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WILL FORMATION AS A NECESSARY CONDITION OF A LEADER'S PERSONALITY SELF-EDUCATION IN THE LEARNING PROCESS

The article deals with the problem of will and its formation in the process of training at college as a necessary condition of self-education of a leader's personality. Interrelation of this process with motivation and the process of personality's self-governance is shown. The role of self-control and personality qualities pertaining to it has been studied. It has been established that the more rationally the acts of self-control are distributed the larger number of energetic possibilities can be released to manifest a will-effort, and the more intensive it may become. A great attention is paid to personality's self-education, its content, diagnostics, stimulation, and the role of pedagogic guidance.

Key words: self-education, will, self-governance, self-control, stimulation, diagnostics, formation, a leader's personality qualities.

Setting the problem. The formation of students' dominant motivational set on self-education, realizing the necessity of self-improvement will help to solve many current problems of education. By gaining certain experience and qualities in the process of education personality begins on this basis to freely and autonomously choose aims and means of activities, to control its actions, at the same time improving and developing its abilities to implement them by changing and educating itself. The main condition of goal formation is the personal meaning of the results a student tries to achieve. It is facilitated by formation of self-confidence, self-esteem, willpower, and of other qualities of a leader necessary for successful training for professional activities, that becomes possible in the process of self-education.

Analysis of researches and publications on the problem. Self-education is a naturally determined phenomenon in personality development. It appears at a certain stage of its development and is a result of upbringing. Thus, if upbringing is dominant in life of a preschooler, in teenage it is reinforced by self-education which becomes independent and very important process in young adulthood. It can be said that self-education is a dynamic, evolving process of self-development governed by a person. Self-development grows into self-education when it becomes subjective to the consciousness, and a person starts to improve his/her self consciously. And it is important that self-education be accompanied with a process of self-knowledge and self-improvement, determined by clear perception of self and of one's life program.

The primary aim of personality development technology is formation of conditions for transition of education into self-education, of its being included into the mode of self-development, sustaining and stimulation of this mode in every age period, formation of faith in oneself, and provision of instruments for self-education. As V. Sukhomlinsky wrote at his time, "I am deeply positive that education urging to self-education is a real education. To teach self-education is far more difficult than to organize weekend leisure." [11]. The road to self-education in the course of a leader's training lies through his/her self-work.

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V. Lozovoy states that “self-education is a separate activity consciously set and controlled by an individual with the aim of achieving results necessary for ensuring of other vital processes and activities” [5, p.12]. L. Ruvinsky in his monograph “Self-education Theory” characterizes it as a person’s activity aimed at changing his/her personality [10, pp.15-20].

A broader approach to the definition of self-education is undertaken by A. Kochetov who views it as a person’s conscientiously governed self-development in which projected by him/her forces and abilities are formed in accordance with demands of society and the person’s interests [4, p.45].

The aim of the article: the study of will as a necessary condition of a leader’s personality education and its formation in the course of training at college.

The statement of the main material. Self-education is a systematic and conscious activity of people directed at formation of desirable physical, mental, moral, ethical qualities, positive traits of will and character, elimination of negative (bad) habits. The way of self-education is the governance of feelings, thoughts, and behavior. The result of self-education is self-improvement. The necessity in such work arises in the course of learning activities when a certain level of self-knowledge is reached, a capacity of self-evaluation is developed, when a person realizes the necessity of correspondence of personal traits to the set goal and reaching the desired result. If such a “mental program” is formed it causes personality to practical actions to accomplish it, creates stimuli for manifestations of will in this direction.

When a person experiences a need in changing certain traits of his/her character or behavior it is important to set a clear goal and to establish the necessity of its achievement; sometimes it is necessary to set time limits. Self-education is characterized by planning and organizing of activities, control and evaluating of its course and results, and stimulating and correction of one’s behavior if necessary. By its nature it is a will process. The more developed a person’s willpower that is his/her ability to make oneself achieve the set goals is, the more effective self-education is because these processes are closely interrelated.

This is noted by nearly all researchers who consider the topic of goal causality of behavior (L. Bozhovich, V. Ivannikov, Ye Illyin, V. Kalin, K. Kornilov, K. Obuhovsky, V. Selivanov, et al.). The phenomenon of will has always attracted philosophers’ attention who treated this notion with great care. This problem has been developed quite thoroughly by psychologists as well, though the interest in it quite diminished in the second half of the XXth century with intensive research in motivation. It is the motivation theories where the problems of alternative selection so characteristic of the phenomenon of will are raised ever more often (L. Vygotsky, W. James, T. Ribo, S. Rubinstein, W. Frankl, H. Heckhausen, et al.).

W. James attempted to establish the interrelation between unconscious instinct and arbitrary behavior. Both of them, he thought, are a product of nervous system which governs activity, though not directly but through skill, habit, custom developed through life. Thanks to this mechanism nearly automatic adjustment of actions takes place. Motivational meaning of a habit can be deduced from researches of many scientists. Thus, K. Ushinsky claimed that habits are actions committed at first consciously and deliberately, and only later as a result of numerous repetitions mechanically, without will or consciousness. At present time L. Bozhovich noted on the small extent of awareness of habitual behavior. In most cases it is thought over only post factum and thus is stable in relation to situation. It is quite

possible that the experienced in the process comfort or discomfort if the action didn't take place are the very signal of certain urges preceding habitual actions [2].

Will is a special form of a person's activity, a special kind of conscious organization and of activity's self-regulation. The peculiarity of will lies in a person's conscious overcoming of difficulties and obstacles on the way to a set goal. As a result of willpower one manages to diminish the action of certain motives and intensify that of some others. A strong-willed person not only sets goals and acts, but also mobilizes his/her efforts to achieve results. This is enhanced by the process of a leader's personality self-control which is a necessary condition of success in his/her professional activities.

And self-control is an inherent component of conation. Self-control has a verifying character and lies in establishing a degree of correlation between the desired and the real result. Self-control is self-governance and even self-restraint of one's actions and deeds especially when they are associated with big complications and problems.

Self-control, involved in the course of conation, prevents ineffective power inputs not connected with the achievement of the final goal. Willpower's saturation with acts of self-control can be determined by various objective and subjective factors. The optimal ratio between them is such where power inputs' distribution to achieve them, is solved in favour of willpower. Excessive self-control will unreasonably exhaust the energy system in general by decreasing willpower's effectiveness. And vice versa, the more rationally the acts of control are distributed, the more energetic possibilities can be released to manifest the willpower, and the more intensive it may become.

A great role in the formation of will and self-control is played by motives of activity. Learning-and-cognitive motives stipulate appearing of a desire not only to digest a certain volume of knowledge, but also to gain success in life. Being a motivated student means to apply efforts, and to do this it is necessary to believe that the application of efforts is a necessary condition of achieving success. It also means that the student believes in his/her ability to achieve success and enables to link such student's approach to study with a special role played in it by achievement motivation.

Achievement motivation is strive for success, high results in activity. It organizes wholesome behavior, increases learning activity, influences formation of a goal and selection of ways to achieve it. A person striving for success has a strong achievement motivation. Depending on the importance a person attaches to results in certain area he/she chooses the activity to engage in. Formation of activity motivation is connected with active life strategy, development of behavior model oriented to successful achievement of the goals of activity.

The results of long-term researches show that achievement motivation is an important and independent kind of human motivation. It determines success of a person's activity and social position. It is known that people with clearly manifested desire for success achieve in life much more compared with those whose motivation is manifested weakly or is absent at all. It is of interest to research the question of the causes of such differences and mechanisms of their action. On the contents-and-psychology level achievement motivation is a sort of "key" to understanding the nature of the claims level, strive to self-evaluation increase, tactical and strategic moves of individuals in the course of their building-up ways of taking important decisions and application of conation in the process of activities regulation.

Achievement motivation may become a dominant in formation of students' self-consciousness and their choice of further educative and life course. One can state that that

student will be active in professional training who realizes the need in knowledge, qualities and skills necessary for successful activity. On this basis the student's achievement motive is formed, ability to set goals and distribute efforts necessary to achieve the desired result are also developed.

At NTU "Kharkiv Polytechnic Institute" there was conducted a research the subject of which was the study of the role of achievement motivation in shaping students' professional directedness. Professional directedness is a total of motives, sets of personality, plans, value orientations in the sphere of a certain professional activity. It is directedness in which the goals for the sake of which a person acts, his/her motives and subjective treatment of reality. It determines success of a person's mastering a profession, and is a system-forming quality of personality which is socially determined and is formed in the process of learning. It makes it possible for a person to self-realize one's potential fully in professional activity, to be a competitive specialist.

According to the results of this research, the desire to achieve success in life is characteristic for most of the students with high (95%) and medium level of achievement motivation (85%), of them half of the students with medium motivation and 68% of the students with high motivation level do their best to achieve success. Among the students with low achievement motivation 65% strive to achieve success in life, but only the fifth part of them do their best to achieve some results. Among those displaying motivation of failure avoidance, these rates are considerably lower, also half of the students responded that for the time being they do nothing to achieve success or don't think on this.

In the motivation sphere itself the most important role is played by positive attitude to the profession because this motive is connected with the final goal of learning. Researches, carried out at vocational schools and higher education establishments completely support this statement. According to the results of this research, students' interest in their speciality and satisfaction with their choice of profession is considerably higher in students with high and medium achievement motivation than in those with low achievement motivation and failure avoidance motivation. Within the latter category only one third of the students are interested in their speciality and satisfied with the choice of profession.

Thus, if accepting of activity causes a desire to accomplish it in a certain way, the formation of a personal meaning leads to its further transformation that is manifested in the sets on academic success, and in the long run to the formation of a student's active stand in life. Thus, the mean grade of students with high achievement motivation is 4.85 points, that of students with medium level of motivation is 4.5 points, those with low motivation level gain 4.22 points, and those who are characterized by fearing of failure gain 4.0 points (out of 5). These results supported the conclusions by other scientists that achievement motivation positively influences students' results, thus their activeness and professional competence. In according with how a student gains success in learning he/she starts viewing the ways of self-expression, self-actualization in activity, gaining success in it. Unsuccessfulness and failures, on the contrary, bring to formation of fear of failures motivation.

The increase of motivation level in the process of shaping directedness at successful learning and professional activity enables them to self-realize effectively through optimal behavior strategies, developing at the same time axiological, competent, personality, behavioral, reflexive, communicative, and emotion-and-will components of one's personality (table 1).

**Characteristics of personal potential of students with different level
of achievement motivation (in conventional units)**

Components of students' personal potential (conv. units)	Motivation levels			
	High	Medium	Low	Failure avoidance (n=6)
Axiological	5,61	4,65	2,67	1,20
Competent	2,0	1,68	1,37	1,24
Behavioral	8,43	6,63	4,22	2,15
Reflexive	3,65	3,18	2,40	1,56
Communicative	2,56	2,28	1,92	1,66
Emotional-and-will	1,71	1,26	0,80	0,37
Total in conv. units	23,96	19,68	13,38	8,18

Thus, the students with high level of achievement motivation are characterized by activation of all components of their personal development and the need of further growth the level of which decreases with the level of motivation and becomes quite low in students with failure avoidance motivation. These data make it possible to conclude that achievement motivation is the dominant one in the system of mechanisms forming training. It organizes the students' wholesome behavior, increases their learning activity, influences goal setting and choice of ways to achieve them, contributes to their self-education.

In this case a person is willing to set a more complicated task, activates oneself by means of conation and self-control. This is enhanced or hindered by a number of traits (table 2).

As the research results show, students with high achievement motivation possess to a greater extent the traits by means of which personality's self-control is exercised, especially discipline, will-power, responsibility. And vice versa, such students either do not possess the traits which hinder self-control or such traits are slightly manifested. The students with medium level of achievement motivation possess most of the traits hindering self-control: carelessness, hastiness, alarmism, disorderliness. They need to form self-discipline which is connected with constant introspection and self-restraint, sense of harmony, rigid following the rules, norms, and proceedings set by the person for him/herself, as well as those set by society.

Thus, self-education is a process of a person's changing him/herself under the influence of consciousness and will. It provides for conscious and purposeful person's participation in many-sided development of his/her own personality. In the course of self-education a student strives for determining a goal by him/herself and for reaching it by habitual or new ways and means. This is a human activity which is a way of a person's realization which is carried on not by compulsion, but on one's personal volition.

Interrelation of self-control with achievement motivation

Traits characterizing personality's self-control	Level of achievement motivation			
	High	Medium	Low	Motivation of avoiding fail- ures
Traits enhancing self-control (% of those who responded "present to a full extent":				
▪ sense on duty	75,0	75,0	63,1	50,0
▪ will	70,5	50,0	15,7	-
▪ discipline	63,6	50,0	42,1	66,7
▪ responsibility	79,5	77,5	36,9	66,7
% of those who responded "ab- sent completely":				
▪ looseness	77,3	60,0	36,9	16,6
▪ carelessness	56,1	50,0	33,3	16,6
▪ hastiness	38,7	35,0	16,7	16,6
▪ alarmism	50,1	62,5	39,0	33,3
▪ disorderliness	81,8	55,0	39,0	50,0

According to P. Osipov, the motive powers of self-education are certain controversies. Firstly, these are controversies between the requirements put forward to students and their real behavior. Secondly, these are controversies between the desire and inaptitude of working on one's development caused by insufficient austerity to oneself, lack of willpower, lack of knowledge in methods of self-education. Thirdly, these are controversies manifested in discrepancies in results and set goals and the tasks of the changes. P Osipov believes that self-education includes:

- analysis of one's personality by means of introspection, comparison with others, with an ideal, adequate self-evaluation; determining the qualities needed to be developed and perfected, as well as what is necessary to overcome; making decision on work on one's personality;
- goal-setting and developing the program of activities directed at self-improvement – determining what, when and how should be done to perfect one and eliminate other traits to achieve the set goals;
- the activity proper – learning, labor, professional, cognitive, aesthetic, physical – directed at achieving the set goals and performed by will effort over oneself;
- self-regulation, an activity involving self-control, self-analysis, self-evaluation of its progress and results and if necessary correction, specification of goals and tasks, search for optimal ways and means of self-improvement [7, p.90].

Effectiveness of self-education as that of any other activity depends on the degree of interest and motivation directed at satisfaction of various material, social, and spiritual needs. That is why self-education can also be viewed as a process of self-governing, controlling of

one's behavior, one's inner state. Moreover so because for self-education the same tasks as for management are inherent: the necessity of setting and achieving a goal, planning of way of life, activity, their organizing, control and evaluating their progress and results, and if necessary, stimulating and adjustment of one's behavior.

A great role in the process of self-education of students plays pedagogic guidance. The content and forms of teacher's work on self-education's organization can be quite various. The task of teachers lies in purposeful detection and development of students' potential possibilities in the course of their acquiring knowledge and skills by using this information to assist students in the process of their self-development and self-perfection.

In the process of stimulating of students' self-education a teacher solves the following tasks:

- enhances student's self-knowledge, formation of their adequate self-evaluation and reflection;
- ensures students' involvement in various activities and social relations which facilitates their mastering social roles;
- helps students to organize their activities in a certain way, creates situations of success;
- performs selection, modification, and including into learning process pedagogically expedient means and stimuli of self-education;
- creates pedagogic conditions for shaping a personality's need-and-motivation sphere: needs for personal growth and motives for gaining success.

The methodology for students self-education stimulating provides for diagnostics of their states, and also that of personality traits that they need must form purposefully and consciously (personal growth design); determining the goals of self-education connected with shaping of these traits; making joint activities with the teachers directed at these qualities' formation; selection, modifying, and application of means of achieving the set goals; psychological and pedagogic training of students for self-work; evaluating the effectiveness of the final results. It is only in inseparable unity and interrelation, and interaction that the mentioned elements make up the wholesome process of self-education's stimulating.

Diagnostics of self-education is a study of how consciously and purposefully, regularly and actively students themselves develop and improve their personalities, what makes them do it, and, vice versa, what hinders them in this process. It enables a teacher to follow the logic of every student's self-education, to determine the content and modes of their activities on self-education. And a great role here plays students' self-knowledge preparing them for a more complicated and strenuous activity – for purposeful self-improvement.

While drafting the program of self-education one should determine the methods of achieving the desired results. It is necessary to ensure supervision both on the part of the teacher who must provide assistance for the student, and self-control on the part of the student him/herself. For this one should use well-known psycho-techniques in the form of self-persuasion, autosuggestion, self-reassurance, self-coercion (self-orders), self-punishment, etc.

The result of students' self-education stimulating is their readiness for purposeful and permanent work on self-improvement, formation of relevant sets which express their value attitude to this process. The criteria self-education stimulation's effectiveness are students' involvement in self-work, adequacy of content, means, ways, and methods of self-education to the content of teachers' stimulating activities; completeness, depth, regularity, and effectiveness of self-education. A student must approach this level as a result of applying certain education technologies connected with shaping of the ability to self-governance and will-power.

СОЦІАЛЬНО-ПСИХОЛОГІЧНІ І ФІЛОСОФСЬКО-КУЛЬТУРОЛОГІЧНІ АСПЕКТИ
ФОРМУВАННЯ ОСОБИСТОСТІ ЛІДЕРА ТА СЕРЕДОВИЩА ЙОГО РОЗВИТКУ

Conclusions. Thus, profound professional training supposes not only possession by future specialists of certain system of professional knowledge and skills, but also development of their personal potential which is enhanced by the process of self-education. An important prerequisite of self-education is self-consciousness directed at self-perfection. Students experience the need in such work when they have reached a certain level of consciousness and self-knowledge, developed an ability of self-analysis and self-evaluation, realized the necessity of correspondence between their personal traits and the set goal and its achievement. This will enable them to better understand and know themselves, disclose and develop their inner resources, activate all the aspects of their potential, perform the optimal self-governance and self-control which are closely connected with manifestation of will-power which is a necessary condition for a leader's personality self-education.

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ФОРМУВАННЯ ВОЛІ ЯК НЕОБХІДНА УМОВА САМОВИХОВАННЯ ОСОБИСТОСТІ ЛІДЕРА У ПРОЦЕСІ НАВЧАННЯ

У статті розглянуто проблему волі та її формування під час навчання у ВНЗ як необхідну умову самовиховання особистості лідера. Показано взаємозв'язок цього процесу з мотивацією, процесом самоврядування особистості. Вивчено роль самоконтролю і якостей особистості, які йому сприяють. Установлено, що чим більш раціонально розподіляються акти самоконтролю, тим більше енергетичних можливостей може бути вивільнено на прояв волевого зусилля, тим більш інтенсивним воно може стати. Велику увагу приділено процесу самовиховання особистості, його змісту, діагностиці, стимулюванню і ролі педагогічного керівництва.

Ключові слова: самовиховання, воля, самоврядування, самоконтроль, стимулювання, діагностика, формування якостей особистості лідера.

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А.Г. Романовский, Л.Н. Грень

ФОРМИРОВАНИЕ ВОЛИ КАК НЕОБХОДИМОЕ УСЛОВИЕ САМОВОСПИТАНИЯ ЛИЧНОСТИ ЛИДЕРА В ПРОЦЕССЕ ОБУЧЕНИЯ

В статье рассмотрена проблема воли и ее формирования во время обучения в вузе как необходимое условие самовоспитания личности лидера. Показана взаимосвязь этого процесса с мотивацией, процессом самоуправления личности. Изучена роль самоконтроля и качеств личности, ему способствующих. Установлено, что чем более рационально распределяются акты самоконтроля, тем больше энергетических возможностей может быть высвобождено на проявление волевого усилия, тем более интенсивным оно может стать. Большое внимание уделено процессу самовоспитания личности, его содержанию, диагностике, стимулированию и роли педагогического руководства.

Ключевые слова: самовоспитание, воля, самоуправление, самоконтроль, стимулирование, диагностика, формирование, качества личности лидера.

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