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### THE COMPONENTS OF SELF-EDUCATIONAL ACTIVITIES OF TEACHERS IN THE SYSTEM OF METHODOLOGICAL WORK

*Анотація.* Визначено складники самоосвітньої діяльності вчителів, її специфіку в системі методичної роботи. Виявлено сучасні тенденції розвитку складників самоосвіти освітніх кадрів. Розкрито основні етапи побудови самоосвітньої діяльності: усвідомлення вчителем вимог до своєї діяльності; постійний самоаналіз, самопізнання і критичний аналіз власної діяльності; планування роботи над собою, вироблення програми і правил поведінки; практична реалізація програми самовиховання; самоконтроль, самооцінювання та самокоригування дій.

*Ключові слова:* система; методична робота; концепція; самовиховання; самореалізація; самоосвіта; педагог-дорадник.

**Introduction.** The change in the educational paradigm influences the content and development of trends in the teacher's self-educational competency. Self-education is becoming an urgent need for professional development in the system of pedagogical postgraduate education. Modern teacher's practice requires the performance of the functions of the counselor-consultant in terms of the concept of New Ukrainian School on the basis of pedagogical partnership. The significant role of the components of self-education practice concerning the implementation of advanced innovations, technologies, new approaches in postgraduate education is actualized in the educational process. There is the basic principle of educational practice that is pointed out in pedagogy – the process of life-long learning that requires the mastering of the modern methods and forms of constant self-educational competency.

**The analysis of the recent research, the determination and publication of previously unsolved parts of the common problem.** The leading ideas for the teacher's self-education and their components are outlined in the works of Ukrainian didactics', such as A. Aleksyuk, S. Rusova, V. Sukhomlynskyi, K. Ushynskyi, M. Futsula, V. Yagupov and others.

**The determination of the previously unsolved parts of the common problem.** In a condition of constant social challenge, the leading motives of self-education and self-organization are the increase of requirements to the profession, necessity to work according to the norms of universal morality and professional requirements, the realization of the necessity of being able to cope with difficulties in personal and professional formation. Teacher's modernity goes through a process of self-education and is considered to be a pedagogical process which uniqueness is peculiarly that it includes both the subject and the object of education. Scientists consider self-education as a process in which, according to some norms of society, universal values, goals and interests of people themselves the

specific designed person's own strengths and abilities are being formed creatively and developing constantly.

**The purpose** of this article is the demonstration of the modern tendencies in the development of the composition of teacher's self-educational practice.

**Results.** The main aspect of our research has become the determination of the methods of self-education in order to organize a successful educational practice. We consider the methods of self-education to be a partial influence of a teacher on themselves, a single act in every specific case. In our opinion, the complex of the self-educational methods should be a system which is specific, individual and unique for each person.

According to V. Sukhomlynskyi the spiritual development of personality depends on how deep is their self-affirmation in all areas of practice and attitude in the team – In intellectual life, in work or the formation of moral conviction.

Self-education is a purposeful, conscious and systematic activity of a person in order to create for yourself a desirable spiritual, intellectual, ethical, esthetic physical and other positive characteristics and elimination of negative ones.

So, it can be said that the main purpose of self-education is the achievement of the agreement with yourself, search for the sense of life, the realization of the potential abilities. Self-education is a basic pedagogical process within which a person can implement their self-fulfillment. It's a conscious, purposeful practical and spiritual process, focused on the implementation of own willpower, abilities and life guides.

This process is continuous that's why scientists allocate some basic stages such as teacher's awareness of the requirements to their practice: constant introspection, self-knowledge and critical analysis of their practice; planning of their work on themselves, developing a program and rules of behavior; practical realization of self-educational programs; self-control, self-esteem and self-correction of actions. Working out theoretical sources shows that modern teacher should be guided by the principles of self-education, such as unity of education and self-education; sense of purpose and democracy in self-education, development of a steady civic position. Above all, self-education requires a person to know themselves, to be able to estimate own positive and negative personally professional qualities.

Self-education shows a person's mental activity, their consciousness, willpower, feelings, character, reasons for behavior, interests, abilities, needs and also discloses the methods and ways of working on yourself.

At the same time, self-education requires some constant efforts if will and ability to control yourself, to achieve a pedagogical aim that has been set. By coping with difficulties they make their willpower stronger, learn to finish the deed that they started and thereby, they make sure that even little success makes them stronger.

Self-analysis is a decisive factor in self-education, as it forces the ability to analyze their behavior by giving them some estimation.

Self-responsibility is a process of making conscious decisions voluntarily, setting objectives and matters of self-improvement and determination of the programs of self-education on this basis. They appear due to inner belief in their necessity and are determined by living conditions, society needs duties and needs for the professional training as a future teacher of Natural Science. It's the process of comparison of your inner self with the requirements of a society in general. Self-assertion helps a person to gain the self-recognition of the urgency of developing different personal qualities. It's a search for evidence that it is necessary to correct your deficiencies, to mobilize yourself to achieve the aim of self-education, to exterminate the rival motive.

Self-infusion is considered to be a technical procedure, that is implemented by the repetition of verbal formulas that express desires defined by the other forms of self-education.

Self-training is a direction for doing tasks actively that will lead to the goals that were set, to the realization of the programs of self-education, to the understanding of every following obstacle as a possibility for self-improvement. We consider Self-training as a method that makes it more effective the best pedagogical experience and develop practical skills.

Self-enforcement is a display of dissatisfaction with yourself in case when you don't take responsibilities and the process of setting extra tasks and forcing yourself to do them.

Self-encouragement is considered as a process of setting some encouragements and punishments for yourself and their implementation. Self-encouragement and self-punishment are connected methods of self-education. Self-encouragement is a an awareness and experience of own success, praising yourself for successfully finished self-educational programs by letting yourself have more free time or doing something you like. Self-punishment is a realization of your own blame against yourself and colleagues; dissatisfaction with yourself.

In the process of modeling the teacher's self-educational practice we were paying attention to the basic external conditions of the successful implementation of person's self-education, such as creating the conductive psychological atmosphere in the team; the formation of clear ideals; awareness of the methods and forms of self-education; gaining skills and abilities of self-study and the separation of positive and negative individual mental qualities; the popularization of positive experience of self-education, the encouragement for the achievement of positive results etc.

According to M. Kaverin, self-organization is a natural ability of all biological (social) systems to support, regenerate and improve the level of their organization, when external and internal conditions of existence and practice have been changed considering the previous experience. Self-improvement activity is laborious its results have great success. The main aim of the effective self-organization when every teacher possesses the technologies of self-practices with the accordance to the set objectives, forms and methods of their realization. Personal professional development of the modern teacher implies the setting on humanitarian values, abilities to see the alternative ways to solve a problem, thus the teacher is not the manager in the full sense of this concept. The professional teacher's duty is to educate children, to solve complex of world-view tasks of the school level. But, in our opinion, the general functions of the manager are also found in the teacher's practice, such functions as improvement of the content, methods and ways of teaching, education and bringing up children; creation of the conditions of the qualitative mastering of knowledge, skills and abilities and the development of every child's skills, their personality formation; a purposeful orientation on the own personal professional development. The personal professional development itself and self-creation, according to V. Yevdokymov, is the essential reason for creating modern models of teacher's training.

In the process of analyzing the theoretical sources we pointed out that the concept of the educational management allows teachers to correct educational programs according to the pupils' abilities, pupils' and their parents' needs, expediency to choose rational methods, to experiment with them, says V. Kryzhko.

A teacher is a personality that determines the problem solving of the educational process in school, thus he has to possess such qualities as constant professional awareness, knowledge of the results of the achievements of modern scientific studies about the improvement of the educational technologies.

In the process of modeling we found out that a teacher as the manager of the people's activity has to possess the ability to solve didactic tasks, skills to encourage the self-development and the development of the personality of every pupil. It can only be implemented on the basis of effective self-education and self-organization. After taking to consideration of all that was said above and in the process of the development of methodical

teacher's practice, we created a system of self-organizational methods, which components have become the methods of self-diagnosing, self-control self-analysis and self estimation of the results of activity. In this context we believe the overcoming of internal barrier of a teacher is closely connected with the detection of the emotional influence on pupils, with the management of school life, with the self-organization. The analysis of the teacher's training experience reveals that modern concepts of acmeology are defined as basis of self-development and self-organization of the professional and their pursuit of higher achievements, success, improvement, positive thinking, and faith in their abilities. Pedagogical practice is the main source of teacher's self-realization. In the professional practice itself the development and self-development of personality is implemented.

When defining the correlation of the concepts «personality» and «pedagogical profession», John Due pointed out that the profession is a principle that manages knowledge and teacher's intellectual development. Pedagogical profession gives a person the opportunity to organize themselves in the way that they can define themselves within social life, to realize their best qualities, potential and to meet the need for personalization.

Z. Allayarov points out the following factors that support teacher's self-development and self-organization as a subject in the educational system: the presence of the motivational component of social environment that surrounds the teacher, as a complex of encouraging factors and motivation for improvement of pedagogical practice and development; ensuring the presence of a teacher in the social pedagogical component of the environment; the presence of the communicational component of the environment that provides the professional pedagogical communication, pedagogical cooperation, the exchange of experience, information and valuable orientation. The complex of external conditions (economic, legal, ideological, social psychological etc.) of the existence and functioning of modern educational system influences negatively their pursuit of professional self-educational practice and lowers the level of self-organization, because the absence of the professional prestige in society, and low level of material encouragement are those external factors that objectively determine the decrease of the teacher's development. But the process of teacher's self-educational training, despite the effect of negative factors in external environment, is becoming efficient when teacher starts to manage their own educational practice and improves himself according to profession. The possibility of similar movement towards the disclosure of its own potential in profession provides the right to choose their own way of development. Self-management has to be reflexive, such that it can show the internal tendencies of self-development of the future teacher, claims the uniqueness and takes into consideration the content of their subjective experience. The reflexive management is connected to the factors of the influence on the person's development and self-organization which make people realize the purpose of their deeds. This is considered to be the basic motive of self-organization and self-education.

Scientists consider teacher's self-management as individually creative technology of person's self-organization that provides the independence and personal technology in self management. The basic of self management is gradual and purposeful implementation of the system of tested methods of self-education and self-organization in everyday practice. Along with this the ability to manage your time is very important for self-management. Pedagogical employees don't possess the skills of managing their own time on necessary level and rarely plan their free time, thru don't give enough attention to methods and ways of the improvement in their pedagogical practice. The next aspect in teacher's self-organization technology is the ability to plan professional practice. It helps to achieve the set objective with less time and effort expense, provides the achievement of success in every set deed, gives confidence in own abilities. Thus, we consider planning as creation of projects in self-educational processes on the following period of time taking

into account the prior aims of self-education and workload. Teachers can have either lack of planning aims or saturation of the plans with different often not connected with each other projects and educational events.

**Conclusions.** Therefore the components of teacher's self-educational practice in the system of methodical work during personal professional incipience require the operation of principles of self-educational and self-organizational construction techniques that are basic for successful self-educational practice. The possession of these techniques gives teachers the opportunity to implement the educational tasks with more quality and less time expense, to form an active and positive motivation for the achievement of professional improvement and self identification. The results of the research showed that the teachers' lack of experience self-educational practice, the lack of motivation in such practice. The research in the components of teacher's self-educational practice in the system of methodical work as the problem of pedagogical theory and practice gives reasons to claim that modern system of postgraduate education requires reformation according to the conditions of social oriented economic and modern forms and methods of self-education.

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