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## RETROSPECTIVE ANALYSIS OF ORGANIZATION AND PERFORMANCE OF SELF-EDUCATING ACTIVITY IN THE PROCESS OF TEACHING

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**Abstract.** *Recently, due to the spread of the ideas of developmental training significantly increased the pedagogues' interest in students' independent activity. One of the indicators of the success of education is the students' independence, which is necessary producing independent judgments and actions by the student in overcoming learning difficulties. A new classification of works has appeared that reflects modern approaches to teaching, ways of performing actions, the levels of the autonomy of the subject of study. The article analyzes the stages of formation of scientific theories of self-education of domestic and foreign scientists.*

**Keywords:** *self-training, self-study, cognitive activity, self-education, education*

The theoretical basis of understanding the concept of "self-study" is the scientific theories of self-education by domestic and foreign scientists. B.F Baiev in the context of the problem of self-educational activities noted that the origins of the problem of self-study we find in the works of Socrates, Confucius, Plato, Aristotle [1, pp. 59-61]. The ancient philosophers have argued that the process of human development has a positive dynamics only in the case if his activity is related to self-improvement and self-cognition. Methodology of developing skills of autonomous work in the process of acquiring knowledge is described in the treatises of M. Quintilian, who considers autonomy in two ways: as a goal of education and as a means of education optimization.

In the Middle Ages the system of education prevented the pursuit of knowledge. However, breaking the established canons of medieval learning, Ya. Komensky in his book "The Great didactics" argumentates the principles of autonomous and education conditions of the development of self-cognition

skillst. The idea of the necessity of raising students' needs and the desire for self-education but not simple getting the knowledge in the "ready-made" shape was shared by I. Herbart, A. Disterveg, D. Dokk, Zh.Zh. Russo [3, 4].

The problem of self-training and self-education was in focus of the work of scientists and pedagogues of the twentieth century: R. Mickelson, M. Danilov, I. Lerner, E. Golant. In the 70-80-ies autonomous work was studied by scientists from the positions of the activity-based approach, the ways of optimizing the management of self-education in high school are analyzed (Yu. Babanskyi, V. Buriak), didactic bases of formation of pupils' informative autonomy are studied (I. Lerner), the teacher and the student cooperation relationship (A. Gromtseva, V. Iliin), as well as issues of training students for self-education by means of stimulating their motivation (V. Antipov, M. Kuzmin), rational use of various forms of studies organization (O. Pekhota); introducing methods of problem-based learning (N. Kovalevskaya, V. Antipova) are explored. Significant contribution to the development of the idea of self-education and self-cognition was made by S.Vasilchenko, B. Grinchenko, S. Mikropolskyi, M. Skatkin, P. Podkasisty, N. Nikandrov, M. Soldatenko, N. Sidarchuk, V. Benere, O. Malikhin. The scientists insisted on differentiating the concepts of "literacy" and "direct training", providing cognitive opportunities for subject of education. The ongoing reforms in today's education are related to the transition of teaching priorities to educational priorities. In this context, in higher educational establishments students' autonomous work is the main form of the educational process. This involves review of the organization of educational work in the context of the development of skills of creative usage of the obtained knowledge, skills of learning and self-developing. Thus, in the first case we are talking about an autonomous study of the sources offered by the teacher; in the second – about an autonomous choice of methods and means of solving the problems offered by the teacher.

In modern didactics students' autonomous work is considered in two ways: first of all, as a kind of educational activity performed without a contact with a teacher or under his supervision; and the second - as a means of involving students in the organization of autonomous cognitive activity.

In the context of this issue, E. Holant, exploring the theory of self-education development, determined three kinds of autonomy: organizational, technical, practical and informative. Cognitive kind of autonomous work in terms of the didactic purpose involves some differences, among which the following types are distinguished by scientists and pedagogues:

- solution of certain tasks based on the acquired algorithm of actions;
- solution of typical tasks on the basis of analogies;
- solution of previously unknown problems by analyzing and generating new for the subject information;
- providing new connections and relationships needed to find new ideas.

Based on studies of teachers and psychologists, V. Shalamov conventionally distinguishes four levels of students' autonomous productive work:

- copying actions of students according to a given pattern;
- reproductive activity on reproducing the information on various properties of the object being studied;
- productive activity of the autonomous use of the acquired knowledge to solve problems that go beyond the well-known sample;
- autonomous activity on the transfer of knowledge into a new situation when solving problems.

Thus, the analysis of the problems of organization and performance of students self-educational activity in the philosophical, psychological and pedagogical literature made it possible to determine the stages of development of methodical thought on the problem of organization and performance of self-educating activity:

Stage 1 - (scholars of ancient philosophy) the justification of the importance of students' autonomous acquiring the knowledge;

Stage 2 - the development of the content of self-educational activity, its organization and implementation (Ya. Komenskiy);

Stage 3 – the idea of continuity of education, the changes of teacher's functions (A. Disterveg, K.Ushinsky, S. Miropolskiy);

Stage 4 - the search for ways of optimizing the methods of stimulating students' motivation to self-education (M. Skatkin, P. Podkasisty, N. Nikandrov, V. Benere, O. Malikhin);

Stage 5 - recommendations of subject-specific nature that concern autonomous work in the context of individual specialties.

Thus, knowledge not supported by autonomous work can not become a true asset of the subject of training, since professionalism today requires the presence of special knowledge, style of thinking. Under these conditions, one of the main tasks of the higher educational institutions is to form autonomy as a basis for professional self-organization and self-training.

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