

The Role of Self-Actualization in The Developmen of Personality

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Abstract

Self-actualization not only plays an important role in the formation of personality, but also is the embryo of his spiritual development. Therefore, spiritual and psychological education in itself prepares the ground for self-actualization, and approaching the problem from this aspect will create conditions for a person to pay attention to his future as a person, to adequately understand himself and reality. However, if the moral and psychological upbringing is not properly established, it can fetishize physical strength. This can lead to the realization of the necessary potential in a negative direction and the wrong development of one's self-image.

On the other hand, adolescence is also a time when the standards of sexual maturity, masculinity and femininity are established. From this point of view, it is necessary to try to create in adolescents' boys and girls a correct idea not only of the qualities of a man or a woman, but also of their spiritual content. Otherwise, problems may arise in self-realization. Fetalized physical force or unexplained sexual energy can lead a teenager in the direction he or she wants, not in the way he or she desires, which can ultimately be detrimental to the development of a socially useful citizen.

The development and propensity of a sense of old age that emerges during adolescence is socially necessary to prepare it for future life. This is a complex process that takes a lot of time, but it is quite possible. The works and researches of E. Fromm, G. Allport, J. Kelly, K. Rogers, A. Maslow show that the directions of self-actualization in adolescents manifest in different nuances and are directly identical with the directions of self-determination. Therefore, it is important to ensure that the potential of the adolescent is identified in a timely manner and that this opportunity is in line with his or her wishes and desires. The article is devoted to examining the psychological aspects of the influence of self-actualization on the formation of adolescent personality and the role of self-actualization in the formation of adolescents' perceptions of profession.

Keywords: Children, Fetish, teens, self-actualization,

Özet

Kişilik gelişiminde kendini gerçekleştirmenin rolü

Kendini gerçekleştirme sadece kişiliğin oluşumunda önemli bir rol oynamakla kalmaz, aynı zamanda ruhsal gelişiminin embriyosudur. Dolayısıyla ruhsal ve psikolojik eğitim kendi içinde kendini gerçekleştirmeye zemin hazırlar ve soruna bu açıdan yaklaşmak kişinin bir insan olarak geleceğine dikkat etmesi, kendini ve gerçeği yeterince anlaması için koşullar yaratacaktır. Bununla birlikte, ahlaki ve psikolojik yetiştirme düzgün kurulmazsa, fiziksel gücü yetiştirebilir. Bu, gerekli potansiyelin olumsuz yönde gerçekleşmesine ve kişinin kendi imajının yanlış gelişmesine yol açabilir.

Öte yandan ergenlik, cinsel olgunluk, erkeklik ve kadınlık standartlarının da kurulduğu bir dönemdir. Bu bakış açısından, ergenlik çağındaki erkek ve kız çocuklarında, yalnızca bir erkeğin veya kadının nitelikleri hakkında değil, aynı zamanda

manevi içeriği hakkında da doğru bir fikir yaratmaya çalışmak gerekir. Aksi takdirde kendini gerçekleştirmede sorunlar ortaya çıkabilir. Fetiş fiziksel güç veya açıklanamayan cinsel enerji, bir genci arzu ettiği şekilde değil, istediği yöne yönlendirebilir ve bu da nihayetinde sosyal açıdan faydalı bir vatandaşın gelişimine zarar verebilir.

Ergenlik döneminde ortaya çıkan yaşlılık duygusunun gelişimi ve eğilimi, onu gelecek yaşama hazırlamak için toplumsal olarak gereklidir. Bu, çok zaman alan karmaşık bir süreçtir, ancak oldukça mümkündür. E. Fromm, G. Allport, J. Kelly, K. Rogers, A. Maslow'un çalışmaları ve araştırmaları, ergenlerde kendini gerçekleştirme yönlerinin farklı nüanslarda ortaya çıktığını ve kendi kaderini tayin etme yönleriyle doğrudan aynı olduğunu göstermektedir. Bu nedenle ergenin potansiyelinin zamanında tespit edilmesi ve bu fırsatın onun istek ve arzuları doğrultusunda olması önemlidir.

Makale, kendini gerçekleştirmenin ergen kişiliğinin oluşumu üzerindeki etkisinin psikolojik yönlerini ve ergenlerin meslek algılarının oluşumunda kendini gerçekleştirmenin rolünü incelemeye ayrılmıştır.

Anahtar Sözcükler: çocuklarda, Fetiş, ergenler, kendini gerçekleştirme,

Introduction

An analysis of the psychological and philosophical literature on the problem shows that the concept of self-realization has gained the right to citizenship in parallel with many concepts that have a special place in the history of psychology.

The fate of this concept was more or less successful as Z. Freud's notions of "libidio" and K. Jung's "archetype", which were repeatedly referred to in psychological, philosophical and economic theories. But what does self-actualization mean (Orudzheva, 2018).

Self-actualization was first formulated by K. Goldstein as a term, and A. Maslow used the term to indicate the hierarchy of needs. For the first time in his original article on human motivation, Maslow describes the hierarchy of human needs and describes self-actualization as "the achievement of human achievement." This need can be called the need for self-actualization".

At the same time, self-actualization is a psychological process aimed at the maximum expression of human abilities and resources. This process can vary from one person to another. In other words, self-actualization within our goal is the full realization of one's own creative, intellectual and social potential.

However, self-actualization can vary significantly from person to person as it focuses on the realization of personal potential and is presented as the primary goal. This process is an attempt to recognize and implement individual motives. Therefore, it plays an important role in the formation of personality.

1. Literature review

Based on the analysis of the psychological literature (Leontiev A.N. 1987), it can be said that self-actualization gained the right to citizenship in science on the basis of the ideas of A. Maslow and K. Rogers. It is no coincidence that these ideas have crossed the boundaries of the psychological sciences and taken a leading place in the system of social sciences and humanities.

However, the scientific development of the idea of self-actualization and its dominance in psychology continued until the end of the 70s of the twentieth century, after which it did not have new directions of development and methodological system.

As a result of a number of emerging psychological (cognitive psychology, role theories, action approaches, internal and external locus control, etc.), as well as the suppression of these ideas by non-psychological ideas, self-actualization is not developed in its previous scientific content, often came to the fore as an economic category.

This was the beginning of a serious blow to scientific psychology. In particular, self-actualization was equated with economic terms and began to be developed not in its psychological sense, but in the meanings demanded by the modern market.

Thus, self-actualization began to have a more specific content in the psychology of marketing and management. This abuse was also reflected in the work of Richard Beatles and in the Neuro Linguistic Programs.

Giving economic content to self-actualization created problems in determining its place and position in the system of psychological concepts close to it, as well as its specific scope.

"In the 70s and 80s of the twentieth century, the situation in the field of self-actualization reached such a point that the concept of self-actualization, self-expression, self-realization, self-affirmation, self-awareness, development as a person and so on. It has become commonplace to equate such concepts with such concepts, and no one was responsible for mixing these issues (Leontiev, 2002: 28).

Methodological confusion created serious problems both in the approach to the problem and in its status. Also, the popularity of this concept began to negatively affect the activities of psychologists.

Recently, or more precisely since 2000, self-actualization, despite its popularity in various scientific systems, has begun to rise again in psychology. We witness this in various psychological studies (Leontiev, 2000; Cabbarov, 2007; Research, 2007; Aliyev, 1998). The analysis of works and articles devoted to the problem shows that this concept is first encountered in the works of A. Maslow, and the phenomenon of direct self-actualization is associated with his name. However, if we dig deeper into the history, we will see that A. Maslow is not the first scientist to introduce this concept into scientific circulation. He worked out the principal aspects of this concept in small detail and differentiated it from what other researchers thought until the end of his life. In terms of motivation, the author was able to give an existentialist meaning to this problem. In contrast, no other researcher has studied this aspect of the problem as deeply as A. Maslow.

Self-actualization is considered in humanistic psychology as a specific feature, natural capabilities and characteristics of the moment of transition from the potential to the actual form in the conditions of favorable development of the person.

Research (Aliev, 2006; Cabbarov, 2007; Leontiev, 2002; Maslou, 1992) shows that the concept of self-actualization as a scientific term is first found in the works of K. Goldstein. "In order to determine the genesis of the origin of any scientific term, it is necessary to consider the theories and scientific views that predominate in the historical context in which it was created. From this point of view, in order to reveal the context of K. Goldstein's theory of self-actualization, it is necessary to get to the essence of the ideas that were a priority at that time" (Leontiev, 2002: 13). DA. Leontyev points out that "Karl Goldstein had to take several positions when creating the idea of self-actualization. First of all, it was necessary to oppose the principle of hemostasis, which prevailed in biology and psychology at that time. Thus, the fact that the reduction of tension is the main driving force of behavior could overshadow this idea (Leontiev, 2002: 15).

Second, Goldstein had to oppose the elementary approach that prevailed in biology at the time, that is, the integrity of the living organism. K. Goldstein asks the question "Where do passions lead a person?" And he himself answers "Passions lead to isolation. For example, as in patients, a certain tendency prevails to relieve any tension that arises. However, as a result of the stabilization of the normal process in healthy people, the formation of a certain level of tension. This provides an opportunity to maintain future activity "(Leontiev, 2002: 16).

According to K. Goldstein, the organism, by its nature, is driven by the tendency to maximize the existing opportunities and abilities. K. Goldstein opposes the idea of self-actualization as the only need of a living organism against many exceptional requirements. He sees no need for the latter. Thus, "The body has certain potentials, and therefore there is a need to actualize them and the desire to realize them (Goldstein, 1945).

Meeting these needs means self-actualization of the organism. Under certain conditions, any of the possibilities and needs that are prone to actualization may have such an advantage that only that can move the body. Separately, the illusion of isolated needs may arise" (Leontiev, 2002: 17).

"Early on, Goldstein believed that the tendency to actualize the potential of the individual could lead to an inevitable conflict with the forces of reality that surround us. Actualization never happens without struggle. A normal and healthy organism cope with and overcomes the difficulties created by the real world around it" (Leontiev, 2002: 18).

Conflicts and difficulties stem from social interactions for individual actualization. This is how a person actualizes himself.

K. Goldstein writes: "Self-actualization of one individual is possible only as a result of concessions made by him to another, and every self-actualizer must demand this concession from the other. Because this is not the case, there is no pre-established harmony between people" (Leontiev, 2002: 88, 20).

At the same time, the development of oneself and others is possible only in love - in the highest form of self-actualization, as well as in other forms of "we-phenomenon". In his later works, K. Goldstein focuses more on biological actualization than social actualization.

An approach that is close in content to K. Goldstein's ideas in the field of the problem of self-actualization is K. Rogers' concept of "attempt to self-actualize". This concept emerged in the 50s and 60s of the last century and has gone down in history as a topical and priority idea of its time.

An in-depth analysis of Rogers' ideas shows that he did not go far beyond Goldstein in the idea of self-actualization. However, he and A. Maslow are considered to be the founders of the idea of self-actualization. "Rogers' idea of self-actualization is incompatible with Maslow's content. In Rogers, as the cornerstone of the idea, the issues of motivation come to the fore in the context of general personality theory and psychotherapy. In A. Maslow's works, on the contrary, the personality is considered in the context of the theory of motivation" (Maslow 1969: 122).

"Attempt to self-actualize" in Carl Rogers involves the orientation, growth, development and revival of all living organisms. It envisages the activation and manifestation of all the abilities of the organism to such an extent that, regardless of its characteristics, this activity corresponds to the development of the organism or personality" (Maslow 1969: 140).

The concept of "attempt to self-actualize" reflects a wide range of events. Air, food, water, etc. Outside of basic needs, this effort is manifested as "differentiation of organs and functions," development in the form of growth, and increased efficiency through the use of labor. Attempts to actualize belong to each individual and he is ready to manifest himself in favorable situations.

2. Methodological bases and methodology of research

The methodological basis of the research is A. Maslow's theory of self-actualization and E. Klimov's concepts of career choice. The following methods were used in the study:

1. Evaluation scale (developed by A. Rean and S. Kolominski)
2. Self-actualization survey of personality (prepared by S. Shostrom).
3. Motives for career choice.
4. Hierarchy of professional field.

The study involved senior students of 23 schools in Sumgayit and 4 in Guba, Azerbaijan. 120 people participated in the control group and 120 people in the experimental group. The total number of

people involved in the experiment is 240 people. The composition of the study participants by number and gender is shown in Figure 1.

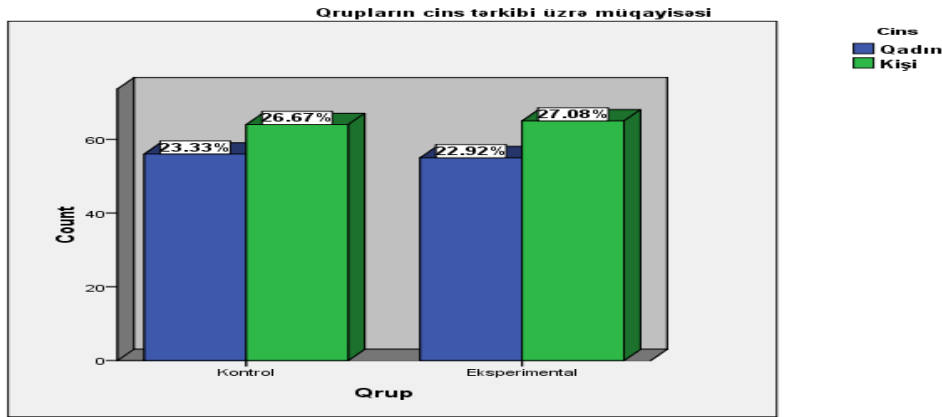


Figure 1. Control and experimental groups of study participants sexual indicators

3. Research results

In order to study the directions of the impact of self-actualization on career choice in adolescents, first of all, as in the first stage, an attempt was made to diagnose self-actualization and career choice. Two groups were selected and dozens of methodologies were conducted. Initially, attempts were made to determine the level of self-actualization in adolescents, both in the control groups and in the experimental groups.

Two groups were selected and dozens of methodologies were conducted. Initially, attempts were made to determine the level of self-actualization in adolescents, both in the control groups and in the experimental groups.

As can be seen from Figure 2, levels of self-actualization are low in both control groups and experimental groups. As can be seen from Figure 2, the high levels of self-activation did not differ significantly from both the experimental and control groups (27.3%; 27.5%). Low levels also have the same intensity in both groups (40.7%; 41.1%).

All three levels of self-actualization are below normal in both groups and need to be developed. In such a situation, we considered it expedient to assess the learning achievements of students in order to determine the direction of the impact of self-actualization on career choice. Because comparing the levels of self-actualization with learning success can give us information about the direction of career choice. For this purpose, we also considered it expedient to assess the academic achievements of adolescents before the experiment.

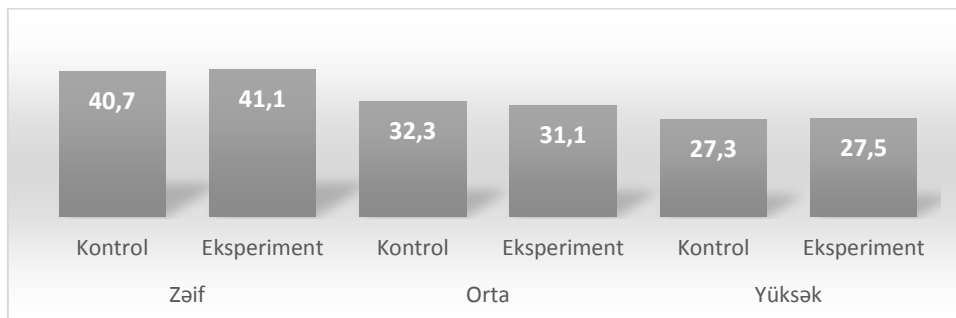


Figure 2. Control and experimental groups on self-actualization Indicators of levels (before the experiment)

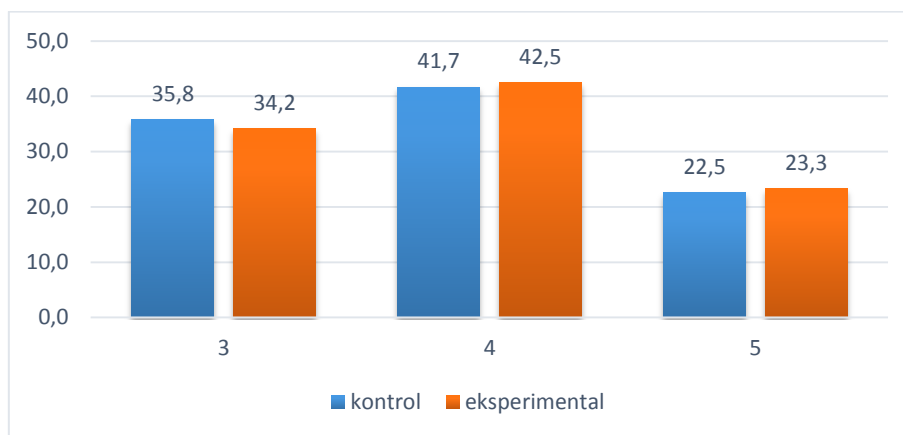


Figure.3. Price indicators of academic performance in adolescents (Before the experiment)

In order to study the directions of the impact of self-actualization on career choice in adolescents, first of all, as in the first stage, an attempt was made to diagnose self-actualization and career choice. This fact shows that there is a certain correlation between academic achievement and the level of self-actualization. However, the number of "excellent" readers is much lower than the number of "sufficient" and "good" readers. In order to determine the level of personality development in adolescents, we tried to determine the degree of adequacy of self-esteem in them. Research has shown that there is a link between self-esteem and self-actualization. This relationship is reflected in Table 1.

Table 1. Relationship between self-assessment and self-esteem in adolescents indicators (before the experiment)

		self-assessment	self-assessment
self-assessment	Pearson Correlation	1	0.002
	Sig. (2-tailed)		0.971
	N	240	240

As can be seen from Table 1, the relationship between self-actualization and self-assessment prior to the experiment is very weak or trending (Sig=0.971, p=0.002). This fact shows that a certain level of self-actualization corresponds to the level of self-esteem.

Table 2. Relationships between academic achievement and self-esteem in adolescents indicators (before the experiment)

		Self-assessment	Academic achievements
Self-assessment	Pearson Correlation	1	0.004
	Sig. (2-tailed)		0.950
	N	240	240

As can be seen from Table 3, there is a link between academic achievement and self-esteem prior to the experiment, but it is weak or trending (Sig = 0.950, p = 0.004). This fact shows that as the level of self-esteem decreases, academic success declines, which indirectly affects career choice.

A study of adolescents' levels of self-actualization showed that levels of self-actualization were generally low in both the experimental and control groups. Without analyzing the individual scales of self-actualization, only its levels were measured.

It was found that various factors affect the development of self-actualization. Each of these factors, not directly the indicators of learning activities necessary for adolescence, was tested in parallel with the levels of self-actualization. As the first stage of the study is diagnostic, the further development of its results is reflected in the second and third stages.

In the second phase of the study, dozens of formative studies were conducted to determine the impact of increasing the level of self-actualization in adolescents on career choice.

The main directions of the formative work are trainings with teenagers, organization of entertaining classes to discover potential, giving weekly reports, use of self-identification cards, etc. methods were used.

The two analyzes showed that, unlike previous measurements, the level of self-actualization of adolescents is on the rise, there is a change in the content of professional motives, and academic achievements have begun to increase. We can clearly see this in the table and pictures below.

Table 3. Between two groups of levels of self-actualization comparison (after experiment)

Levels of self-actualization (in people)				
	Weak	Medium	High	Total
Control	56	36	28	120
Experimental	43	44	33	120

Table 4. Indicators of academic achievement in adolescents (after the experiment)

Group	Academic achievement			Total
	3	4	5	
Control	42	50	28	120
Experimental	20	67	33	120
Total	62	117	61	240

The experiment showed that the increase in the level of self-actualization in adolescents, as well as the change in the attitude of adolescents to their potential began to have a significant impact on career choice. So, before the experiment, teenagers reconsidered their chosen profession, and a number of innovations showed themselves. To explore the main reasons for this, we looked at the changing dynamics of self-esteem that underlie adolescents' identities. The results showed that one of the main elements that can lead to an increase in the level of self-actualization, the clarification of career choice is self-esteem.

It is as a result of the change in self-esteem that positive aspects of self-esteem emerge, and the adolescent sets himself the goal of realizing his potential in a field that is necessary and in line with his potential.

In this regard, the presence of a significant correlation in the experimental group compared to the control group confirms our view.

Such facts confirm that it is very important to harmonize training and interpersonal relationships in order to activate self-actualization and career choice in adolescents.

If dynamic change occurs as a result of formative work in temporary experimental groups, then the creation of a favorable educational environment and the proper establishment of interpersonal relationships can solve these problems.

Table 5. Levels of self-esteem in adolescents by two group indicators (after the experiment)

Group statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Self-assessment	Control	120	0.37730	0.463922	0.042350
	Eksperimental	120	0.52450	0.295150	0.026943

As can be seen from Table 5, the result obtained in the experimental group relative to the control group is significant ($P = 0.52450$). As can be seen from Table 6, although the level of self-assessment in adolescents in the experimental group varied according to different criteria, it is at the level of $p = 0.004$, which means that self-esteem in adolescents in this group is adequate, and the adolescent takes into account his or her capabilities in choosing a career.

Table 6. Statistical indicators of the level of self-esteem in adolescents

Independent sample							
	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Self-assessment	-2.933	238	0.004	-0.147204	0.050194	-0.246086	-0.048322

At the same time, we considered it expedient to look at the hierarchy of adolescents' needs in order to study the impact of self-actualization on their career choices.

Because the predominance of a need indicates the direction of its motivation, and values and needs are the main motivator of the individual, including the adolescent, and it is difficult to obtain confirmatory information about the driving forces without studying this mechanism.

Table 7. Indicators of the hierarchy of needs in both groups of adolescents.

Group statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Economical situation	Control	120	19.02	6.246	0.570
	Eksperimental	120	19.08	8.278	0.756
The need for security	Control	120	18.63	4.749	0.434
	Eksperimental	120	20.34	4.322	0.395
The need for interpersonal relationships	Control	120	18.28	5.008	0.457
	Eksperimental	120	16.84	7.166	0.654
The need to be respected by others	Control	120	21.73	3.743	0.342
	Eksperimental	120	21.36	4.765	0.435
The need for self-realization	Control	120	28.08	6.006	0.548
	Eksperimental	120	28.22	4.953	0.452

As can be seen from Table 7, there were no significant differences in the statistics of both groups. However, these differences were significant during the calculation of the independent sample test.

Conclusion

Our research requires making recommendations for setting the direction of the self-determination process in adolescents. In a favorable educational environment, their motivation can be increased and negative perceptions of the profession can be reconstructed in a positive way.

As a result of joint efforts of parents, educators, class teachers, subject teachers, and psychologists in the professional orientation of adolescents, it is possible to solve problems in a positive direction. The exceptional role of family, school and peers in the realization of this work is undeniable.

It has been established that along with the opportunities for self-realization of adolescents, parents also have an exceptional role. Adolescents with qualities such as selfishness, distinction, and superiority are often unable to interact with their peers, often break the rules, and are not accepted by their peers. Our results show that such students are inferior to their peers and are unable to make psychologically adequate career choices.

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