

UDC 378.147

SELF-EDUCATIONAL COMPETENCE IN THE CONTEXT OF SELF-EDUCATION, SELF-STUDYING AND INDEPENDENT STUDYING (WORK)

L. B. Adaryukova

The article dwells upon important notions for the research of the problems of self-educational competence: self-studying, self-education and independent work. During the modernization of the Ukrainian educational system competences as a result of educational activity become of paramount importance. And of all the competences the competence of self-education is becoming very important in the context of lifelong learning.

The article also suggests that for defining self-educational competence it is important to differentiate it from the related notions of self-studying, self-education and independent studying (work). The definitions of these terms by distinguished researchers are compared and on its basis it has been stated that self-education is a cognitive activity that is characterized by social, personal and professional functions. There has also been suggested a generalizing definition of the self-education of the future professional – it is an independently organized systematic cognitive activity aimed at achieving valid knowledge for improvement of general cultural and professional levels and at the meeting of social and cognitive demands, which is built on the basis of systematized studying forms but managed by the subject.

As for the interrelation of the notions under question, the studying is an element of education, and similarly self-studying is the basis of self-education, as the skills built during self-studying allow a person to successfully self-educate. The independent work develops independence, which, in its turn, encourages the formation of readiness to self-studying. The analysis of these notion is the basis for further research of the questions of self-educational competence.

Key words: *Self-education, self-studying, independent work, self-educational competence.*

The statement of the problem in a general way and its connection with important scientific and practical tasks. In the context of educational system modernization there is a tendency to increase the number of hours for

independent work of students. In this connection, it is topical to find methods and forms of studying that could develop students' ability to consciously self-organize the process of knowledge acquisition. Thus, the formation of self-educational competence is a priority of the educational system in general and higher education in particular.

One of the main state priorities of the development of Ukraine is the building of open for everybody and oriented at people's interests information society, functioning of which is ensured by competent professionals. [7] One of the most important factors of professional education of a graduate is the level of their ability for lifelong professional development by self-education. Such ability is important for all specialities, as the success of any professional activity immediately depends on the ability to independently acquire knowledge, constantly developing the competence in a particular area. The National doctrine of Ukrainian education development in XX century (2001), Law of Ukraine 'On higher education' (2002), the Programme of Bologna declaration realization in the system of higher education and science of Ukraine (2004) are devoted to the solution of this problem. At the same time, practices of higher education testify for the insufficient level of formation of self-educational skills of students. One of the reasons is the absence of special attention to the process of formation of self-educational competence of future professionals and, as a result, the lack of corresponding theoretical, methodological and technological studies.

The analysis of research and publications that have started the discussion of the problem and that the authors base upon. The methodological questions of self-education were examined by such scientists as Y. Babansky, S. Goncharenko, V. Zagviuzinsky, I. Ziaziun, L. Zhuravska, V. Kremen, O. Pometun, O. Ovcharuk, etc. It should be noted that in the modern foreign research the necessity to form self-educational competence is also emphasized. It is proved from the point of view of psychology (A. Maslow, K. Rodgers), pedagogics (M. Breen, S. J. Mann), and methodology (B. Sinclair, F. Target). The importance of independent work is dwelt upon in the works by A. Gromtseva, T. Ilyina, N. Kuznietsova, I. Lerner, M. Maksimova, M. Makhmutova, M. Pak, P. Pidkasisty, etc.

In the modern research the theoretical and practical questions of self-education are looked at from various points of view: A. Ayzenberg, B. Raisky, M. Skatkin, Y. Shchuklina and others examine its historical and social aspects; A. Gromtseva, N. Kuzmina, T. Maksimova, I. Naumchenko, G. Sukhobska define this notion, its functions, peculiarities, its place in the professional activity; V. Buriak, T. Klimova, I. Redkovets devote their research to the ways of forming the need in self-education; G. Zakirov, I. Kovbasko, O. Melnichuk look at the psychological and practical preparation of students to self-education;

T. Klimova, G. Serikov analyse the problems of organization and management of self-education.

The allocation of the unsolved aspects of the problem. The analysis of the problem allows us to state that there is no single point of view on the phenomenon 'self-educational competence'. This results in the necessity to examine it in more details and differentiate it from the related notions of 'self-studying', 'self-education' and 'independent work'.

The aims of the article. The aim of the article is to analyse the related to self-educational competence notions of self-education, self-studying and independent work and to differentiate these notions.

The main body of the article. We look at the self-educational competence in the context of such notions as self-education, self-studying and independent work.

The analysis of the problems of self-educational competence allows us to make the conclusion that the scientists emphasize the necessity to acquire the methods of independent cognitive activity, explaining this by the fact that during studying in a higher educational establishment a student builds the basis of professionalism, forms the skills of independent activity in a professional sphere.

In this connection, A. Petrovsky underlines the importance of students' understanding that independent work's purpose is to complete the tasks of all other types of studying as no other knowledge cannot be considered real property of a person, not being the object of a persona activity [11].

The notion 'self-studying' is complex in scientific literature. For example, G. Kodzhaspirova looks at self-studying as 'a process of direct knowledge acquisition only with the help of person's own wish and independently chosen means' [9, p. 105].

S. Dnieprov gives the most comprehensive and modern overview of self-studying. He introduced the notion of 'autodidacticism' as a synonym to self-studying. According to him, self-studying is a purposeful, systematic, independent and autonomous activity of a subject in the process of self-studying on acquiring knowledge, visions development, notions and categories formulation, skills and practices formation. Independence in autodidacticism is 'the ability to identify and choose the aims, principles, contents, methods and ways of studying and realise them without coercion or external stimulation'. [5, c. 211-212].

According to D. Aleynikova, prominent principles in the methodology of self-studying are those of independence, overcoming of adequate difficulties, scientific character, interest to studying, democratic character, humanity, achieving of result, problematic character, availability, collectivism [2].

The analysis of pedagogical literature dealing with self-education shows various definitions of this notion.

One point of view looks at self-education as a 'directed systematic cognitive activity managed by the person and aimed at improving their education', it is the continuation of basic and professional education, due to which knowledge is actualized and expanded, gaps in a person's spiritual development are filled [1].

Another point of view considers self-education 'a kind of activity of a person (social group), which is characterized by their voluntary choice, and is aimed at satisfying the need in socialization, self-realization, improvement of cultural, educational, professional and scientific levels, achievement of pleasure' [14, p. 141]. Chayanov believed that higher education is always self-education [13].

According to M. Kniazeva, self-education must be considered not only as independent knowledge acquisition, but also as building, formation of one's own personality. At that a person does not just acquires particular knowledge, information, they absorb the culture, enter various relations with this culture, producing and finding creative and esthetic qualities [8].

V. Okon, a Polish educator, defines self-education as such type of education, aims, contents and conditions of which depend on the subject. This is the process of absolutely independent person's education, at that self-education reaches its optimal level when it becomes a constant basic necessity of a person, the basis of their life-long education, behavior and way of life [10].

One of the scientists working with this problem N. Bukhlova defines self-education as independent directed search aimed at satisfying intense enduring interest in cognition in a particular area of human activity [3, p. 4].

Having analysed various points of view on the notion of self-education, we can make a conclusion that all authors consider self-education to be a cognitive activity, as well as the fact that it cannot be conducted on its own. Thus, its basis is the knowledge acquired in the process of organized learning.

In this context we can conclude that there is a close connection between education and self-education, as both are cognitive activities. According to some scientists (A. Gromtseva, Y. Kuliutkin, G. Sierikov), self-education as a particular kind of cognitive activity allows for the positive motivational activity, conation, goal orientation, self-organization, high level of intelligence, formation of a complex of cognitive skills, high independence level, adequate level of self-estimation. From a variety of opinions on the definition of self-education as a cognitive activity we can allocate some characteristics that are most frequently identified by the scientists: independence, cognitive necessity or interest,

organization and goal orientation, systematic character and self-control, voluntariness, connection with life-long learning, professional and general cultural demands, inner motives.

On the basis of comparison of a number of authors' opinions we can also classify its functions:

- social (re-socialization, social security and integration of personality);
- personal (self-improvement, self-fulfillment, professional self-realization);
- professional (adaptive, compensatory, informative and developing).

The forgoing allows us to draw the following definition in our work: self-education of a future professional is an independently organized systematic cognitive activity aimed at acquiring important knowledge for improving general cultural and professional levels as well as at meeting social and cognitive demands, which is built on the basis of systematized forms of studying but managed by the subject.

If we compare self-studying and self-education, the former is the basis of the latter, as self-education is connected, first of all, with the search and understanding of social experience, gathered by humanity, and secondly, with psychological, theoretical and practical readiness for self-studying [12].

Self-studying differs from independent work in the way that independent work 'is not an independent students' activity on mastering the educational material, but it is a personal system of the studying conditions, which is organized by a teacher' [4, p. 34]. During self-studying a student organizes the studying conditions themselves, as they personally identify the aims and contents and controls the process. The independence, i.e. the ability 'to organize and realize their activity without external control and help' [6, p. 11], is used in all structural components of such activity – 'from the aim identification to control, self-control and correction, with the transition from the simplest tasks to more complicated ones that are of research character' [9, p. 134]. The independent work is aimed at the development of the students' independence. Self-education does not have the same aim. It presupposes the sufficient independence level of the students. Thus, independent work develops independence, which, in its turn, encourages the formation of readiness to self-studying.

Conclusions on the results of the research, prospective for further research. So, we can conclude that independent work forms independence and self-organization of a person, which, in their turn, are the basis for self-studying, readiness for which is the prerequisite of self-education. The analysis of these key notions makes the basis for further research of the questions of self-educational competence.

References

1. Ayzenberg A. Y. Samoobrazovaniye: istoriya, teoriya i sovremenniye problemy. [Ayzenberg A. Y. Self-education: history, theory and modern problems.] / A.Y. Ayzenberg. – M.: Vysshaya shkola, 1986. – 126 p.
2. Aleynikova D. K. Samostoyatelnoe raznourovnevoye obuchenie matematike uchashchikhsia profilnikh klassov v podvizhnykh gruppax: avtoreferat dis... kand. Ped. Nauk 13.00.02 [Aleynikova D. K. Independent multi-level teaching mathematics to students in specialized classes in mobile groups: abstract of cand. of ped. sci.: 13.00.02] / Belorus. gos. ped. un-t imeni Maksima Tanka. – Minsk, 2001. – 22 p.
3. Bukhlova N. V. Sutnisny zmist poniattia 'Samoosvitnia kompetentnist' [Bukhlova N. V. The essential meaning of the concept 'Self-educational competence'] / Bukhlova N. V. // Naukova skarbnytsia Donechchyny. – 2008. – № 1 – p. 4.
4. Graf V., Ilyasov I. I., Liaudis V. Y. Osnovy organizatsii uchebnoi deiatelnosti I samostoyatelnoi raboty studentov [Graf V., Ilyasov I. I., Liaudis V. Y. The basics of organization of students' studying activity and independent work] / Study manual. – M.: Izd. Mosk. un-ta, 1981. – 78 p., p. 34.
5. Dnieprov S. A. Pedagogicheskoye soznanie: teorii i tekhnologii formirovaniya u budushchikh uchitelei. [Dnieprov S. A. Pedagogical consciousness: theories and technologies of formation in future teachers]. – Yekaterinburg: TOO Nauchno-pedagogicheskyy tsentr 'Unikum', 1998. – 298 p.
6. Dyachenko M. I., Kandybovich L. A. Kratkiy psikhologicheskii slovar: Lichnost, obrazovanie, samoobrazovanie, professiya. [Dyachenko M. I., Kandybovich L. A. Short psychological dictionary: personality, education, self-education, profession]. – Mn.: «Helton», 1998. – 399 p.
7. Zakon Ukrainy 'Pro osnovni zasady rozvytku informatsiynogo suspilstva v Ukraini na 2007-2015 roky' [Act of Ukraine on the basics of development of information society in Ukraine for 2007-2015] [E-resource] // Vidomosti Verkhovnoyi Rady Ukrainy (VVR). – 2007. – # 12. – p. 102. – Access mode : <http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=537-16>. – Title from screen.
8. Kniازهva M. L. Kliuch k samopoznaniyu. [Kniازهva M. L. Key to self-knowledge] / M. L. Kniازهva. – M.: Molodaya gvardiya, 1990. – 255 p.
9. Kodzhaspirova G. M. Pedagogicheskii slovar [Kodzhaspirova G.M. Pedagogic dictionary] / G. M. Kodzhasparova, A. Y. Kodzhaspirov. – M.: Akademiya, 2000. – 174 p.
10. Okon V. Vvedeniye v obshchuyu didaktiku. [Okon V. Introduction to didactics] / V. Okon – M, Vysshaya shkola 1990. – 382 p.
11. Petrovskiy A. V. Razvitiye lichnosti i problema vedushchey deyatel'nosti [Petrovskiy A. V. Personality development and the problem of the leading activity] [Text] // Voprosy psikhologii. – 1984. - #1. – p. 21.
12. Pidkasiystyi P. I., Fridman L. M., Garunov M. G. Psikhologo-didakticheskiy spravochnik prepodavatelya vysshei shkoly. [Pidkasiystyi P. I., Fridman L. M., Garunov M. G. Psychological and didactical reference book of a higher educationalist.]. – M.: Pedagogich. obshch-vo Rossii, 1999. – 354 p.

13. Chayanov A. V. Izbrannyye proizvedeniya. [Chayanov A.V. Selected works] / Pod red. A. A. Nikonova, A. M. Yemelyanova. – M.: Moskovsky rabochiy, 1989. – 366p.
14. Shchuklina Y. A. Tekhnologii samoobrazovaniya: sotsiologichesky aspekt / Y. A. Shchuklina // Obshchestvennyye nauki i sovremennost. [Shchuklina Y. A. Self-educational technologies: sociological aspect / Y. A. Shchuklina // Social sciences and modern age] – 1999. – # 5. - p. 140-151.

**ПОНЯТТЯ «САМОНАВЧАННЯ», «САМООСВІТА» ТА
«САМОСТІЙНА РОБОТА» В КОНТЕКСТІ ДОСЛІДЖЕННЯ
ПОНЯТТЯ «САМООСВІТНЯ КОМПЕТЕНТНІСТЬ»**

Л. Б. Адарюкова

У статті надається аналіз таких важливих для дослідження самоосвітньої компетентності студентів понять, як самонавчання та самоосвіта; визначення цих суміжних понять провідними науковцями порівнюються і на основі цього робиться виокремлення функцій самоосвіти та аналіз співвідношення цих понять. Визначено, що самоосвітня діяльність є основою професіоналізму студентів. Надається також узагальнююче авторське визначення самоосвіти, яке є важливим для подальшого дослідження питань самоосвітньої компетентності. Щодо взаємовідношення досліджених понять: самостійна робота розвиває самостійність, яка формує готовність до самонавчання. Навчання є елементом освіти, самонавчання є елементом самоосвіти.

Ключові слова: самоосвіта, самонавчання, самостійна робота, самоосвітня компетентність.

**ПОНЯТИЯ «САМООБУЧЕНИЕ», «САМООБРАЗОВАНИЕ» И
«САМОСТОЯТЕЛЬНАЯ РАБОТА» В КОНТЕКСТЕ
ИССЛЕДОВАНИЯ ПОНЯТИЯ «САМООБРАЗОВАТЕЛЬНАЯ
КОМПЕТЕНТНОСТЬ»**

Л. Б. Адарюкова

В статье предлагается анализ таких важных для исследования самообразовательной компетентности студентов понятий, как самообучение и самообразование; сравниваются определения этих смежных понятий выдающимися исследователями и на основе этого выделяются функции самообразования и анализ соотношения этих понятий. Определено, что самообразовательная деятельность является основой профессионализма студентов. Предлагается также обобщающее авторское определение самообразования, которое является важным для дальнейшего исследования вопросов самообразовательной компетентности. Что касается взаимоотношения исследуемых понятий: самостоятельная работа развивает самостоятельность, которая формирует готовность к самообучению. Обучение

является элементом образования, самообучение является элементом самообразования.

Ключевые слова: самообразование, самообучение, самостоятельная работа, самообразовательная компетентность.

Адарюкова Людмила Борисівна – старший викладач кафедри мовної підготовки Донецького національного технічного університету (м. Покровськ, Україна). E-mail: l.b.adaryukova@mail.ru

Adaryukova Lyudmyla Borysivna – Senior Lecturer at Language Department, Donets'k National Technical University (Pokrovs'k, Ukraine). E-mail: tanyaaksonova@mail.ru

УДК 378.937 : 37.034

**МОРАЛЬНЕ ВИХОВАННЯ СТУДЕНТІВ У КОНТЕКСТІ
ФОРМУВАННЯ ІНКЛЮЗИВНОЇ КОМПЕТЕНТНОСТІ
СУЧАСНОГО ПЕДАГОГА**

М. О. Андрєва

В статті розкриваються теоретичні аспекти морального виховання студентів – майбутніх педагогів – у контексті формування їх інклюзивної компетентності. Автор аналізує нормативно-правові передумови становлення в Україні інклюзивної освіти і значення цього процесу для дітей та молоді з особливими потребами. Дається визначення «компетентності» і «інклюзивної компетентності», а також наголошується на значенні морального виховання для процесу її формування саме у майбутніх педагогів. Авторкою пропонується наповнення чотирьох напрямів виховної роботи ідеями інклюзивної освіти і реалізація їх в освітньому процесі вищого педагогічного навчального закладу.

Ключові слова: компетентність, інклюзивна компетентність, виховання, моральне виховання, інклюзія, інклюзивна освіта, суспільство рівних можливостей.

Постановка проблеми. На тлі євроінтеграційних процесів в українському суспільстві знаходить широку громадську підтримку думка про те, що вирішення проблеми реабілітації та соціальної адаптації дітей з обмеженими можливостями розвитку це турбота не тільки батьків і педагогів, а й усієї громадськості. Діти з обмеженими можливостями