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## **SELF-EDUCATION AND PSYCHO-PEDAGOGICAL COMPETENCE OF STUDENTS: MECHANISMS AND CONDITIONS OF DEVELOPMENT**

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This article examines essential characteristics, mechanisms, and conditions of students' self-education, key and professional competences. Self-education is regarded as a means of acquiring the activity aimed at getting, comprehension and creative application of knowledge and skills.

*Key words:* self-instruction, mechanism, conditions, competence.

Bologna process has become the most important reform in the area of higher education in Europe since the end of 1960s. The final goal of Bologna is establishment of the European higher education space, promotion of academic mobility aiming at increasing employment opportunities in the European countries, mutual recognition of competences and qualifications, all this being directed to raising the competitiveness of the European system of higher education on a global scale, and training marketable and effective specialists.

In contemporary didactics in education in Russia as well as in all the other countries the development of pedagogical technologies in the process of education systems reforming has shifted towards fostering learners' skills to acquire information without assistance, to outline problems and search for the rational way of solving them, to carry out critical analysis of the knowledge acquired and apply it for resolving new types of tasks, i.e. to encourage students' engagement in the independent learning process. Such are the requirements of higher education nowadays, when the responsibility for the acquired knowledge is shifted onto the students. A lecturer is only to consult and facilitate students' choice of their individual learning path.

Any activity acquisition arises only as a result of students' active participation in it. This activity is closely connected with independence. In order to display these qualities a person must be placed into an active position of the agent of the activity. It is well-known that knowledge cannot be merely "put into a head". It is necessary that every learner should independently or with a lecturer's facilitation go through, overcome, and comprehend all the stages of learning in particularly organized conditions. A student should acquire knowledge in specially constructed learning situations. Only in this case we can judge about the quality of

the knowledge acquisition process, when the relationships of optimal interaction between a lecturer and a learner in the knowledge acquisition process are established. S.L. Rubinstein considered the learning process to be not just learning but also communication and interaction. Group interaction in learning process has a great impact on the person's psychological inclusion into the activity, and on the learning motivation reinforcement.

Independent learning and self-education process are crucial for the learning activity. Such concepts as "self-education process" and "independent learning" are not identical. By organizing students' independent learning regularly a lecturer provides conditions for learners' comprehension of the main stages of the learning process, i.e. independent learning can be regarded as a means of fostering learners' self-education activity. A high level of a learner's independence is provided by the modularized system of education [7].

The essence of the concept "self-education" is regarded in psychological and pedagogical literature from different perspectives (A.P. Vladislavlev, B.S. Gershunsky, A.V. Darinsky, V.G. Onushkin, N.V. Koziev, I.S. Kon, D.B. Elkonin). V. Okon argues that "self-education" is the kind of education whose objectives, content, conditions and means depend on the individual learner. This is a process of a person's highly independent learning [8]. The peculiarity of self-education consists in "a factor of complete freedom, complete independence in contrast to "guided self-education" which represents a relevantly independent learning process under the guidance of another person (a lecturer) which has an impact on the goals of education, its contents, methods and forms.

The essence of self-education is laconically defined by N.A. Rubakin who pointed out that "the crucial point of independent learning doesn't consist in other individuals' experience acquisition but in the process of thinking and reflection" [quotation from 5, page 43].

The works of B.G. Ananyev, N. Berdyaev, I.S. Kon, S.L. Rubinstein, A.G. Spirkin dedicated to the investigation the issue of self-consciousness are crucial for comprehension of the psychological fundamentals of self-education activity. Meanwhile, the scholars highlight the leading role of self-consciousness in the development of a person's self-educational needs. Self-consciousness is directed to a person's self-regulation of his own activity. The main conditions for self-regulation and self-perfection are self-knowledge and self-control. I.S. Kon characterizes self-knowledge as the reflection in an individual's consciousness of their own traits and as the agent of a particular activity including pedagogical and self-educational one. Self-knowledge is executed through self-observation, self-analysis and self-evaluation [6]. Thus a person's reorganizing activity may take place in case this individual is aware of their real position and abilities. For the promotion of the subjective factor of the development it is necessary to foster

students' skills in self-observation, self-analysis and self-evaluation which can be regarded as self-education mechanisms.

Any activity, including self-education, has a certain structure, which is constituted by needs, motives, objectives, operations, methods of task accomplishment, but these components differ in their essence. Self-education activity evolves and exists only in conditions of a highly independent activity of an agent of education, who has realized their cognitive needs and is aspiring for their satisfaction.

Scholars have outlined and proved the principles and kinds of self-education and self-education skills classification.

The main principles of self-education are as follows:

- continuity, systematic character and succession;
- voluntariness;
- learner's independence;
- correlation with practice;
- the correspondence of the content of the self-education activity with the level of efficiency of the subject of self-education, its interests, needs, and learning opportunities;
- the complex approach to the choice of content of education;
- combination of individual and collective forms of self-education;
- completion of self-education process;

The kinds of self-education are outlined regarding the following criteria:

- contents (educational and professional);
- organizational forms (individual and collective);
- time characteristics (background, actual and forward-looking);
- direction (preparation for the participation in seminars, field-work, writing essays, term and qualifying papers);
- the level of learner's independence (guided, not-guided) [7].

E.S. Semenova [9] outlines three groups of skills necessary for self-education activity.

The first group is constituted by skills, directed to organization of independent learning activity: ability to formulate an idea, to select methods, forms, means of self-education, to elaborate a plan of self-education activity, to manage time and place, to provide self-regulation in course of the self-education process.

The second group includes the skills, aimed at acquiring information from different sources: ability to select bibliography, to read professional terms, to record necessary information.

The third group combines the skills connected with cognitive activity: ability to reproduce information, ability to make comparison, analysis, synthesis, summarizing, classification, and abstracting; to determine cause-effect relations; to apply knowledge in a creative way.

It is well-known that the success of any activity, as well as the educational one, depends on a number of factors, on a person's motivation and readiness to a certain activity accomplishment in particular. Scholars regard readiness for self-education as the factor, which promotes the efficiency of this activity.

V.L. Malashenkova [7] outlines three aspects of readiness for self-education: psychological, theoretical, and practical.

Psychological readiness for self-education activity is characterized by the particular direction towards self-education and it is manifested in a motive for knowledge renewal and application, by the need for continuous self-education, and by the readiness for creative activity. Direction for self-education becomes apparent in the interest for self-education activity, in the awareness of its advantages, in the aspiration for regular knowledge reinforcement.

Theoretical readiness for self-education is displayed by sufficient expertise in the area of industrial engineering, individual learning techniques, which are essential for efficient self-education activity.

Practical readiness is determined by the sufficient development of skills in self-education management. These skills are aimed at search, fixation, and cognitive perception of the information acquired.

Self-education motivation is regarded as the means for implementation of subject-subject interaction of a lecturer and a student, which leads the latter to realization of their own autonomy in education and personal responsibility for its outcomes. Motivation defines objectives and streams of self-education and self-development.

The major indicators, characterizing the sufficient level of self-education activity, are the need for this activity, motives, level of development of self-education skills, including self-management.

Nowadays the aim of education is not only building up learners' knowledge and skills, but also forming motivational and value constituents of their personality, which are defined as "a competence" [2]. The implementation of the education system reform will lead to the achievement of the new quality of education, which consists in gaining the competence by the agents of education. The quality of training is regarded as the correspondence of a learner's professional training to the present-day challenges and is viewed as "professional competence". Professional competence of a specialist is an integral feature, which defines the ability to solve professional problems and typical professional tasks, which occur in the situations of real professional activity, by applying knowledge, professional and life experience, values and talents [3]. It includes the development of key competences (social and political, communicative, informational, personal, cognitive, professional) [4]; fundamental competences, which reflect the peculiarities of a subject area of certain professional activity (implementation of key and fundamental competences in the subject area).

A competence is defined as readiness to execute the main professional functions according to the existing norms and standards. The competence is manifested in the ability to correlate one's own activity with what has already been elaborated in a particular subject area, by the ability to interact efficiently with the innovative experience, by training one's own creative approach to the profession, by reflexive skills [1].

A competence is mainly defined as knowledge, experience, substantial expertise in a particular subject area. "A competence is a feature of a place, not of a person".

All the above-mentioned constituents of the professional competence are combined in the framework of training students obtaining the specialization "Educational psychologist".

Let us regard the conditions in the education are which are to encourage students' self-education. These conditions are to launch self-education mechanisms which are as follows: learning motivation, readiness, key and fundamental competences, self-observation, self-analysis, and self-evaluation.

In course of learning the needs develop into interests; needs and interests lie in the sphere of the activity motive, which in its turn has an impact on goals setting and achievement. Due to the fact that a person's motivational sphere is formed in process of interaction with people, it is particularly important to foster learners' involvement in the information exchange, team-work planning, management, mutual encouragement and control. We argue that learning and cognitive activity motivation may be reinforced in process of students' field work throughout the academic year. Students are given the opportunity to correlate the ideas of their future professional activity with reality, to assess their skills in practice, to fulfill themselves and become firmly convinced in their choice of profession or, on the contrary, disillusioned with it.

Readiness is also one of the most important mechanisms of self-education. Regarding the person-centered approach it includes cognitive processes, which reflect the crucial aspects of the activity; emotional components, providing effective operations necessary for the achievement of the objective, and motives of behavior. The more important the motive is, the better it is realized, the sooner the favorable conditions for readiness development are established. Launching the readiness mechanism is facilitated by organizing a student's independent learning. Independent learning is regarded as a specially organized form of learning, where the objectives, precise tasks, forms of result presentation and verification are defined by a lecturer. From the psychological point of view independent learning must be perceived as voluntary and inwardly motivated. It is aimed at fulfillment of the following activities: comprehension of one's activity objective, acceptance and personal approach to the assignment, submission of all one's interests and activities to the fulfillment of the assignment, self-management in process of ordering the operations for the assignment fulfillment, self-control in the course of the assignment accomplishment.

Key and fundamental competences, being an individual's integral feature, define their ability to be flexible in various life situations, applying knowledge, life experience, values and talents. The implementation of the modularized system of education allows to make a student an agent of educational process. Modularized education is regarded as a progressive, developing, self-guided system, its main means being a module, which is a self-contained unit of syllabus and has its information and methodology supply. The basis for the modularized program is self-education motivation, which encourages students' movement towards learning. The modularized system implementation is to be facilitated by a special technology, which should be elaborated in accordance with learners' autonomy [7]. The problem of continuity of the levels of the Russian and foreign education systems may be solved by placing the emphasis on the key competences development. In this connection it is appropriate to elaborate the content of the modules, corresponding with the development of a certain key competence. This will also be related to the development of the fundamental psycho-pedagogical competence of students obtaining the specialization "Educational psychologist".

In our view the use of independent learning, modularized system, where the independent learning holds a considerable position, students' field practice, active methods of training launch the mechanisms of self-observation, self-evaluation, self-analysis, being the means of a person's self-knowledge process.

Thus taking into account all the above-mentioned conditions in the higher education system will, in our view, promote the efficiency of students' self-education activity.

The prospects of the scientific research on the issue of students' self-education process lie in the collecting the empiric data on the issue of the key competences level of development among the graduates of the School of Psychology and Pedagogy graduates, Omsk State Pedagogical University, and of the fundamental competences of the young specialists, who have more than three years' work experience.

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### **САМООСВІТА І ПСИХОЛОГО-ПЕДАГОГІЧНА КОМПЕТЕНТНІСТЬ СТУДЕНТА: МЕХАНІЗМИ, УМОВИ РОЗВИТКУ**

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Розглянуто суттєві характеристики, механізми й умови самоосвіти студентів, ключові та професійні компетенції спеціаліста. Розглянуто самоосвіту як спосіб оволодіння діяльністю, що спрямована на здобуття, осмислення і творче застосування знань, умінь і навичок.

*Ключеві слова:* самоосвіта, механізм, умови, компетентність.

### **САМООБРАЗОВАНИЕ И ПСИХОЛОГО-ПЕДАГОГИЧЕСКАЯ КОМПЕТЕНТНОСТЬ СТУДЕНТА: МЕХАНИЗМЫ, УСЛОВИЯ РАЗВИТИЯ**

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В статье рассмотрены сущностная характеристика, механизмы и условия самообразования студентов, ключевые и профессиональные компетентности специалиста. Представлено самообразование как способ овладения деятельностью, направленной на добывание, осмысление и творческое применение знаний, умений и навыков.

*Ключевые слова:* самообразование, механизм, условия, компетентность.

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