

Foreign Research
Чуждестранни изследвания

ORIENTATION OF THE EDUCATIONAL PROCESS OF THE HUMANITIES FACULTIES OF THE UNIVERSITY ON ACTIVATION SELF-EDUCATION OF STUDENTS

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Abstract. The research on the basis of Mykolaiv V.O. Sukhomlynskyi National University (Ukraine) envisaged the study of the degree of orientation of the educational process of the humanities faculties to intensify the self-education of students. Analysis of pedagogical works, observations, dialogues, questionnaires of tutors and students revealed its insufficiency. On the basis of the identified external and internal factors of influence, the ways of activating self-education are outlined: development of self-consciousness, value-motivational and emotional-volitional sphere; actualization of values and content of self-education in the educational process; application of interactive-reflexive forms and methods; providing subject-subjective relations between tutors and students; creating conditions for students to gain experience in self-education. The results of the study allow considering self-education as an important condition for effective pedagogical training of future specialists and can contribute to improving its quality.

Keywords: self-education; activation of self-education of students; humanities faculties of university; factors of activation of self-education

1. Introduction

Formulation of the problem. The problem of self-education is not fundamentally new in pedagogy. The origins of the ideas of self-education of the individual are contained in the works of the ancient Greek philosophers of Socrates, Plato, and Aristotle, the humanistic views of the Renaissance period of Leonardo da Vinci, T. Mora, T. Campanella, and F. Alberti. One of the first attempts to justify an exclusive role of self-education in the fate of every person at the turn XIX – XX centuries was carried out by English philosopher-moralist S. Smiles.

In contemporary European culture, there is the notion of “a person who has created himself”, that is, by his own efforts, he advanced himself to a higher level of development. Such self-development is valued by society and is considered to be high moral and social virtue. The particular relevance of the problem of the

meaning human life, its uniqueness, the necessity of creative construction with the aim of maximizing self-improvement and self-realization of the person acquire in the conditions of modern civilization changes and rapid scientific, technical and social progress. The capacity for active, sustainable self-development is nowadays as a world socio-cultural trend. However, the problem of activation self-education of students as an important mark of modern education and powerful resource for improving of its quality has not been systematically studied yet.

A necessary condition for achieving efficiency in various spheres, personal and professional success is the ability to learn throughout life, as stated in the Pedagogical Constitution of Europe (2013). According to the recommendations 2018/0008 (NLE) of the European Parliament and the Council of the EU to eight key competencies for lifelong learning included personal, social and learning competence as well as the competence of cultural awareness and expression.

The experience of educational activity of higher educational establishments of Ukraine and the world convinces that effectively address issues of training of future specialists is only possible with conscious and active participation of the students themselves. Self-education of future specialist acts as a component of professional formation and development, aims to contribute to the formation of the individual as a subject of his own professional life. High level of self-awareness, the motivation for self-improvement, the development of the emotional-volitional sphere will improve the quality of educational and professional activities of the future specialist: they will promote the formation of professional position, transformation of the acquired knowledge into a tool for self-examination and self-development reserves, will stimulate self-realization of the person and search of the most optimal ways to achieve results.

Analysis of recent researches and publications. The analysis of current scientific research indicates the urgency of the problem of self-education at different age and social stages, in particular, the self-education of students. However, there are several different approaches of foreign and domestic scientists to this question. Much of the world research in recent years in this area, including the works of such scholars as: O. Aliyev, A. Amirkhanova, İ. Aşkin Tekkol, P. Beach, Stefanie L. Boyer, A. Gil, Frank G. Giuseffi, K. Olart, A. Ovens, R. Sagitova, A. Swart etc., reveal the problems of self-education primarily in the context of self-education. They consider such aspects as: self-education students, model of self-education skills in the system of higher education, self-directed learning as a tool for lifelong learning, the role of the Internet in self-study, new strategy for independent learning in the digital age, self-study online, studying self-education skills and self-study for undergraduate and future specialist in a particular profession, etc. Note that the problems of self-education or informational education acquire in the modern world, the particular relevance along with formal and informal education. Society needs constant updating of knowledge, therefore, learning during a lifetime,

self-development become not only its important features, but also powerful factors of progress. Among the studies of self-education of foreign scientists there are works, for example N. Boyer, M. Gömleksiz, A. Kazan, C. Slater, dedicated to the analysis of self-education mechanisms, in particular, the relationship between self-study, personal qualities and academic achievements, the study of self-regulation skills in self-study, factors of success in learning, problems of readiness students to study.

Considering the new stage of development of the ideas of self-education, we note that for it characterized by the tendency toward the transition from the plane of scientific-theoretical to methodological-practical. At the beginning of the XXI century interest in problems of self-actualization, the ability to develop their own creative life, success in various spheres contributed to the development of separate direction of world scientific and popular psychological and pedagogical literature aimed at enhancing self-identity and maximum assistance to this process. In this context, we should highlight the works of W. Atkinson, S. Anoshina, S. Bavister and A. Vickers, I. Vagin, K. Kinan, Ch. Enel, K. Turner, A. Perceva and I. Karnaukha and others. They have a popular form of practical advice on the development of memory, the use of internal capacity and emotional resources to achieve success and well-being, self-management, personal coaching, etc. On the Internet there are many websites, on-line magazines and other self-developing electronic content direction. For example, the work of Ch. Shikati "Self-education: the key to life, which you are want" (Shikati, 2018) in the online journal "Medium", or D. Petersen "20 tips for effective and easy self-education" (Petersen, 2019) in the journal "Develop useful habits" are indicative in this plan.

In the domestic scientific field researchers quite clearly distinguish categories of self-development and self-education. In particular, self-development is a broader concept, combines all aspects of self-improvement of the personality. Self-education is considered as conscious, active and forceful process, as the socio-educational activities for the formation of certain personal qualities or the deprivation of disadvantages, which includes independent acquisition of new knowledge. Of particular interest in the context of the research problem cause of domestic scientists: V. Bobritskaya, O. Glavatskaya, A. Kalinichenko, V. Radula, I. Krasnoshchoka, L. Ivantsev, S. Malasonia, T. Novachenko, I. Tymoshchuk, S. Kharchenko, V. Paskar, in which are considered the views of modern youth about professional careers, professionally oriented the context of forming the self-educational competence of the future specialist, organizational aspects of self-education of students, problems of their social maturity and self-realization, formation of students as subjects of life-creativity, education of humanistic values, formation of the ability to conscious self-regulation.

The results of modern domestic and foreign researches on the problems of self-education and self-development of personality convinces that effective preparation of a student as a future specialist is possible only on condition of its conscious and

active participation in the process of its own personal and professional development. Therefore, the actual task of higher educational institutions, especially in the humanities direction, is the activation of self-education and self-development of students, search of the necessary ways and conditions, forms, methods and means of implementation.

The purpose of the article is to represent the results of study of the degree of orientation of the educational process of the humanities faculties of the university on activating self-education of students.

2. Theoretical basis of the study

Modern psychological and pedagogical thought determines the general meaning of self-education as a conscious, systematic human activity, aimed at development of the desirable qualities in it. As a result and consequence of education, self-education develops and functions on its internal the laws according to which the person defines certain goals, ideals, respectively social and its own criteria, defines the content and objectives of self-development, chooses the methods and tools to achieve the desired results, carries out self-control over the process of self-education, makes the necessary adjustments.

Self-education is a specific human activity, whose basic principles are: awareness, purposefulness, activity, positive direction, democracy, unity of education and self-education. Such activity requires a rather high level of personal development: its intelligence, volitional processes, mature self-awareness, involves the formation of its needs in conscious self-development. This need and distinguishes self-actual activity from any other. The phenomenon of self-activity is that it has not one, but two orientation vectors. The first vector is aimed at the development of personality, and the second - on the result of this self-development: the self-actualization and self-realization of the individual in the process of improving the surrounding reality.

Most scientists in the structure of self-education distinguish the following components, such as: purpose, content, objectives, means and result. In the content of self-education of the future specialist can be defined by the following directions: intellectual, moral, professional, aesthetic and physical. The culture of self-education implies, on the one hand, the use of personality the complex of methods, techniques and means of self-education, on the other – it's the ability to life-creativity as a social phenomenon. The culture of self-education of the future specialist is the socio-pedagogical competence that provides its conscious, creative and active participation in the process of its own personal and professional formation and development. (Sereda, 2016: 273)

The research of self-education problems by modern scholars actualizes the direction of students' self-education activities. In modern conditions of educational space is looking for models, ways and forms of engagement students to the process of self-education. A. Amirhanova with the team of colleagues (2015) present

a model of self-education skills in the system of higher education, which is based on the formation of readiness for professional self-education by attracting students to study in a specially created structure - an educational company that carries out diagnostic and advisory activity with using modern technologies. Self-educational courses are created. For example, an optional course "Life-long learning", developed by R. Sagitova (2014), involves the study of three modules: developing an individual educational path for students, developing a European language portfolio; and developing of students' ability to work with different sources of information. By V. Bobritskaya (2015) in the context of the study of the practical implementation of informational education in the modern higher education institution at the level of the Master degree, defined "self-education competence" as the result of the independent cognitive activity of the individual, which is a dynamic combination of knowledge, skills and practical skills, ways of thinking, moral-ethical values and professional, ideological and civic qualities, and the basis for the formation of the readiness of a specialist to implement socially important task and to teach young generation independently to master a variety of information throughout life.

Scientists emphasize the needs to use the Internet as a basic form of education and an additional element of education in self-education activities. (Gil, 2015) P. Beach (2017) offers a theoretical model of an independent on-line training for tutors, considering such training as a modern motivational approach to professional development. F. Giuseffi (2018), researching new strategies for self-learning in the era of digital technologies, analyzes innovative modeling of project-based learning (PBL), goal-setting students, theories of self-efficacy, which can be the basis of individual self-education programs.

In the process of self-education, external requirements are transformed into internal regulators of behavior and vital activity. An important role is played by the system of personal attitudes toward oneself (self-portrayal, which is reflected in self-rating); other people, professional activities and the surrounding world. The researchers identify the various factors that significantly affect to the self-education for the future specialist: self-knowledge and motivation for self-improvement of the individual, the ability to self-regulation and organization of educational process that promotes self-education, self-activity of the individual, development of the volitional sphere, the presence of a positive emotional background. Self-education is based on the psychological mechanism of continuous overcoming of internal contradictions between needs, interests, goals, desires of the person, and level of development of the personal forces necessary for their realization and internal potential. Considering the peculiarities of professional self-education of youth of different social subgroups, in particular regarding professional career perspectives, O. Glavatskaya (2016) notes that the main peculiarities of behavior in relation to a professional career for student youth are an external focus self-affirmation, student - internal self-determination, working young people are characterized by profes-

sional self-realization. A. Swart (2018) emphasizes that students must take responsibility for their own learning, engage in active self-education and get pleasure from it. This can be achieved in a training module based on a project.

By exploring self-directed learning (SDL), S. Boyer, D. Edmondson, E. Artis, D. Fleming (2014) consider it as an effective tool for lifelong learning. The scientists discovered positive relationship between SDL and internal locus of control, motivation, productivity, self-efficacy and support. By the way, based on analysis of self-study skills of bachelor students, I. Ashkin Tekkol and M. Demirel (2018), found that they do not depend on the university, the year of study and profit level. However, they are observed the differences of these skills depending on the field of study, such as entrance exams, academic success and motivation for further learning, as well as the relationship between self-study skills and life-long learning trends.

A.-M. Cazan and B.-A.Schiopca (2014) analyzed the relationship between self-study, personal qualities, as the "big five" and academic achievements of students. Under the qualities of the "big five" is understood the dispositional model of human personality – G. Allport, G. Eisenck, R. Kettel, which contains 5 general and relatively independent features: openness experience, conscientiousness, extroversion, goodwill, neuroticism. The results of the research showed the relationship between self-study and the personal qualities of students and allowed to predict the increase of their academic achievements, depending on the quality and intensity of self-study. Slater, C. E., Cusick, A., and Louie, J. C. Y. (2017), study self-directed learning (SDL) and self-directed learning readiness (SDLR) of future physicians, indicate that such readiness increases with age and level of previous education, as well as an increase in the indicators of qualities of the personality of the "big five".

An important feature of the modern stage of the solution problems of self-education and self-development of the individual is the search for new forms and methods for their implementation. Among them are schools and trainings for motivation and leadership, development of personal effectiveness. Currently, the areas of personal psychotherapy and self-regulation are: neuro-linguistic programming, autogenic training, color therapy (the influence of different colors on the psychological state of a person), art therapy (use of different types of creativity for solving personal problems), etc. One of the most effective and commonly used method in the world today is personal coaching, it is a modern practice of professional assistance to the person in disclosing all its possibilities, in the definition and achievement of its personal goals, which contributes to the achievement of the highest results in life, career and business (Perzev & Karnauh, 2011).

Consequently, in the context of modern approaches, we consider the self-education of the university student as a process of its active livelihoods, as a self-movement to maximal personal and professional self-realization, which is based on the phenomenon of self-activity. The basis of pedagogical support in the formation of the future specialists in the educational process of the humanities faculties of

the university is to optimize their assimilation and personal acceptance of external socio-pedagogical requirements for future professional activities and the transition of educational and educational opportunities of this activity into internal factors for activating personal and professional self-development.

3. Methodology of the study

To realize the purpose of the research, a system of empirical and theoretical methods of diagnostic character was used: questionnaires, conversations, studying and analysis of the documentary base and creative work of students, pedagogical observations, methodology of research of value orientations of M. Rokich, systematization and generalization of the obtained results.

4. Results of the study

In order to identify the degree of orientation of the educational process of humanities faculties of the university to intensify self-education of students was conducted on the basis of Mykolaiv V.O. Sukhomlynskyi National University. It was attended by students of 1 – 4 courses of faculties of foreign philology, philological and psychological educational level “Bachelor”, tutors of pedagogical departments, curators of student's academic groups. The total number of participants in the study was 629 people, of them tutors – 36, students – 593.

The objectives of the study were:

1. Identification of external and internal factors that influence the intensification of the process of self-education of students in modern higher education institution of education.

2. Analysis of the self-education of students of the humanities faculties of the university in traditional educational practice, namely:

- determination of the formation of goals and motives of personal and professional self-improvement of students;

- an analysis of the level of purposefulness of the purpose, content and forms of educational work of the university and the faculty on activating the self-education of students;

- detection of the existing degree of orientation of tasks, the content of the university curriculum and programs of the cycle of pedagogical disciplines on personal and professional self-improvement of students;

- determination of the influence of the existing nature of the interaction of subjects of educational process for activating self-education;

- identify the availability and character of student skills to form personal and professional self-improvement programs and implement them during studying in university and pedagogical practice.

Studying the practice of self-education of students in the conditions of a modern university has allowed outlining the factors that can influence its character and

effectiveness. Thus, according to the results of questionnaires and conversations with tutors of pedagogical departments (18 respondents) and students of the 4th year philology, foreign philology and psychological faculties (156 respondents) it was discovered that the self-education of university students in modern conditions are influenced by external and internal factors. Tutors and students were asked to evaluate the extent of their impact on self-education activation (Table 1).

Table 1. Assessment of the degree of influence of external and internal factors for activation of the education of students

Factors Influencing		Tutors	Students
Factors external impact	Civilization processes and educational policy of the state	32%	8%
	Direction of educational activities of universities	57%	27%
	Taking into account the specifics of training specialists at individual faculties	39%	16%
	Scientific and methodological provision of self-learning activities of students within the teaching of psychological and pedagogical disciplines	51%	25%
	Humanization of relations in the system of "tutor-student" and "student-student"	35%	51%
	Purposeful assistance to the activities of student self-government bodies	25%	41%
Factors internal impact	The nature of student value orientations	45%	32%
	Humanistic orientation of personality	4%	29%
	Level of formation of motives and needs of self-improvement	48%	42%
	The development of self-identity, manifested in its subjectivity	37%	12%
	Characteristic personality traits	41%	57%
	Individual psychological features (developed emotional-volitional sphere)	38%	54%

Tutors were assessed as the most influential factors in the promotion of self-education, such factors as the direction of the university's educational activities (57%), the scientific and methodological provision of self-learning activities of students within the teaching of psychological and pedagogical disciplines (51%), the level of formation of motives and self-improvement needs (48%), the nature value orientations of students (45%). Students also preferred such factors as: the personality traits (57%), the humanization of relations between "tutor-student" and "student-student" systems (51%), the level of motivation and self-improvement needs (42%), targeted assistance activities of student self-government (41%). This discrepancy is partly explained by the difference in the life and social experience

of representatives of the identified social groups, their level of education and the peculiarities of the performed social role. If for tutors, there are primarily pedagogical activities, self-realization in the professional, social, personal and other spheres for which an important system of value orientations and the formation of motives and needs of self-perfection of the personality, typical understanding of the role of the direction of the educational activity of the university and the corresponding scientific and methodological support, then for students it is important to become the features of nature, self-affirmation in the social environment by communicating and improving their own personality. They do not fully understand the role of self-consciousness in self-education, which manifests itself in its internal position, orientation, value orientation, subjectivity.

During discussions with tutors and students, it was discovered that the process of self-education is activated and becomes steady, when both external and internal factors of influence are involved simultaneously. Confident about this, 64% of respondents, 27% believe that internal factors play a leading role in activating self-education, and 9% of respondents were not able to give their own an assessment. This situation is quite natural, since the pedagogical influence, which is represented by external factors, is mainly carried out indirectly, transforming into internal regulators of behavior, and so on thus enhances (or vice versa) internal factors of self-education of the individual.

Therefore, the educational process focused on actualization of values of self-education is capable of raising the level of activity and awareness of self-education of students, enriching its socially valuable motivation. Necessary scientific and methodological support for self-study activities of students can be carried out during the teaching of psychological and pedagogical disciplines. The nature of the relationship between the “tutor-student” system and the interpersonal relationships of the students of the academic group, direction of the activity of the institution of curators and student self-government plays an important role in activating self-education in the conditions of the university. However, all of these external factors must first of all ensure the activation of internal factors of self-education of the individual: to promote the development of self-consciousness, enrichment of the motivational sphere, the orientation on self-education of value orientations and the internal position of the individual, the development of the emotional and volitional sphere.

In the conditions of European integration, the educational policy of the state is aimed at the development of a harmoniously developed, nationally conscious, highly educated, a competent, creative person capable of self-development and self-education; forming in it a value relation to the surrounding reality and to itself and an active life position; the formation of person as a creator and designer of its own life. In order to determine the degree of realization of the specified tasks in the practical activity of universities and, in particular, their humanities faculties, documents were analyzed that regulate educational work at VZO – concepts and plans

of educational work of humanities faculties of Vinnitsia State Pedagogical University, Kyiv National Linguistic University, Mykolaiv V.O.Sukhomlynskyi National University, H.S. Skovoroda Kharkiv National Pedagogical University, Kherson State University, Petro Mohyla Black Sea National University. The analysis of the documentary base has shown that it is the main reference point in the educational work of the domestic VZO there is a comprehensive and harmoniously developed personality. In this case, the organization of such work has certain peculiarities depending on the level of development of the institution of education, its orientation, traditions, and developed conception of education. The prevailing educational direction of national universities is to promote the formation of national identity and culture of students, their active civic position on the basis of a certain system of values. Quite often in the concept of educational work lay ideas for her personal orientation. The peculiarity of the content of educational work of domestic universities is the balanced formation of students as the actual competencies and general cultural.

Gradually there is a transition from authoritarian pedagogy to pedagogy of tolerance, according to which education and education is carried out taking into account the natural abilities and psychological characteristics of each individual and is directed at its maximum self-realization. However, in most of the domestic vocational educational institutions, educational work is carried out the framework of a functional approach to the formation of personality in the following areas: mental, moral, labor, legal, physical, ecological, aesthetic education, etc. In our opinion, the considerably broader possibilities for the education and self-education of students have an axiological approach, according to which the core of the content the education of the VZO stands for a system of certain values (universal, national, civic, professional). We believe that the main content of educational work with student should be its professional and personal self-affirmation on the basis of the formation of a system of values that constitute the educational potential of humanities education.

Studying the problem of organizing educational work at the humanities faculties of higher educational institutions, we have identified the most effective ones for data from interviews of tutors and students of philological faculties (158 respondents), modern forms of educational work (Table 2).

Table 2. Assessment of the effectiveness of modern forms of educational work

Forms of educational work	Tutors	Students
Club forms of work (clubs of professional orientation, on the interests of students)	17%	41%
Business, cognitive, plot-role creative games	28%	52%
Quiz (Brain Ring, Quiz "What? Where? When?")	39%	19%

Thematic evenings of rest, competitions and entertaining programs ("April Fools", "Autumn Ball", "Valentine's Day")	31%	53%
Holidays (University Day, "Dedication to Students", "Graduation Ball")	24%	47%
Intelligent auctions, controversial forms (disputes, round tables)	25%	44%
Greeting (poetic, literary, theatrical, musical)	28%	31%
Week of faculties and departments	48%	28%
Decades of student science (scientific and practical conferences, meetings with famous scholars, cultural figures, pedagogic)	43%	19%
Competitions of professional skill	52%	16%
Informational and thematic hours (curatorial hours)	45%	11%
Expeditions and excursions (ethnographic, ethnographic, folklore)	25%	36%
Festivals, concerts of students' amateur performances	15%	23%

The results of the analysis of the survey indicate that the tutors of the university prefer forms aimed at professional education of students (competitions of professional skill, scientific conferences, weeks of faculties and departments) and traditional curatorial educational hours. Students, also choose the form of thematically entertaining and gaming, as well as discussion and club forms of work. Curatorial hours, on the contrary, are the last in students rank. We find it expedient to strengthening the role of discussion and club forms of work; use contests as a powerful potential for personal and professional development and student self-affirmation; review of traditional approaches to conduct curatorial hours. In our opinion, significant potential in the person-professional education and self-education of students can play the project activity (the creation of educational, social and others projects), as well as interactive-reflexive forms of work, for example, workshops, psychological and pedagogical trainings, which allow not only to develop communicative and reflexive skills, but also get meaningful for the development of each individual subject experience.

The important factor of influencing the process of self-education of students of the humanities faculties of the university, the activity of the institute is recognized curators and student self-government. In the system of higher education of Ukraine there is a long tradition of the institute of curators who are primary organizers of educational work in academic groups of students. The institute of curators operates in practically every VZO of Ukraine. In Mykolaiv V.O. Sukhomlynskyi National University, the task of the curators of academic groups is promotion the discovery and development of individual capacities and abilities of each member of the group, the formation of the creative atmosphere, mutual understanding, mutual assistance and the formation of the best features of the future specialist. The curators come from the most experienced tutors and are approved by the board of the faculty. The curator is assigned by a certain academic group for the first 3 years of study, which allows him to deeply study the individual characteristics of each student, to achieve

consistency and continuity in the organization of the educational process. Educational work by curators is carried out in accordance with the plan of educational work of the faculty at the academic year and with the obligatory consideration of the proposals of students. The most common form of educational work of the curators is the holding of information-thematic (curatorial) hours. However, as the results of the survey of students show, quite often (in 38%) they are held at the formal level and mostly have the character of guidelines and notations.

In the conditions of the modern educational process, the necessity has risen, not rejecting the ideas of traditional curator, pay attention to displacement accents in educational work from the collective-organizational form to the individual work with students. After all, in accordance with the requirements of the European Credit and Transfer System (ECTS) the functions of the curator acquire not so much educational content, but become consultative, coordinating. Curator-consultant (tutor) helps the student to develop an individual curriculum, the choice of curriculum and courses; monitors their implementation and controls the academic achievements of the student. In the future we see the possibility and expediency of the difficult, but it is an effective combination of consulting, controlling, and facilitating (accompanying) functions in the work of the curator.

The theoretical foundations of self-education as a psychological and pedagogical category and the skills of its practical implementation are largely implemented in the teaching of disciplines of the psychological and pedagogical cycle, in particular: "Pedagogy", "Fundamentals of Pedagogical Mastery", "History of Pedagogy", "Methodology of Educational work", pedagogical practices. According to the curriculum, 810 hours are allocated for these disciplines, which is only 9.6% of the total. In our opinion, this is not enough to effectively solve the problems of activating personal and professional self-education of students. In addition, pedagogical disciplines are often taught at a purely theoretical level, and the obtained knowledge is quite formal and does not relate to the student's personality. Often a student does not even have theoretical information about how to educate yourself how to improve your own personality. And the more he does not have the technology of self-education.

The questionnaire for 1 – 4 courses of students of philological faculties showed that among academic disciplines, exercising influence on the self-education of the student, the most important psychological disciplines (61%), than pedagogical (49%), World and Ukrainian literature (36%), Historical subjects (27%), Foreign languages (25%), Ukrainian and foreign culture (12%), Philosophy (7%), Valeology (6%), PE (5%), and Religious studies (2%). Students understand the potential of different educational disciplines, in particular, psychological and pedagogical, for their own development. However, they were noted that during the teaching of these disciplines do not always cover the issues concerning the self-education of students.

The main course in pedagogical disciplines is the course “Pedagogic” (162 hours), which aims to provide students with the knowledge of pedagogy as a subject, about the theory of education and upbringing, the system of education in Ukraine at the moment and schooling. In the native textbooks for editions by of N. Volkova, V. Galuzinsky, M. Yevtuha, N. Moiseyuk, I. Podlasogo, M. Fitsuli and others., these questions are rather thoroughly covered; however, information on the theory and practice of self-education is given in a very brief format. But as shown by the results of the survey, the vast majority of tutors of pedagogical department (72%) believe that it is in the content of pedagogy as the main discipline of the pedagogical cycle can be laid the theoretical and practical foundations of self-education and self-education of university students.

The question “Which of the pedagogical disciplines most influenced by self-education of students?” and tutors (66%) and students (37%) were mostly called the “Fundamentals of Pedagogical Excellence” (108 hours). Tutors pointed out that this is a practical-oriented discipline, the purpose of which is to reveal the integral structure and peculiarities of the teacher's professional activity at the level of pedagogical skill, the formation of students needs to develop professionally, determination of ways to achieve pedagogical skill. Students noticed that their active cognitive activity stimulates the use of methods of dialogue and gaming, creative and problem tasks with further discussion. It promotes to self-knowledge and development of adequate attitude towards the systematic conduct of diagnostics and self-analysis of the formation of their own professional qualities and creation on their basis of a professional self-portrait. As the result of this activity of students develop an idea of the future specialist, outlines ways of professional development. It prompts for self-development the study of advanced pedagogical experience, as well as the opportunity for each student to test them in a professional role in the process of implementing fragments of micro-vision in classes. However, in our opinion, the course “Fundamentals of pedagogical skill” has more opportunities not only for the professional development of personality, but also for the student to realize himself as a subject educational activity, disclosing his own personal potential, mastering the mechanisms of its use for solving complex professional and life tasks. In general, the analysis of goals, objectives, of the curriculum of pedagogical disciplines has led to the assertion that their teaching does not fully ensure the content and technological preparation of the student for personal and professional self-education and insufficiently actualizes the values of such activities, although there are great potential opportunities for this.

Regarding the out-of-class educational work of pedagogical departments on the basis of observation and conversations with tutors, we concluded that it is not systematic and insufficient. This work is mainly implemented in the form of scientific student conferences, as well as individual conversations and disputes on the themes of personality formation, life purpose and self-realization. Better situation is ob-

served with respect to separate tutors of pedagogical department, which trying to stimulate students to self-improvement, the disclosure of creative the potential. At the same time, they successfully combine traditional and innovative forms of educational activity in their work with students, organizing contests (“Portrait on the background of the era”, “The heart given to children”), work on projects (“Project of the school of the future”, “Project of the VZO”), pedagogical living rooms, creative meetings, “round tables”, excursions. At the same time attention is focused on both professional and personal development of students. As the results of interviewing tutors show, 82% of them believe that such an approach significantly increases the motivation of self-improvement and self-actualization of students, their self-esteem, as well as level of activity and also including self-actualization. Students of the Faculty of Foreign Philology 2 – 4 course noted an increase in interest in pedagogical disciplines and the future profession (43%), opportunity of self-realization in new types of activities (31%), awareness of the prospects of their own development (14%).

One of the factors of activating self-education is the influence of student self-government and collectives of student academic groups. According to the “Model Regulations on Student Self-Government in Higher Education educational establishments of Ukraine” (2010), it is defined as an independent public activity of students on the implementation of management of a higher educational institution. The analysis of the practical activities of the domestic VZO has shown, that, despite the fact that the student self-government can have various forms (student union, senate, parliament, old-age statute, student's educational (scientific) part, student's dean's office, council, etc.), all they perform a common function – promote the development of students' personality, shape the skills of future organizers, managers. Student self-government is carried out at the level of the academic group, department, faculty, hostel, higher education institution.

It promotes of the development of student government teaching staff by Mykolaiv V.O. Sukhomlynskyi National University, which uses various forms such as: student dean's office and trade union association, “Pedagogical Initiative”, school of volunteers, leaders, leaders of the Scout movement, etc. The introduction of student self-government in higher education institutions is a concrete of implementation of students' civil rights, formation a sense of responsibility and the ability to solve social, economic and cultural and educational problems. In our opinion, this creates real opportunities for activating self-education of students in the educational process.

In accordance with the principles of the Bologna Process students' self-government are given a special role in creating a democratic system higher education; students are considered as an equal partner in the educational process. It is established that at the present stage favorable conditions for the development of student self-government system are created in Ukraine. Several domestic universities (The Bo-

hdan Khmelnytsky National University of Cherkasy, Vinnytsia National Technical University, Kyiv international university, etc.) together with the Ukrainian Student Council took part in the European project Tempus of the program of studying and implementing in VZO the European student's self-government practice (for the example of France, Great Britain and Northern Ireland). At the same time, in the majority of VZO there is an existing system of student self-government does not yet play the role assigned to it in modern conditions by educational policy of the state. Among the main reasons for this situation, the tutors of the Mykolaiv V.O. Sukhomlynskyi National University lack of necessary guidance and assistance from the teaching staff (63%) and insufficient social maturity and independence of students (37%). Students see the reason for the lack of effective self-government activities in the limited real rights of these bodies in solving important issues of university and faculties (58%), as well as that the administration of the university is not sufficiently self-sufficient for the student authorities (42%).

In order to determine the degree of influence of the peculiarities of pedagogical interaction to intensify the self-education of students, we studied the nature of interaction subjects of the educational process at the university. According to the conducted poll of 2 – 4 courses students of philological faculties (297 respondents), the self-education of a student positively affects 55% of communication with friends, 43% – with relatives, and only 28% – communication with university tutors, curators. This fact is, in our opinion, determined by an insufficient level the formation in the university of the subject-subjective character of relations between tutors and students, when understanding, trust, unobtrusive help from tutors and curators is replaced by a purely formal attitude to the upbringing and development of students.

Dialogues with faculty of foreign and Ukrainian philology, visiting teaching staff showed that 65% of them in their work mostly used traditional: monologues, reproductive forms and teaching methods. It is better situation is observed by teacher's pedagogical department, 80% of which use active and interactive forms and methods of teaching during lectures and practical classes. But their work is not focused on activating self-learning activities of students. Dialogues with curators of student groups, students, and observing the peculiarities of the implementation of educational tasks have shown that educational work is often limited to university and faculty "activities", which are oriented towards the needs of students in self-improvement and traditional "curatorial hours", which in many cases are carried out formally and turning into morality of the tutor-curator from one or another occasion. As a rule, such a system of education does not envisage subject-subjective relations between the curator and the students.

The presence of disadvantages in the educational field of higher education is due, in our opinion, to several factors. First of all, the traditional priority the educational process in relation to the educational. Secondly, that is most tutors do not consider it their duty to perform educational activities functions if they are not

curators of academic groups. Often, tutors are neither psychologically nor technologically ready for implementation of modern approaches in educational activity. Thirdly, in a significant number of students (up to 30%) there is a negative attitude towards the educational, public and other socially useful activities. Such the situation is, in our opinion, caused by a decrease in the motivation of such activity due to the low rating of individual personal and professional values in modern society. Therefore, educative work, stimulating self-actual activity of the student, should be carried out systematically, in combination of traditional and innovative methods of educational influence at all levels: administration of the university, dean's offices, and departments, curators of academic groups, all tutors and university staff. An important role in this also belongs to the subjects of the psychological and pedagogical cycle and appropriate training of tutors of these disciplines. Thus, the content and existing forms of educational work of domestic universities, the experience of which we are studied, not enough stimulate the development of self-activity students. In our opinion, the success of innovations in the educational work in VZO is significant depends on the formation of subjectivity of tutors and students, from humanization and democratization of their relationships in the educational process. And that means the need to create a socio-cultural educational space as the most important factor, stimulating personal and professional development of the student, his desire for self-education and self-realization, contributing to the formation of a student as a citizen, personality and professional. Under the "socio-cultural educational space" we mean a combination of educational and educational, spiritual and moral, informational, personnel, material conditions of the organization of educational work, leisure and recreation of students in a higher education institution.

The existing system of educational activities of the humanities faculties is not saturated with the forms and methods that would orient the student on activating the self-education potential: forms of discussion (debate, discussion, "round tables") and reflexive (self-diagnostics of individual features and personality traits, creation of "I-concepts", plans and programs of self-improvement, keeping diaries) character, interactive (conversations, trainings, master classes), game (role, cognitive, business), creative (literary holidays, writing of works of art), registration of newspapers (emblems, drawings, posters, competitions), club forms of work. Insufficiently formed subject-subjective relations between tutors and students; there are no pedagogical situations that contribute to awareness students of the personality traits, encourage self-education, provide a successful self-education situation and create a positive emotional background of such activity.

An appeal to the analysis of life plans, motives, values orientations students allowed to determine the level of formation of goals and motives of personal and professional self-improvement of students. Based on the analysis of creative work we have identified the life plans of students of 4 courses. They were distributed as follows: to successfully complete university studies (88%); to make a career (81%),

to become a university tutor (24%), to work at school (21%), to work as a translator in a concern (15%), to continue studying in the master degree and postgraduate study (8%), to become a tutor at courses of a foreign language (4%), to work as a tutor (26%); to have a nice family and have children (64%); to get a second degree (28%); to visit different countries (21%); to develop as a person (17%); to go to work abroad (8%). We have stated that the main motives of the students are educational, professional and personal. It is insufficiently expressed motives of development and self-improvement of the person. Meanwhile, from a graduate of a modern university in accordance with domestic and world standards requires the possession not only of narrow professional, but also general cultural knowledge, technological skills, the ability to continuous self-development and independent creative solution of personal, professional and life tasks.

In order to identify the motivation for future professional activities, students of the first year of the faculties of foreign philology and philology were offered creative work on the topic: "I am a future philologist", and students of the 3rd courses – writing their own personal-professional of self-portrait.

The study of student creative work made it possible to identify the motives for their future professional activities. For students of 1-year course, they were distributed as follows: interest in philology and foreign languages (40%); propensity to pedagogical activity (24%); love for children (12%); realization of children's dream (6%); an example of favorite teacher (7%); desire to receive higher education (25%); continuation of the family tradition (4%). The students of the 3-year course have the same motives, but their ranking is different: the tendency to pedagogical activity (38%); interest in philology and foreign languages (32%); love for children (36%); childhood dream (5%); an example of favorite teacher (2%); family tradition (3%). During the years of studying at the university students have deepened the motives of the professional activities, their transition from simple interest to awareness of their own abilities to pedagogical activity, as well as some shifting motives from purely professional (interest in philology and foreign languages) to humanistic (love to children). However, among students' motives, the development of their personality as a condition of personal and professional growth was almost not traced.

The analysis of the formation of the goals and motives of personal-professional improvement of students of faculties of foreign and Ukrainian philology made it possible to conclude that the traditional conditions of training at the humanities faculties of the university do not always help to make students stable motives for self-education activities. The high level of formation of such motives is observed in students who are clearly aware of the priorities and goals of their own life; have a wide range of interests; systematically read not only the educational and artistic, but also scientific (philosophical, psychological and pedagogical), journalistic literature, periodicals; attend non-educational institutions (clubs, workshops, studios,

sports sections); show mostly high educational results; conduct active social activities within the university and faculty; have authority in the student's group.

The important internal factor for self-education is values orientation of the person. They are an essential feature of the individual that determines the regulatory function of their behavior, defines the strategic goal of their lives. According to the results of testing students to M. Rokich's method "Valuable orientations" (2013), the most important values of the students of the humanities departments are as follows. In the first place (defined as the most important value) – health; 2nd place – love; 3rd – happy marital life; 4th – interesting work; 5th – freedom; 6th – the presence of good and loyal friends; 7th – active life; 8th – materially secured life; 9th – development; 10th – self-confidence and life wisdom; 11th – productive life; 12th – cognition; 13th – creativity; 14th – happiness of others; 15th – the beauty of nature and art; 16th – public recognition; 17th – entertainment. Such important values for self-education, as development, knowledge, active life, self-confidence, occupied only 9, 12, 7 and 10 places respectively. This testifies to the inadequate formation of students' values of self-education.

To test the character of the students' skills to form personal and professional programs of self-improvement we have been offered to students of the 4th courses of the Faculty of Psychology and Foreign Philology of the following creative work: the creation of a personal and professional self-portrait in which it is necessary to highlight and give self-assessment of their personal, professional qualities, and development programs of personal and professional self-improvement. The analysis of the creative work of students (86 respondents) made it possible to conclude that students of humanities faculties do not have enough knowledge about own personality and skills to make personal-professional programs of self-improvement. A significant proportion of students (18%) were restricted to the list of available in their opinion, character traits, failing to identify any links between them and the prospects of their own development. The largest group was a group of students (67%) who tried to present a coherent picture of their own "I", to identify the causes of their own behavior, outline ways of self-improvement. However, at the high level, they did not succeed in doing so due to insufficient clarity of representations about own personality and insufficient technological readiness for such activity. A relatively small proportion of students (15%) managed to combine personal and professional qualities into a coherent picture of their own "I", outlining the ways and the prospects of their own development.

It is indicative that the high level of knowledge about their own personality was found mainly by students of the psychological faculty. This is due to the fact that in the content of their professional training the acquisition of diagnostic tools for identifying the specific features of mental processes, features of character, personal qualities, as well as the ability to perform psychological self-correction. Among the students of the philological faculties, the level of knowledge about their own

personality was lower, but the programs of personal and professional self-improvement were more coherent, well-grounded and artistically decorated. As our experience and observation of the university's educational process testify, some of the students are already in the first year learning has techniques and means of self-education, develops prospective self-improvement plans in various spheres and implements them in life. However, this activity is carried out not purposefully, part-time, does not always have the desired results due to the fact that insufficient motivational, meaningful and technological readiness for self-education complicates development of self-education activity of students.

Students of the I – IV courses of foreign philology faculties were invited to express their wishes for activating their self-education during the period of study at the university. An analysis of the empirical material showed that regardless of the student's study, they were distributed in this way (table 3).

Table 3. Student's suggestions on how to improve self-education

Activities offered by students	Frequency of choice
To conduct lectures, practical and seminar classes on self-education	67%
To conduct educational activities promoting self-education: moral and ethical conversations, disputes, evening holiday; meetings with interesting people, measures of a cognitive character; excursions to museums, exhibitions, theaters	63%
To expand the network of circles, sections, clubs of different directions; create a psychological circle "Know Yourself" or a special course on self-education	59%
To intensify public life and involve students in various activities; pay more attention to student self-government	52%
To interest students in the process of self-education; carry out diagnostic work; hold exhibitions, distribute literature on self-education	45%
Not to treat students as being incapable of self-education; give them more freedom and demand more responsibility	38%

According to the results of the analysis of questionnaires, it became clear that students objectively need to create favorable organizational and pedagogical conditions for activating the process of their self-education. This is confident and 87% of the tutors who participated in the study.

5. Conclusions and perspectives for further studies

Self-education of students today is a necessary condition for the effective preparation of the future specialists, and their ability to personal and professional self-development is one of the most important competencies in the modern

educational space. An analysis of the existing practice of humanities faculties of the university revealed an inadequate degree of educational orientation to the process of activating self-education of students. No focused systematic work the intensification of self-education significantly complicates the process of effective formation of modern student as for specialist and personality.

According to the results of the study, there are four groups of reasons that prevent successful solution to the problem of activating self-education in the conditions of the traditional educational process of the humanities faculties of the university. So, motivational reasons are due to the fact that the proportion of students is underestimated. The role of self-education in their development, it is not perceived as personal value. The informational reasons include the lack of awareness of students with the main areas of self-education and the methods of its implementation; superficial illumination by tutors of the problems of the theory and method of self-education in the process of teaching pedagogical disciplines. Among the organizational reasons, the most significant are: the discrepancy between organizational forms and educational methods the work being carried out at the university, the interests and needs of students, in particular, insufficient use of interactive, reflexive, creative educational forms work; limited independent choice of students content and directions of their own self-improvement. Psychological causes are determined by the lack of the formation of subject-subject relations in the pedagogical process and lack of readiness of part of tutors to implement pedagogical support for the self-education of students.

The results of the conducted research allowed identifying the factors, which can positively influence of the self-education of students, which provides objective grounds for outlining the specific ways of activating this process. Possibilities of self-education of a person increase with increase of its level self-consciousness, manifested in the developed subjectivity; enrichment motivational sphere by motives and needs of self-improvement; accumulation of knowledge and personal experience of self-education activities; ability to use methods, means and techniques of self-improvement; development of the volitional sphere. Self-sustaining activity, in order to be successful, has accompanied by the appropriate organization of the educational process and positive emotional background.

Therefore, without changing the main goals and objectives of the traditional educational process of the humanities faculties of the university, we consider it necessary to focus on the following points: updating the values of self-education in educational process; enrichment of the educational process of the humanities faculties of ideas, concepts and technologies of self-education; application interactive-reflexive forms and methods of working with students; provision of subject-subject relations between tutors and students; creating conditions for students to gain experience in self-education. In our opinion, these paths, for the conditions of the corresponding organizational-pedagogical and technological

support, able to positively influence the value-motivational and emotional-volitional fields of students, the development of their self-awareness. And thus they will promote the increase of their self-activity, which allows predicting more qualitative and effective training of the future specialists in the humanities field. The prospects for further research are seen in the practical realization of the ways intensifying the self-education of students in the educational process of the humanities faculties of the university.

NOTES

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