

**ON THE CONDITION OF FORMATION OF SELF-EDUCATIONAL
COMPETENCE OF FOREIGN LANGUAGE TEACHERS**

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Abstract. *The article considers approaches to defining the nature of the concept of "self-educational competence". The author provides the definition of the term and grounds the structure self-educational competence of teachers. Description of levels of formation of self-educational competence is given based on components and indicators. The article provides analysis of ascertaining experiment that determines the level of formation of self-educational competence of future teachers.*

Keywords: *competence, self-educational competence, structure of self-educational competence, future teachers, levels of formation of self-educational competence.*

Problem statement. Within the competence approach under present conditions the problem of formation of future professionals' self-educational competence gains great importance. The level of formation of self-educational competence determines the efficiency of professional activities, since today professionals feel the need to update general and professional knowledge, acquire new technologies and learn to use them in their activities.

Determining the level of formation of self-educational competence is an extremely important issue in the framework of the educational process. Diagnosing the ability of future professionals to self-education will help to build a learning process more effectively that will positively contribute to the overall professional and personal development.

Objective of the research is to reveal the condition of formation of self-educational competence of foreign language teachers.

Review of recent publications. Problems of determining the nature and structure of self-educational competence are reflected in researches made by E. Chebotareva [2], I. Zimnyaya [10], A. Ratushynska [9], Y. Podpoetnaya [7] and others.

Three main approaches to defining the nature and structure of self-educational competence were allocated: integrative, active and personal-active. According to integrative approach supporters (N. Omarova [5], N. Bukhlova [1], N. Kovalenko [4], E. Chebotareva [2], and others) self-educational competence is seen as an integrative personal quality, which is represented by the presence of specific knowledge, skills, abilities and qualities. Thus, O. Chebotareva defines self-educational competence as an integrative personal quality, which is characterized by emotional-axiological attitude to professional

and personal self-development and individual activities, including a system of knowledge about how to implement it, personal experience of creative problem solving in individual activities, willingness to develop and implement its models, and reflection of productive activities results [2].

Representatives of the active approach (I. Zimnyaya [10], O. Ovcharuk [6] and others) determine self-educational competence as personal willingness to independent, systematic, targeted training, assimilation of social experience of the mankind, self-realization, self-development.

From the point of view of representatives of the integrative approach (I. Preobrazhenskaya [8], A. Ratushynska [9], Y. Podpovetnaya [7], O. Herasymova [3] and others) self-educational competence is understood as a personal quality, characterized by the ability to systematic, self-organized activities aimed to continue one's own education.

Major content. We define self-educational competence as an integrative personal quality that manifests itself in the ability to deliberate, self-organized educational activity and requires a certain set of knowledge, skills and personal and professional experience that allows such activity.

The structure of self-educational competence includes four components with their indicators: motivational-value (awareness of the necessity to perform self-education activity; need for systematic improvement of intellectual and professional knowledge and skills; presence of motives and values to implement self-education), cognitive-operational (presence of basic knowledge and skills that are necessary for successful implementation of self-educational activity; skills in using innovative technologies in self-educational activity; ability to solve professional problems on the basis of the knowledge gained independently), organizational component (ability to goal-setting; dedication; ability to self-organization and self-management), and control-reflective components (ability to control one's own self-educational activity; the capacity of self-analysis and self-evaluation; the ability to self-reflection).

According to defined components and indicators for self-educational competence of teachers we determined levels of self-educational competence of foreign language teachers.

High level. Students with a high level of formation of self-educational competence are acutely aware of the necessity of self-education, they have a need for self-development and self-education in the professional field, show a high level of motivation to self-education; they have necessary knowledge, abilities and skills to carry out self-education, they have formed skills in using innovative technologies in self-education, have flexible thinking, and are able to solve various problems through self-acquired knowledge; can control one's own self-educational activity, capable of self-organization of learning activities, can clearly define the purpose and means of achieving the goal; successfully monitor their self-education, capable of adequate self-evaluation and objective

analysis of their own activities, can perform reflection of self-education activities.

Sufficient level. Future specialists on a sufficient level in most cases understand the necessity of self-education, feel the need for professional self-development and are sufficiently motivated to carry out self-education activities; have basic knowledge and skills necessary for self-education, but require help in using innovative technologies, and in most cases are able to solve various problems through self-acquired knowledge; have the ability to goal-setting and are rather dedicated, but at the same time can experience difficulties in self-organization and self-management; mostly are able to reflection of self-education, self-evaluation and self-analysis, while having minor difficulties with the control of self-education activities.

Average level. Students on an average level mostly do not realize fully the importance of self-education, do not have distinct need for self-development, do not show proper motivation of self-education; do not always have necessary knowledge and skills for successful implementation of self-education, face difficulties using innovative technologies in self-education activities, and do not always successfully apply acquired knowledge to solve new problems; tend to have difficulties in goal-setting, abilities to self-organization and self-management are not fully formed; mostly show nonobjective self-analysis and inadequate self-evaluation of their own self-educational activity, not careful enough performing reflection of their self-education.

Low level. Students with a low level of formation of self-educational competence are poorly aware of the necessity of self-education, have unsustainable need for systematic development of knowledge and skills, and show weak motivation to implement self-education; they are not familiar with the system of basic knowledge and skills necessary for the successful implementation of self-education and the use of innovative technologies in self-education, they lack practical skills in solving various problems through self-acquired knowledge; experience extreme difficulty in goal-setting and self-organization; it is difficult for them to control their self-educational activity, mostly cannot perform full self-analysis and self-evaluation, do not have formed reflection skills of self-education.

Logic of studies required to reveal the condition of formation of self-educational competence of foreign language teachers. The ascertaining experiment was held at the Southern National Pedagogical University named after K. D. Ushinsky. 108 respondents took part in the experiment. Of these, an experimental group (EG) included 55 students, a control group (CG) - 53 students.

Level of formation of self-educational competence upon the indicator "awareness of the necessity to perform self-education activity" was identified with an adapted method by T.M. Shamova. To estimate the level of formation

of self-educational competence upon the indicator "need for systematic improvement of intellectual and professional knowledge and skills" an adapted method by N. P. Fetiskin, V.V.Kozlov, H.M.Manuylov was applied. The presence of motives and values to implement self-education was identified using a questionnaire by N. I. Bankovska.

Distribution of students by the level of formation of self-educational competence of foreign language teachers upon the motivational-value component is given in the table.

Levels of formation of self-educational competence of foreign language teachers upon the motivational-value component /results of the ascertaining experiment/

Levels, % Groups of respondents	Low	Average	Sufficient	High
EG	16	11	21	52
CG	16	11	25	48

According to the table, high level was established within 52% of EG and 48% of CG students. 21% of EG students and 25% of CG students showed sufficient level of formation of self-educational competence upon the motivational-value component. Average levels in both groups showed 11% of students. Also, 16% students of both experimental and control groups had low level of formation of self-educational competence upon the motivational-value component.

Diagnosis of formation of self-educational competence upon the indicator "presence of basic knowledge and skills that are necessary for successful implementation of self-educational activity" was held with the adapted method by O. Kokotkina. The level of skills in using innovative technologies in self-educational activity was estimated with a method by V.A.Slastonin, L.S.Podymov. A method of examining mental flexibility was used to evaluate the ability to solve professional problems on the basis of the knowledge gained independently.

Distribution of students by the level of formation of self-educational competence of foreign language teachers upon the cognitive-operational component is presented in the table.

**Levels of formation of self-educational competence upon the cognitive-
operational component
/results of the ascertaining experiment/**

Levels, % Groups of respondents	Low	Average	Sufficient	High
EG	12	35	13	40
CG	15	34	15	36

As indicated in the table, 40% of EG students and 36% of CG students showed high level, 13% of EG students and 15% of CG students showed sufficient level, average was found within 35% of EG students and 34% of CG students, low was shown by 12% of EG students and 15% of CG students.

Level of formation of self-educational competence upon the indicator "ability to goal-setting" was defined with the adapted method by A. D. Ishkov. Dedication was diagnosed using method by J. M. Orlova. Level of formation of self-educational competence upon the indicator "ability to self-organization and self-management" was found with the method by N. M. Peysahova.

Distribution of students by the level of formation of self-educational competence of foreign language teachers upon the organizational component is shown in the table.

**Levels of formation of self-educational competence of foreign language
teachers upon the organizational component
/results of the ascertaining experiment/**

Levels, % Groups of respondents	Low	Average	Sufficient	High
EG	7	65	25	3
CG	10	61	27	2

As represented in the table, high level of formation of self-educational competence upon the organizational component showed 3% of EG students and 2% of CG students; 25% of EG students and 27% of CG students had sufficient level, 65% of EG students and 61% of CG students displayed average level, 7% of EG students and 10% of CG students showed low level of formation of self-educational competence upon the organizational component.

To reveal level of forming self-educational competence upon the indicator "ability to control one's own self-educational activity" a method by A. G. Zverkov and E. V. Eydman was used. The degree of the capacity of self-

analysis and self-evaluation was determined with a questionnaire by N. P. Fetiskina, V. V. Kozlova, G. M. Manuylova. A questionnaire by O. V. Karpov was used to analyze the level of formation of self-educational competence upon the condition "the ability to self-reflection".

Distribution of students by the level of formation of self-educational competence of foreign language teachers upon the control-reflective component is depicted in the table.

Levels of formation of self-educational competence of foreign language teachers upon the control-reflective component
/results of the ascertaining experiment/

Levels, % Groups of respondents	Low	Average	Sufficient	High
EG	6	54	31	9
CG	13	53	29	5

According to the table, 9% of EG students and 5% of CG students had high level; sufficient level was showed by 31% of EG students and 29% of CG students; average level was indicated within 54% of EG students and 53% of CG students 6% of students EG and 13% KG students showed low level.

General results of the ascertaining experiment on the levels of self-educational competence of foreign language teachers are given in the table.

Levels of formation of self-educational competence of foreign language teachers
/results of the ascertaining experiment/

Levels, % Groups of respondents	Low	Average	Sufficient	High
EG	10,5	41	22,5	26
KG	13	40	24	23

According to the table, we can conclude that the overall level of formation of self-educational competence of foreign language teachers is not at the high level. 26% of EG students and 23% of CG students showed high level. Sufficient level had 22.5% of EG students and 24% of CG students. 41% of EG students and 40% of CG students were on satisfactory level. 10.5% of EG students and 13% CG of students had low level of formation of self-educational competence.

The distribution of the levels of self-educational competence of foreign language teachers is displayed in a diagram.

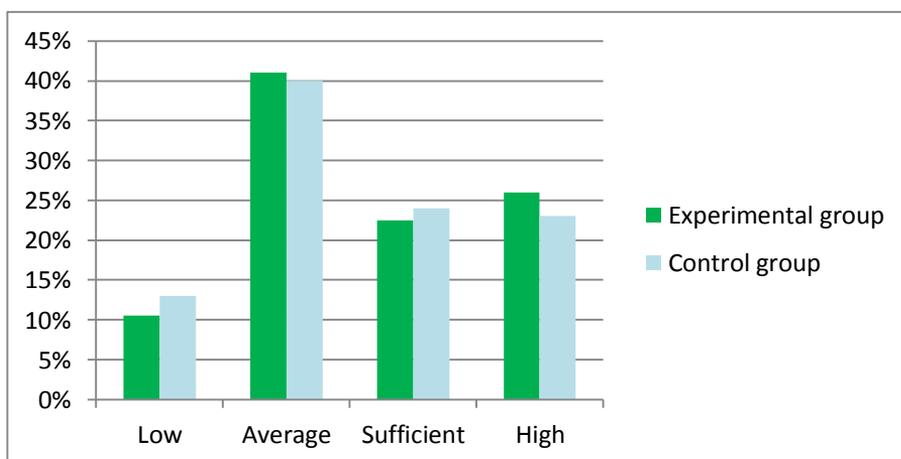


Diagram of distribution of the levels of self-educational competence of foreign language teachers.

Conclusions. Analysis of the ascertaining experiment leads to the conclusion that the traditional approach to education does not ensure the formation of self-educational competence foreign language teachers at a necessary level. Prospects of study include development of special techniques to build self-educational competence using individual educational trajectories.

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