

КАЛИНИЧЕНКО АНЖЕЛИКА ИВАНОВНА

к. пед. н., доцент, ВТЕИ КНТЕУ

г. Вінниця, Україна

ГАРБУЗОВА ВАРВАРА СЕРГЕЕВНА

соискатель, ВТЕИ КНТЕУ

г. Вінниця, Україна

SELF-EDUCATION AS A FACTOR OF CREATING ADULT PERSONALITY

The problem of self-education, as a traditional psycho-pedagogical branch of science, now acquires a new meaning due to the changed conditions of the educational process, a dynamic development of scientific-technical progress. This problem particularly applies to students as the most socially active part of the youth. Finding of students their optimal place in the space profession, the affirmation as a citizen and a specialist is impossible without adequate understanding of their personal values and individuality. A crucial role in this process is self-education.

Self-education is among the most ancient but very topical issues of pedagogy which includes such science as philosophy, psychology, various arts and various systems of physical education. Nowadays, unfortunately, schools are not given sufficient amount of attention to the study of the process of self-education. We believe that this gap needs to be filled. Educational influence on the personality in pedagogy is traditionally viewed as three interrelated processes: education, reeducation and self-education. However, all the efforts of teachers to education and rehabilitation, is ineffective without the guidance of a process of self-development of young people. Conscious human activity is the ability of using their own efforts to change and improve itself. Education in a new, modern understanding is not than other as creation of conditions for the development of personality through self-education.

The question of self-education has been paid attention in researches of V. Krutitsky, L. Rovensky, S. Khokhlov and others. Self-education is a form of conscious self-development. Self-education is regarded as a specific form of internal activity aimed at the production of skills, abilities, and qualities for self-affirmation and self-realization in society.

V. Sukhomlinsky wrote that knowledge of the world and itself, the process of self-education has a big influence on a formation of character and moral education in childhood. You cannot create a character without difficulty, creating something. People need to experience and to feel proud they made. Without this there can be no harmonious all-round human development. Thus, the teacher put forward the idea of self-education as the feature of a person, put it as a major component of individual development is the core of education, focusing on the fact that self-discipline is inherent in human nature. In the opinion of the teacher, self-education requires such important and strong incentives as pride, respect, and commitment.

A. I. Kochetov considers self-education as a "conscious-driven personality self-development, which is in accordance with the requirements of the society, the purposes and interests of the person are formed projected strength and ability" [3, p. 45].

L. S. Nechiporenko draws attention on the awareness and purposefulness of the self-education. Self-education is defined as conscious and purposeful work to improve individual qualities, to increase the level of culture and worldview, to get rid of negative traits. Nechiporenko also comes to the conclusion that self-education work contributes to the formation of personality, which meets the highest ideals of the society. Self-education as a conscious, planned, systematic work on yourself to improve or develop new qualities of yourself, which are necessary for fruitful activities in the present and future are considered O. Kovalev and A. Bodalev [2, p. 5].

In our opinion the comments of A. Dobrovich are very important: "moment of self-education, personal improvement in the work of the man exists

regardless of whether it is directed on progressive development of the individual or serves as a means to strengthen and save social negative qualities" [1, p. 89].

At the same time, self-education is efficient when it is carried out in real work, socially useful activities when the desire of the individual to self-improvement do not cause excessive force to overcome difficulties encountered on the way to the goal, it can lead to frustration in their abilities, and personality in the end is satisfied in its development that can be achieved without much effort. So, self-education, self-improvement of personality is not a short episode in the life of the individual, it is a long-term program.

According to the conducted analysis we can conclude that the self-education is seen as a purposeful, systematic and deliberate process of improving the individual qualities of the future teacher in accordance with the ideal image with the aim of self-realization. The essence of self-education lies in the ability to build systematic work, to plan, organize and implement a program to acquire knowledge, skills and on their basis to develop their own values and attitudes, to bring them into the practice of upbringing and education of the younger generation. Analyzing researching scientists, we have identified the following components of readiness of future teacher for self-education:

- motivational (interest, requirement of self-education, value attitude to the formation of readiness to self-education);
- cognitive (knowledge system for self-education, ways of their introduction in the professional activity of teachers, the essence, methods and techniques to overcome the barriers of self-education);
- operational activity (a set of skills for self-education, overcoming barriers).

So self-education is a human activity with the aim of changing their identity. There are two main viewpoints which reflect essence this understanding of self-education: first, there is a special kind of activity, second, self-education is the highest level of self-change, it is a conscious personality-transformation.

The process of mastering the art of self-improvement consists of three stages. The first step in the process of self – assessment of own knowledge, skills, abilities and matching them with the requirements of the profession. The second stage is the awareness of changes that need to take place in yourself and to develop a program of action for this. The third stage performs the real activity, the conscious actions for self-change.

Some professions include in the learning process self-education as a separate category of education. There are the profession of teachers, officers, police, health workers etc. These professions are obliged to constantly improve and educate ourselves. So arose the concept of «professional self-education». Professional self-education is a system of obtaining, updating, expansion and deepening of knowledge, improve their practical skills with the aim of achieving professional excellence. Professional self-education should be carried out as a conscious, progressively harder creative work on the acquisition of knowledge, practical abilities and skills. It happens in stages, with subsequent involvement in the creative process of new techniques and methods.

Analyzing the literature allocated its guiding principles are personal initiative, activity, planning, domestic demand, independence and creative attitude towards work. The main purpose of professional self-education are obtaining the system of professional knowledge, formation and improvement of professional skills, mastery of methods and techniques for such work.

Professional self-education implies:

- self-analysis through introspection, comparing ourselves to others, perfection; self-selection of qualities needed to develop and improve; identify what is needed in ourselves to overcome; making decisions about work on ourselves;
- goal setting and program development activities – determining what, when and how needs to be done to refine ones and eliminate other qualities to achieve the goals;

- actually activities – educational, labor, professional, cognitive, aesthetic, physical – to achieve the objectives and tasks;
- self-regulation of activities involving self-monitoring, self-analysis, self-evaluation of its progress and results, and if necessary, correction – clarification of goals and objectives and the identification of optimal means and methods of self-change [4, p. 8].

Another powerful method is planning and reporting. Setting student's professional self-education is a constructive, if it is a reference point and a component of readiness of future specialist's self-realization in professional activity; accompanied by sustained professional interest, a strong-willed effort. Under these conditions, the orientation on professional self-education becomes the internal regulator, which depends on stability, productivity, fulfillment of the student; promotes self-knowledge of their own internal resources. Self-education requires drawing up a relevant work plan, ability to implement and if it necessary – correct, adjust, and monitor changes in external world.

In length of time, there are the following the most popular types of plans:

- daily;
- weekly;
- monthly;
- for 6 months;
- for a year.

Therefore, future adults need to learn how to create plans of various types and develop an ability to work under them and execute them. Before making an individual plan for professional self-education, you need to:

- 1) review curriculum for the semester;
- 2) see the schedule of classes and schedule of training.

Based on this you need to determine which items and what time you will have to deal every day of the planning period. In addition to training sessions you need to find time to rest in the plan.

If you create a plan for 1 day, you need to consider the difficulty of the subject, the volume of assignments in all subjects, to determine the number of hours for completion of the planned work.

During the planning of the professional self-education should:

- set realistic goals, be aware of how they can be achieved;
- be able to select and use the tools to achieve the objectives;
- predict the time of completion of the planned work;
- take into account your own capabilities in performing planned works, as pace, perseverance, properties, memory, attention etc.

The plan of self-education, according to L. S. Nechiporenko should contain three sections: general characteristics (ideology, morality, orientation), special qualities (theoretical and methodical orientation to professional activity, psychological readiness for professional activity, development of skills, individual characteristics (emotional-moral sensitivity, character, culture, temperament).

Thus, we can conclude that self-education is the most difficult stage of parenting, the process of purposeful work on development and improvement of a person from adolescence to maturity. One of the conditions of personal self-identity is a process of self-development which is inextricably linked with the self-education and directed on deliberate change of personality, realization as individuals. Self-education of students is a factor of their personal development and represents one of the main types of activity of students of higher educational institutions. It involves the creation of special conditions for psychological support targeted education of boys and girls in the educational process with due account of the specifics of the psychological portrait of the modern student and the characteristics of the strategies of their individual expression.

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