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DEVELOPMENT OF SPECIALIST'S PERSONALITY



РОЗВИТОК ОСОБИСТОСТІ ФАХІВЦЯ



РАЗВИТИЕ ЛИЧНОСТИ СПЕЦИАЛИСТА



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НАЦІОНАЛЬНОМУ
УНІВЕРСИТЕТУ
ХАРЧОВИХ
ТЕХНОЛОГІЙ



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ХАРЧОВИХ ТЕХНОЛОГІЙ

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Висвітлено найважливіші теоретичні та практичні проблеми розвитку особистості фахівця відповідно до сучасних тенденцій реформування системи вищої освіти України. Матеріал подано трьома мовами: англійською, українською, російською для розвитку потенціалу конкурентності майбутнього фахівця на вітчизняному та європейському ринках праці. Розглянуто основи соціопсихологічного тренінгу розвитку особистості фахівця.

Для студентів вищих навчальних закладів. Може бути корисний для аспірантів, викладачів і практичних психологів.

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DEVELOPMENT OF SPECIALIST'S PERSONALITY



PREFACE

The manual was prepared taking into account the current trends in higher education in Ukraine. These materials are presented from the standpoint of student-oriented educational paradigm, priority of which is development of student individuality. In the course of manual preparing the authors came from the fact that in today's reforms of Ukrainian society the needs for radical change of the traditional system of young people's training for the optimum self-realization by bringing the internal mechanisms of self-development are objectively presented. The paper highlights the key problems in the process of personal development training in higher education.

A group of researchers took into account the idea that an important factor affecting the development of student motivation system is the educational environment. It should facilitate the development of individual young persons by forming a creative and responsible attitude towards themselves, their future and Ukrainian society.

The manual's aim is to equip the subjects of personal and professional development by necessary amount of psychological knowledge to enhance competitiveness on the domestic and European labor markets. The book is one of the first in Ukraine, in which the content is presented in three languages: English, Ukrainian and Russian.

The structure and content of the proposed coursebook were undecided during long tuition of «Psychology», «Psychology of Management and Conflictology», «Psychology and Pedagogy of Higher School» courses and the sociological and psychological training of personality development of a specialist, business

communication , conflict management, etc. Contents of the manual is presented by such a way that it could be used in universities that have distance learning technologies.

These materials are structured in accordance with the regulatory training curricula of «Psychology», with the emphasis on the practical importance of psychological knowledge and skills for professional and career growth of a future specialist. There are such supplements as: basic sociological and psychological training of personal development of a specialist which have tests, questionnaires, developing techniques and others.

The authors are sincerely grateful to the reviewers, professors, managers and researchers for all professional pieces of advice, made in the course of conferences, debates and discussions that were taken into account during the manual's preparation.

are uncertain, anxious and very attached to family (especially to mother). Feeling of formalism and pedantry is a psychological defense against anxiety and constant fear for the future.

The main feature of a **stuck-type** personality is significant affect stability, «rancor» aspirations in substance and in details to defend one's own point of view, without considering the position of others.

So, knowing the type of accentuation, you need to build your own activities and relationships with others, to avoid challenging situations that may provoke unwanted behavior [16; 51; 57].

Studying the accentuation of the characters allows further understanding yourself and others, to assess your strengths and weaknesses, in the process of purposeful work to overcome the marked drawbacks. After all, your character is a product of a long upbringing and persistent self-formation.

The division of personality traits into biomental and psychosocial is conventional. It is necessary for analysis and deep understanding of man. In fact, a **man** is a holistic concept and he always combines biological, psychological and social [35; 61].

CHECK-UP QUESTIONS

1. What are the main psychosocial properties of a person? What role do they play in his life?
2. What are bio-mental and psychosocial characteristics of the individual connected with?
3. What is the social role of a person?
4. Describe the types of needs.
5. What are constituents of a cognitive organization?
6. Give the definition of emotions and feelings.
7. What does will mean?
8. What is included in the «Notion-oriented person»?
9. What is character?
10. What are the types of character accentuations? What is the essence of their behavior?

— UNIT 4 —

PERSONAL DEVELOPMENT

Key issues: *correlation between «man», «individual», «person», «personality», «individuality»; personality structure; source; conditions; mechanisms and stages of personality development; ways of self-realization; development of student's personality.*

Each of the concepts of individual, person, personality and individuality reveals specific aspects of individual human existence.

A Man is a generic term that indicates being to a higher degree of development of nature — the human race. The term «man» shall be approved by genetic conditionality of development of human characteristics and qualities.

An Individual is a single representative of the «homo sapiens» species.

A person is a human individual, an object and subject of public relations and conscious activity. The term «person» (Latin Persona) means a member of society and «personality» (Latin Personalitas) means a social and psychological human face unequal in terminology and content.

A Personality is a person taken in the system of his psychological characteristics that are socially determined, expressed in public relations and relationships, stable and define moral actions of a man, being valuable for himself, other people and society as a whole. In a word personality is a special quality of social properties of a personality, who is surrounded by the socio-cultural environment in the process of joint human activity and communication. A man as a person is considered in terms of functions, roles which he performs in society, and position in the social structure [3; 12; 43].

What are the basic (necessary and sufficient) **criteria for personality development?**

In view of the famous psychologist L. Božović, the first criterion of personality development is the person's ability to overcome his own immediate desires, motivation for the sake of socially important purposes. So a person has a definite hierarchy (subordination) of motivation.

The second criterion of personality development is conscious regulation of his behavior that suggests formation of consciousness as a special pattern of personality [19; 24; 33].

To indicate the uniqueness, originality of the individual one uses the concept of «individuality». **Individuality** is a personality of the definite person as the unique combination of original mental characteristics (a type of temperament, physical and mental characteristics, intellect, outlook, life experience).

The relationship between individual as a product of anthropogenesis, personality that has learned social and historical experience and individuality that is making the world, can be transferred to the formula: «Individuals are born. Personality is grown. Individuality is protected».

In the world there are no two identical persons, each person has his own structure. However, there are many similarities that give the opportunity to distinguish the structure of personality in general.

What components is personality structure composed of? Let's consider the answers to these questions by representatives of various scientific studies.

Psychoanalysis. S. Freud in his work «The Ego and the Id» put forward the theory of dynamic interaction of three components of personality: Id, Ego and Super-Ego [46].

The lowest layer — *It (Id)* is a system of biological needs in physical pleasures, mental reservoir of all energies and innate instincts of life and death. *Id* is completely separated from the external reality, focused on personal satisfaction, despite the consequences. *Id* actions are subject to a pleasure principle.

The second part of personality — *I (Ego)* is intelligent, rational, and responsible for adaptation to the environment. Its action is subject to the principle of reality that restrains desire of *Id* until the convenient manifestation of satisfaction is found. The main function of Ego is *to protect Id* and ensure

safe pleasure for it. Unlike the unconscious *Id*, *Ego* maintains close ties with consciousness, while performing also unconscious functions. *Ego* also controls the system of perception and movement organs.

Id is innate. *Ego* begins to develop through experience of interaction with reality. Later, with the socialization of a child, learning of social values the third force field is being based – *Over-Me* (*Super-Ego*). This component possesses the voice of morality, awards a person for good and punishes for bad. *Super-Ego* consists of the ideal *I* (standards and moral norms which the person believes to be correct) and conscience (the inner voice that appears when a person is not right). Actions of *Super-Ego* are mostly unconscious. S. Freud noted that some aspect of *Super-Ego* is cruel and wild, which indicates its roots in the unconscious. Manifestations of *Super-Ego* are subject to the idealistic principle, which lies in the following ethics norms. This part has much in common with *Id* – both are deprived of contact with reality.

Transitive analysis (E. Berne) defines such a structure of human personality, which contains three components, ego-states: «Child», «Father» and «Adult» [4].

«Child» — is characterized by stored (recorded) experiences of the past, mainly of the childhood. So, a child — expresses his deeds, his behavior and thoughts, occurring once, in his childhood. This ego-state is characterized by intensive emotions his, which can either be expressed freely, or abstained in accordance with the situation. That's why we are talking about two types: «Child — Natural or Free and Adapted».

Ego-state «Father» — stores inside the psyche of other significant people. The most important for most people are their parents. «Father» includes not just memories and images of the other significant; it is like other people staying inside of us with their own voices, appearances, behaviors, characteristic gestures and words, etc. — as they were perceived then, in the childhood. «Father» — expresses our persuasion, beliefs and prejudices, values and purposes, many of which we perceive as our own, taken by ourselves, when in fact they have been

carried from outside through adding their images inside our mentality. So «Father» is our inner commentator, editor and evaluator. Adults find two main forms of influence in relation to children: strict instructions, prohibitions, etc., caring, kindness, patronage and so on. First — «Father, who controls», and the second — «Father, who cares».

Finally, the third-ego state — «Adult» — is responsible for rational perception of life, objective assessment of reality, what is typical for an adult. «Adult», based on mental activity and using the lessons learned, makes decisions based on the situation that exists now, at this moment. He embodies objectivity, organization, making everything the system, objects to the facts. An «Adult» acts like a computer, examining and assessing the probability and the available alternatives, and makes a conscious, rational decision appropriate for this time and for this situation. This thing differs «Adult» from «Father» and «Child». The function of ego-state of «Adult» is to check all embodied in «Father» and «Child» by comparing it with the facts (check through reality). Ego-state of «Adult» is called the Manager of Adult Personality.

Humanistic psychology considers personality as a kind of psychological formation, which occurs in the process of life activity in society as a product of human experience. Personality has his own attitude not only toward reality but toward himself. The founder of humanistic psychology, A. Maslow proposed regulations on the most important human need in self-actualization, self-realization. He discovered and studied a special type of individuals who represent themselves in this need. There are: self-actualized personalities. They have a special structure that differs from the structure of ordinary individuals. They all have these features: efficient perception of reality and proper attitude towards it, accepting themselves, others, the world; spontaneity; simplicity; naturalness; problem concentration; need in solitude, autonomy, independence of culture and environment; direct estimates; spiritual experiences; identification with humans; democratic views; deep interpersonal relationships; philosophical, not hostile humor; diligence; creativity; resistance to cultural influence [18; 46; 47; 48; 49].

Among the most popular personality structures, described by Soviet authors one considers the structure developed by K. Platonov [17; 22; 38] (Fig. 4.1).

One of the important moments of revealing a man's nature is to understand those laws by which his development occurs, its driving forces, sources, patterns and stages, the role of critical periods in human life, opportunities to accelerate development process and the like.

Dynamic functional structure of personality (by K. Platonov)

Substructure	Substructure of structure	Ratio of biological and social	Formation type
Orientation	Persuasion, outlook, ideals, aspirations, interests, desires	Crucial role is played by the social, but not by the biological	Upbringing
Experience, character	Knowledge, abilities, skills, habits	Much more social	Studying
Characteristics of mental processes	Attention, sensation, perception, memory, thinking, will, emotions, feelings	Much more social	Exercises
Biopsychic properties	Temperament, sex, age, pharmacologically caused properties	Mostly no social	Training

Fig. 4.1

Which factors and determinants define the development of personality:

- **biogenetic** factors (heredity, physiological state of health);
- **material** conditions of life (environment, means of activity);
- **social** conditions (society of people, inclusion in the processes of socialization (education, upbringing));
- **mental** conditions (personality's activity caused by internal factors).

The source of personal development is to solve the following contradictions: between the processes of excitation and inhibition of the nervous system; in the emotional sphere — between pleasure and displeasure, joy and grief; between the hereditary information and education needs (a disabled child through education reaches a certain level of development); between the level of personality's development and ideals (as the ideal always is more perfect for a special person, it encourages self-identity); between the needs of the individual and his moral duty (for human need to follow social norms, it must be «hampered» by the moral duty of man, promoting the formation of healthy material and spiritual needs of the individual); between personality and aspirations of his features (when a person wants to achieve certain results in studies but the level of his cognitive capacity is not sufficient to solve the contradictions, he needs to develop himself); between aspiration of personality to self-actualization and social determination [21; 23; 25; 56; 61].

The need in self-actualization appears in healthy people. It is the top in the hierarchy of needs (Fig. 4.2).

Pyramid of needs (By A. Maslow)

Needs in self-actualization and self-realization
Needs in respect, recognition
Needs in love, positive attitude
Needs in security, belonging to the community (home, work, social rights, etc.).
Physiological needs (food, water, oxygen, procreation, etc.).

Fig. 4.2

Health of society is going through social revolutions, by healing and personal development, of which it is composed.

Stages of personality development:

Stage I (from the birth to 1 year of age): a basic trust in people, a sense of security existence in the world are formed, as opposed to distrust of people, a sense of threat that comes from the world. Signs of infants' social trust are shown in easy-feeding, deep sleeping and normal work of the intestine. The fir-

st social achievements are expressed in the readiness of the child without extra anxiety or anger, to allow the mother to disappear out of sight, because her existence has grown into inner safety, and her appearance can be predicted. This forms the original sense of identity of a small child.

Stage II (from 1 to 3 years of age): development and protecting of child's autonomy and independence as opposed to doubt in himself and shame. Fighting a sense of independence, autonomy, self-confidence against shame and doubt helps to create a balance between the ability to collaborate with others and persistence and its limitations. The final stage is characterized by a stable balance between these opposites. It will be positive if the parents and relatives do not manage too much the child, do not take care of him a lot, suppressing his desire for autonomy. With a sense of self-control while maintaining a positive self-image appears a steady sense of pride and goodwill. The loss of a sense of self and the third-party external control lead to stable tendency to doubt in himself and shame.

Stage III (from 3 to 6 years of age): initiative, activity and simultaneous experience of feelings of guilt and moral responsibility for his desires have been formed. Children eagerly and actively are learning the world around them; through the game they enter the world of adult relationships. At this stage occurs awareness of their sexual identity, there is the desire to take the place of father (mother) in relations with parents of opposite sex.

Stage IV (from 6 to 11 years of age): involvement of children into new social relations — entering school. Love to work and ability to deal with the instruments of labor, or a sense of failure, inferiority, disability, envy of other children have been formed.

Stage V (from 11 to 20 years of age): coherent sense of awareness of themselves and their position in life have appeared; self-determination and choice of profession have occurred, personality defines his life path. The «I» identity has been formed, which includes a sense of stability and continuity of his own «I», despite the changes that occur during his growth and development. The negative role is expressed in the sense of uncertainty in his own «I» («diffuse identity»), which is manifested in the regression

toward the infantile level and desire as long as possible to delay entering adult status, persistent anxiety and isolation, the constant anticipation of something that can change his life, fear for personal communication, contempt for established social roles, irrational preference of everything foreign.

Stage VI (from 20 to 40 - 45 years of age): establishment of friendly relations, search of a companion, manifestation of feelings of close relationship with people, personal life satisfaction, self-realization in work as opposed to the feeling of estrangement, loneliness.

Stage VII (from 40 - 45 to 60 years of age). This stage is central in human life. A normal line of development for humans is characterized by high productivity, concern for future generations, struggle against the forces of creative stagnation, monotony.

Stage VIII (the last). The results in integration of all previous phases forming a wise attitude to life that a mature person accepts, without falling into despair, without disappointment in a passing life, in people, in himself, without feeling of contempt for his life, desire to get more from it than it was obtained, without the paralyzing fear of death that is coming [50; 59].

Scientists-psychologists distinguish these **mechanisms of development**:

- **change of reason for goal:** emotional support, approval of others when reaching human goals, while demonstrating the desired behavior a lot of positive emotions occur. Psychological comfort that a person feels while mobilization of new means of realization of approved objectives, promotes outlighting of these means as targets. Thus, the means becomes the goal;

- **identification** (identifying oneself with the ideal, imitation a model behavior, strategy and tactics of the authoritative reference man);

- **mastering** the social role (including professional). This mechanism is in many respects similar to the mechanism of identification, but it differs by a greater degree of generalization and a minimum standard of a personalization role. It is linked with concepts: the social position and social role. The social po-

sition is a functional place that can be occupied by a person. The main thing is to gain some position in this law. The set of social positions contains the social role;

• **self-realization** is the realization of all potential people's abilities. Scientists (Maslow et al.) pointed out the following *ways of human self-realization* during his lifetime.

1) Creative work is fun.

2) Own principles include belief (in the sense of life, in God, in oneself); freedom of choice (own attitude); love (active interest).

3) Responsibility for oneself, one's life.

4) Independent, direct experience of life values (situational self-realization).

5) Integrity of «I» by one's understanding.

6) Life «here — at present — now» [18; 49; 62].

Let's consider the development of the individual student.

Thanks to the joint activity — learning, a collaborative nature of work students create a socio-professional group, a leading feature of which is the acquiring of relevant knowledge and skills in chosen occupations, skills of self-creative activity.

Age characteristics of students are manifested through: the dominance of the needs in communication, in achievements, in solitude; the peak of development of higher mental functions (perception of attention, memory, thinking, imagination, speech, emotions, feelings); willingness to self-study; the active formation of individual lifestyle; intensive development of special abilities; the formation of «I-concept» based on positive self-orientation; physical improvement (increasing muscle strength, speed reactions, motor dexterity, increase of endurance, etc.); delay of social formation.

The main feature of the student age is the realization by man of his individuality, uniqueness in the development of consciousness and the formation of the I-image.

From the social point of view it is very important that the student's stage of development is associated with the formation of relative economic independence, leaving the parental home, forming a family [10; 20; 21; 25; 26; 30; 43].

Psychological and pedagogical well-being of the student in the surrounding environment promotes normal development of his personality: there should be no significant differences between self-esteem and evaluation, received by a student from essential for him people (reference group), who must obligatory include parents and teachers.

CHECK-UP QUESTIONS

1. How do the concepts of «man», «individual», «person», «personality» and «individuality» correlate?
2. Describe the structure of personality in terms of modern psychological concepts.
3. What is the source of personal development?
4. What are the conditions of personality development?
5. What are the main mechanisms of personality development?
6. What are the stages of personality formation?
7. Describe the student's age.
8. What are the age characteristics of the student's personality development?
9. What is the main feature of the student's development?
10. Explain the essence of the concept and basic ways of self-realization.

— UNIT 9 —

**SOCIAL RESPONSIBILITY.
INNOVATIVE TYPE OF PERSONALITY**

Key issues: specialist personality; social responsibility; innovative type; research psychological profile of the social specialist; valuable regulative mechanism of personal development; creative potential.

Responsibility is a social power ability, which reflects the attitudes of personality to society nature, work, professional group and oneself. Responsibility contains the consciousness understanding and roles realization, according to the moral orientations and norms of people's behavior.

The author of the book «Existence and consciousness» S. Rubenstein wrote that the individual as a subject has a motive to take the social and personal responsibility for the environment and interactions with other people and oneself [39].

Consciously a personality feels oneself as the author and creator of the social life.

Social responsibility has such a structure:

1. Occupational readiness to the professional increase.
2. Creative thinking and professional intelligence, which react in the process.
3. Professional motivation, which contains solid meaning.
4. Adaptation and positive self-concept.
5. Personal abilities for the professional and social progress, to be the founder and creator of success.
6. Psychological capacities such as social adaptation, tolerance, morality, internalization, persistence, leadership, professional friendliness, enterprise, assurance indolence, decision, self-critical mind, readiness to complete the task, love to work and others. Professional motivation is the core of all these characteristics.

Scientists and practical experts research psychological profile of the social responsible specialist [27; 31; 52]. There are such components in this profile:

1. Cognitive-transformed structure.
2. Regulative structure.
3. Communicative structure.
4. Valuable standard.
5. Sociological structure.
6. Predictive structure.

Contemporary investigations confirm the **psychological mechanism of the interaction of showed above components** with the individual valuable orientations, which influence the successful results of occupation and social activity. Creative spirit is the sole and power of innovation.

The sole in this professional and social activity is the sense of work, goals, the self-position of the personality in the world progress, especially the motive to dominate and to take a power in the environment, assurance in one's own abilities.

Another important characteristic of social responsibility is decentralization in the communication creativity of the subject for active development of society. It's the general ability to solve the problem from positions of other people and then to accommodate all positions with the own one. This is the first goal in the process of development of social responsibility.

This research considers to sort out the functional components of «innovative personality». And social responsibility plays a general role in development of the innovative personality. Social responsibility is not just a collection of intellectual and socially-meaningful abilities. It's also a personality type, a way of thinking and living. Such people tend to be unconventional, but they also have the common traits. They are confident, independent, and risk-taking also. They have perception and good intuition. They must be willing to fail. They display flexible original thinking. They dare to differ, make waves, challenge traditions, and bend a few rules.

Like all of us, responsible people make mistakes, but they analyze their roots and don't repeat them in future. Thomas Watson, the founder of IBM, even recommended that one route to success was to «double your failure rate».

Other particularly common traits of innovative personality are enthusiasm, tolerance for complexity and ambiguity and attraction to the mysterious.

Such people can work with incomplete ideas. Relevant facts are missing; rules are cloudy, correct procedures are nonexistent.

Sometimes an innovative individual appears to be the bad character. He or she can be stubborn, uncooperative, indifferent to conventions, analyzed as quarrelsome and sarcastic. It's clear, they must learn to control negative traits to maximize creative output while maintaining the company's standards.

Prepare some suggestions to help to develop the positions of such people. These are: to be open to creative, innovative, even far-fetched ideas, foster flexibility by looking at problems from new perspectives. Search for ideas in analogous situations. It is most important, to accept the risk-taking and ambiguity that's inherent in innovative problem solving.

Another important characteristic for creative problem solving is the ability to think logically while evaluating facts and implementing decisions. Social response people can find out the «order in chaos» and roots of problems.

Rapid development of society needs the intensive development of social responsibility of the personality at the colleges and universities in the world. This connects the creative abilities, internalization, feeling, persistence, fairness, well-balance, the motivation of self-realization, the divergent thinking and so on. These individuals are considered to be extraordinary leaders. Such factors as the ability to visualize, imagine and introduce mental transformations are typical for them. Analogical thinking is central in their professional activities. They «make connections» between one situation and another, between the problem and working situations.

To be an innovated person, one should have the strong consciousness to pursue originality, sensitivity and curiosity to unknown things, clinging to explorative interests, enthusiasm, to pursue new discovery and invention of indomitable perseverance and purpose and surefooted precision of style of study.

Innovative ability means the practice ability to translate the idealism, spirit and desire as stated above into valuable cultural products. It is found by investigation that the innovative spirit and ability involve mainly the following aspects:

- 1) abundant and encyclopaedical knowledge;
- 2) rational knowledge structure;
- 3) keen ideation;
- 4) comprehensiveness;
- 5) favorable personality characters;
- 6) intensive research motivation.

Besides, the expression ability, organizing ability and practice ability of an individual have a certain influence on the creativity development.

Graduating students present the valuable talent resource of a country and nation. It's an important task for higher education to train innovative talent. But today the higher education in our country has been affected by exam-oriented education, often it only attaches importance to imparting knowledge and ignores the cultivation of students.

Education has the power to train the creativity but it has the power to restrain the creativity too. It depends mainly on what intuition thought and educational management pattern we initiate and adopt. To train the innovative ability is the core of innovative educational management [3; 10; 28; 53].

Innovative educational management means the educational management process by providing the training students with a certain innovative ideas, innovative thinking, innovative abilities and innovative personality as the main goal. It makes students master subject firmly and systematically; and provides the space to develop students' innovative abilities at the same time. The goal is to organize together a set of motivational, thinking and individual character that can connect all drives of creative and social responsibility of the personality across different industries, business and occupations.

Innovative idea means the bright idealism to make contribution for human civilization and progress, to make the noble spirit, devotion for developing, science and technology and the strong

desire to make invention. The decisions of contradictions between the personal self-realization and the needs of social progress are the source of social responsibility development.

CHECK-UP QUESTIONS

1. What is social responsibility?
2. What structure does the profile of social responsible personality have?
3. What does «innovative personality» mean?
4. Describe the role of social responsibility in the process of development of the innovative personality.
5. What does «business responsibility» mean?
6. Give the description of key mechanism in forming of socially responsible personality.
7. What role does innovative educational management play in development of innovative type of personality with social responsibility?