative education.

The purpose of the article is to study the powers of the student from an innovative technical university to be engaged in self-realization under the influence of technocracy. The crucial condition for self-development and self-realization of the future engineer in the professional field being one of the substantive spheres of his life is his/her eagerness for professional self-development. In educational psychology L. Mitina considers the skills and ability to self-expansion of competitive personality and the stages of professional self-development rights of a person. M. Chobitko investigated the ability to think independently and navigate in new situations as the factor of self-improvement among the students. V. Kazakov considered independent students' work as the way to realize the ability to self-identity.

Modern self-enhancement of an individual can be realized in the form of self-actualization, and the issue of professional self-enhancement for a technical student interacts with the problem of self-actualization. So, we have the affinity in professional self-enhancement: it's the implementation through the forms and mechanisms of self-actualization. In this case, the technical student's self-actualization in joint components acts as the common ground, and its professional self-enhancement – as a partial one.

The students of technical universities usually exhibit some signs of technocracy at personality and social structural levels within the education of Ukraine, although the study there is innovative, personally oriented and is focused on creating a future engineer, the possibility to take an active position in educational activities, acquire new knowledge through an ac-

tive dialogue with the world and provide research through information means.

However, we view higher education as a process of both technical training and up-bringing, and it is through these aspects that technocratic attitudes affect a person. The student receives technical knowledge and the methodology of solving practical problems. This may also occur individually. The process of up-bringing at a Technical University suggests the availability of technocratic teacher who is considered to be the subject of an educational activity.

As a matter of fact, the teacher's personality influences the personality development of a technical student and education itself in the phase of the globalized world community transition to the informational society, the ability of a future engineer to reach a professional self-enhancement is being formed.

Technocracy is a social, psychological and political science phenomenon in the social organism of Ukraine. "Knowledge is power, and, evidently, things have paradoxically come to the point that science and technology through their knowledge of what is happening in the inanimate world of some abstract and scientific findings have acquired large and ever-growing power. This power enables them to manage and change the world in which people have the benefits to live in "[4, 119].

Humanity being developed, is developing technology, and then with the mature technology we can witness a fusion process of physical and spiritual or noumenal and phenomenal, what the society is being developed from.

The specificity of technocracy interpretation lies in its specific interaction – the interaction between people, based on the theory of technical knowledge that are used as the methodology of society management.

Technocracy in higher education is the manifestation of managers with engineering and technical education that deal with a methodological basis for action, i.e. technological determinism, and the result of their activity, i.e. the students who accept their teachers' guidance and subsequently become the carriers of new technocratic knowledge.

Nowadays a contemporary technocrat is considered to be not only an engineer of human souls and social consciousness but the arbiter of the state and world destinies. Such approach has led to a psychological breakdown in the public mind (stress increase, crime, drug use, terrorism) as well as technological and environmental breakdown.

The so-called computercracy is a new version of technocracy existence. According to Aristotle, life is professional work and doing good. The present reality underscores the threat of alienation of an individual as a means of implementing an anonymous power and oppression of mankind (particularly a human).

Leading technocrats are trying to put down the individuals whose moral attitudes are at least with a bit of differences, they give preference to predictable and bent to submission employees that perform their orders. But in this case we cannot talk about professional capacity generating that may lead to a self-realization. It's most likely that it can lead to human person's suppression, his/her individual creativity.

Present-day psychologists also point out an attempt to consider a person to be a cog or component of a technological or socio-technical system, i.e. the objective point but not the actor [3, 188-191]. Public opinion polls conducted among third-year and fifth-year students from NTUU "KPI" in 2014 and 2015 (13% in 2014 and 17% in 2015) have noted this in their responses.

The main properties of technocratic thinking at nowadays stage are the human subordination to the ideals related to equipment and technologies (technocentrism). Here we mean the conflict of a living being and technological aspect, withstanding of the artificial to natural. Technocratic thinking contains the danger of self-destruction referring to both the doer and his objects (bio-, geo-, and sociospheres). Fifth-year students have noted this as they have already gained the knowledge of humanitarian courses.

The basic value of modern technocracy is quality-to-price ratio. Such rationality is sure to be used in certain economic situations and real-life experiences but it does not work on a global scale.

Unfortunately, technocratism as a social phenomenon in education and higher technical education in particular has not been widely studied yet.

The particular nature of education is that it exists within the culture, and it is traditionally believed to be a rather conservative sector of society and should be linked to the so called academicism. We must certainly emphasize that it is man who is to be the main value of the society of knowledge, comprises the basis of ideology and reflects reality. The main core of education is a person being a system forming factor of education of the XXI century.

"A person in his steady development assembles both the meaning and purpose of education, its spiritual formation, harmonization of its relations with other people and the world... Education system is created for the person, it operates and develops on its behalf, elaborates the personality for the sake of their ideal purpose, i.e. happiness"[2, 12-13].

Therefore, this is the personality that comes to the fore through education in a social world. It is necessary to pay at-

tention to the development of students' abilities for professional self-expansion in both psychological formation and psychological education to enhance the impact of innovative learning technologies in order to form and develop students' professional mobility.

In view of this, it is necessary to figure out such conditions of higher technical education where there will be new relationships between humanism and technocratism in favour of personal development as human development, formation of professional capacity for self-expansion is the main condition for further development of society and social progress.

Modern technocracy aggressiveness in Ukraine both in society and higher technical education is the problem that we have acquired with entering into information phase of development that requires humanization of social life and

management democratization.

Conclusions. To restrict technocracy influence on higher education can be possible by increasing the process of humanization of knowledge, symbiosis, knowledge acquired and student's personality. Shaping the competence of a young person for professional self-expansion in terms of innovative learning will give us a chance to have the artifacts of creative and spiritual activities of the individual that is revealed in human values. And as a matter of fact this is the highest value of any social world evolution.

Technocratism will have to pass into neocracy or meritocracy as present-day educational systems are becoming a means of regulating human behavior. And relevant issues in social psychology, education science, sociology and cultural studies in higher technical institutions have a beneficial effect on it.

RESOURCES:

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