

УДК 378.147

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CONSCIOUS STUDENTS' ATTITUDE TO LEARNING AS AN INDICATOR OF THEIR PERSONAL MATURITY

The article deals with a systematized and detailed analysis of personal maturity phenomenon and its correlation with conscious students' attitude to learning.

The phenomenon of personal maturity is discussed on the basis of theories of domestic and foreign researchers. On this basis, the definition of personal maturity is formulated. It is considered as a complicated psychological phenomenon which is a new formation of the mature period in person's life. The phenomenon is demonstrated in manifestations of individual potentials and is characterized by personality's moral direction, conscious life position, integrity, creative attitude to life and the ability of self-implementation in social activities.

The results of the empirical study are given that show the differences in students' personal maturity indicators depending on their levels of conscious attitude to learning. Specific methodologies were used for practically researching such students' attitude.

It was proved that students with high levels of personal maturity are already aware of the way of professional development that they are going to follow; their attitude to learning is quite conscious since they perceive learning as a tool for acquiring the knowledge and skills that they may use for professional purposes in future. Students with less conscious attitude to learning are, in most cases, either still underdeveloped as to their personal maturity or they have made their conscious choice not in favor of the profession for which they are being trained.

Key words: maturity, personal maturity, informed attitudes to learning.