

# PROFESSIONAL SELF-EDUCATIONAL ACTIVITIES OF STUDENTS

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## **Abstract**

*the research article examines the structure of self-education, which is becoming a priority in the development of modern pedagogy. For this purpose, self-education is correlated with the category of education, its philosophical, sociological and psychological interpretations are given. Based on the distinctive features, definitions of professional self-education in the self-educational activities of students are given. In the article the author allocated and described the types, forms and components of self-education and self-education, depending on the depth of understanding of the object of self-education, the level of compliance of the content of education, based on the orientation of the subject of activity and the degree of integration in the professional sphere.*

**Key words:** *self-education, self-educational activity, types of self- education, forms of self-education, features of self, components of self-education.*

## **INTRODUCTION**

The goal of modern higher education is to develop independence, determination and responsibility in future professionals, strengthening their ability to adapt to the transformation taking place in the economy, culture of society as a whole, as well as in professional life.

In these conditions of modernization of education, teachers face fundamentally new professional tasks in their content, among which a special place is taken by mastering modern forms and methods of training and education. Self-education is an important source that can Supplement teachers ' ideas about the essence and technologies of effective pedagogical activity.

It should be noted that self-education becomes a necessary component of continuous education of the individual, a condition for his career growth and, ultimately, a condition for the progressive development of society. It is no accident that this phenomenon is increasingly beginning to attract the attention of the scientific and pedagogical community, which is

reflected in the scientific works of A. E. Avdyukova , V. V. Bayluk , I. A. Larionova , E. A. Shaklina and other researchers.

To clarify the relationship between education and self-education, let's look at their definitions. The category of education as pedagogy developed was considered as a process, as a result, as a system and as a value. In the encyclopedic dictionary, education is interpreted as "the process and result of assimilation of systematic knowledge, skills and abilities; a necessary condition for preparing a person for life and work" . Today, in addition to the stated meanings of education, its assessment as a component of human culture is added. In this aspect, self-education is becoming more and more important in education, becoming its constant companion.

### **LITERATURE SURVEY**

In the pedagogical literature, there are three different views on the relationship between self-education and the educational process.

- In the first case, self-education is considered as an independent way to continue education after graduation;
- In the second case, it is considered that self-education in educational institutions can go in parallel with classes;
- In the third case, it is defined as a necessary condition for learning.

Combining these points of view, A. S. Belkin defines the educational process as a set of educational and self-educational processes aimed at solving the problems of education, upbringing and personal development.

Thus, the self-education process is an integral part of the educational process, and self-education should permeate the entire educational system of society. Self-education objectively makes a system-forming contribution to the final result of the functioning of the education system. Moreover, the dominance of the paradigm of self-education in modern society dictates drastic changes in the educational system, associated with a gradual shift from the category of "education" to the category of "self-education".

### **METHODOLOGY**

Continuing the interpretation of self-education, independent education can be characterized as the acquisition of systematic knowledge in any field of science, technology, culture, political life, etc., which implies a direct personal interest of the student in an organic combination with the independence of studying the material. At the same time, self – education is a means of personal growth, since it contributes to the development of purposefulness, perseverance in achieving goals, internal organization, hard work and other moral qualities. In a broad sense,

self-education is understood as the types of knowledge acquisition associated with independent work of the student, under the studied material.

The main form of self-education is the study of scientific, popular science, educational, artistic and other literature, and the press. Self-education also provides for the possibility of using a variety of auxiliary tools:

- listening to lectures, reports, concerts, sound recordings;
- specialist advice;
- view the galleries;
- various types of practical activities – experiments, experiments, modeling, etc.

In General, self-education is a complex process, various aspects of which are studied by social philosophy, sociology, psychology, pedagogy and other Sciences. According to many scientists, it can be fundamental for the development of the individual and society. At the same time, each of the Sciences performs a methodological analysis of the process of self-education from its own point of view.

Table 1

<b>№</b>	<b>Subject</b>	<b>Description</b>
1	In philosophy	self-education is a subjective cognition conditioned by epistemological laws; the process of reflection and reproduction of reality in one's own thinking is inextricably linked with practice. In the process of self-education, a person acquires knowledge, concepts about real phenomena, and becomes aware of the world around him .
2	In sociology	self-education is considered primarily as a manifestation of social culture, consisting in the actualization and self-regulation of the sphere of knowledge; its increasing influence on both the education system and the development of society as a whole is noted .
3	In psychology	self-education is a mechanism of creative self-development of the individual, which is defined as a self-regulating, self-managed activity that performs management and corrective and regulatory functions.

		Self-education is analyzed based on its intrapersonal conditioning and individual motivation
4	In Pedagogics	studies the technological side of the formation of the self-educational process, the theoretical and methodological foundations of preparing an individual for independent learning.

The versatility and multidimensionality of the category of self-education leads to discrepancies in the study of this concept in relation to a specific pedagogical situation. Self-education can be considered as a process, as a result of activity, as a method of learning and as a means of professional growth: self-education as a process implies modernization, improvement of the system of knowledge and relations in connection with the accelerating scientific and technical process; self-education as a result of activity is a system of acquired knowledge and skills, experience of self-educational activity; self-education, considered as a method of cognition, means the acquisition of knowledge about the world and its laws on the basis of independent studies, purposeful systematic work with sources of information; in the professional sphere, self-education is a means of professional growth.

The main forms of self-education in the scientific and pedagogical literature are defined as:

- Formal self-education, which is institutionalized and accompanies formal education, as well as implemented in the framework of additional professional education;
- Informal self-education (on special courses, in national universities and centers of continuous adult education, in lectures and houses of knowledge) without certification and issuance of a state certificate (diploma);
- Informal self-education-non-directed (unconscious) self-learning in the process of any informational or communicative action, as well as in the process of most everyday actions.

All types and forms of self-education do not negate, but complement and enrich each other. This is shown, first of all, in their functional relationship. The functions that characterize self-education establish its connection with the content of education, the future profession, the characteristics of the subject of activity and ways of mastering educational material. Thus, there are several classifications of self-education functions related to certain criteria for its evaluation.

According to the analysis of publications, developing the theory of self-education, self-education is a social process associated with the practical activity of man; the highest form of self-expression, which adequately involves all physical and spiritual powers of man; a systematic, purposeful, cognitive human activity; personal-regulated activity in the educational process; activities based on reflection; a type of cognitive activity that has a number of features: high independence, volitional efforts, a high intellectual level, the formation of a system of cognitive skills, the ability to see and pose problems; the purposeful formation of a person's personality; the formation of self-educational competence; a type of creative activity in which a person creates spiritual and material values that have both objective social and subjective significance.

It is worth noting that the self-educational activity of students of higher educational institutions is purposeful, the motives of this activity are differentiated by scientists into a number of groups:

- For motives focused on the implementation of life plans;
- On motives that are awakened by the power of self-interest, unrelated to life plans;
- For motives that are related to the individual's need for self-improvement, in the development of their needs, vocation;
- For motives related to various Hobbies and interests.

Analysis of research papers on self-education has shown that the use of micro-and macro-approaches reveals several levels of regulation of this activity: individual-personal, group and social. Depending on the applied approach to research, the subject of self-educational activity will change.

## **CONCLUSION**

Summing up the analysis of self-education, we can confidently speak of it as a key category that characterizes the educational process. The versatility and multifunctionality of self-educational activities and the expanding scope of its applications confirm the conclusion that the development of self-education pedagogy for solving the problems of higher education institutions is promising.

Self-educational activity of the subject will be productive if in the course of this activity the student's need for their own development and self-development is realized. At the same time, a student's self-education requires knowledge of ways of self-knowledge and self-analysis of experience, understanding both positive and labor aspects of their future professional activities, recognizing their excellence and their problems, and therefore, being open to change.

The analysis allows us to assert that professional self-education is a systematic cognitive activity of a person, carried out voluntarily and consciously, necessary for improving the professional qualities of a teacher and enriching it for solving constantly complicated professional tasks.

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