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SELF-EDUCATION AS A CONDITION OF PROFESSIONAL AND PERSONAL DEVELOPMENT OF A FUTURE SPECIALIST

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ABSTRACT

In the article, personal self-improvement is considered as the highest form of conscious self-development of the personality, as an opportunity for personal growth in a person and his independent desire to approach a certain ideal for acquiring personality traits and qualities; The content and significance of self-improvement of the personality of the future teacher as a factor of personality development are determined. This study investigates the effect of self-educating on a person's professional development. In this regard, self-education in conditions of increasing information contributes to the rapid assimilation of the necessary relevant knowledge for the timely development of all the information received. It is important to comprehend the information flow in a timely manner and direct our own, including professional, efforts in the right direction with the goal of the least cost and greatest benefit for ourselves and society.

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1. INTRODUCTION

The purpose of the education system is to create conditions for the development and self-realization of each individual, the formation of generations capable of learning throughout life. This approach gains particular importance in the formation of the personality of the future teacher, who will subsequently influence the formation of the personality of the pupils. Therefore, modern higher education along with high-quality professional training provides for the comprehensive development of the personality of each student, capable of actively perceiving a new, personal development, and

continuous personal self-improvement.

Amonashvili et al. (2015) determined the scientific basis for understanding self-improvement as a factor in personality development, taking into account the idea of recognizing the uniqueness and value of the personality that should be the subject of the educational process. Lozova et al. (2014) study self-improvement with a focused on human activity to change personality.

Self-improvement is one of the factors of personality development that was considered by the luminaries of Russian pedagogy and psychology B. Ananyev, L. Vygotsky, Leontiev (2015), A. Makarenko, C. Rubinshtein, V. Sukhomlinsky, K. Ushinsky. Self-improvement is the highest form of conscious self-development of a personality was studied by Makarts (2016), Tertychny (2015).

Professional self-improvement of future teachers in the context of solving the problem of personal development in realizing the tasks of professional activity is considered in the scientific works of L. Vygotsky, G. Kostyuk, A. Leontyev, L. Rubinshtein, B. Teplov.

An analysis of dissertational studies in recent years has shown that the interest of scientists in the problems of the formation of self-improvement of teachers is gradually growing, but the largest share of research on the problem of self-improvement is aimed at studying various aspects of professional self-improvement. So, the study of various aspects of professional self-improvement of a teacher is devoted to the research of Suschenko (2014), Sklyarenko and Prokopova (2015), Shestakova (2016).

Baldova and Shabanova (2016), Gorokhova (2017), A.E., Belobaeva (2011), Zhuravleva (2017), Evdokarova and Dmitrieva (2017) consider the student as a subject of self-education and a central element of the university's self-developing environment.

Zhakupova (2015), Zvereva et al. (2018) consider self-education as an important factor in the training of future specialists, which is important at the present time to increase the amount of information.

Ivanova (2013), Ilyin and Ismakov (2017), Lebedeva and Abazovskaya (2015), Nokhrina (2017), Sedykh (2015) consider this problem as a student's personal resources management in the process of self-education.

Rabadanova (2017) offers to study this issue from the perspective of the personal development of a future specialist and the role of self-education in shaping a student's personality.

2. METHODOLOGY

This article uses methods of content analysis to study the relevant literature on this topic. The method of system-structural analysis of the main modern terms and concepts allows you to more accurately understand their applicability in the study. The method of systematizing the results obtained made it possible to generalize the results of the study and draw the appropriate conclusions. The modeling method allows creating the most optimal model of self-education and self-development of future specialists at minimal costs.

3. RESULT

The results of the study suggest the need for the introduction of distance learning mechanisms in training. The article gives basic theoretical recommendations on the application of self-education techniques in the learning process. The use of these techniques will allow the teacher to act more confidently and rationally use his strength to prepare for new classes.

The practical applicability of this work lies in the fact that its results can be applied in the further development of this issue of the application of the possibilities of self-education in training, as well as in the practical use of the main recommendations in the framework of the educational process.

At the present stage of the formation of the national education system, the main thing is the development of a personality capable of determining personal methods of self-realization, self-development, self-education, and self-affirmation both in a professional career and in life. The society currently needs qualified specialists capable of active perception of the new, continuous personal and professional self-improvement. Therefore, modern higher education, along with high-quality professional training, provides for the comprehensive development of the personality of each student capable of personal development. "Independent educational and research work of students with the focus of the educational process on the formation of competencies (professional, social, personal, psychological, pedagogical, communicative, etc.) gains the status of the most important component of professional training in a modern university" [10; P.204]. Pedagogical activity is a special kind of activity that unites organizational, research and creative activity, therefore, in modern conditions, the teacher must be capable of active perception of the new, continuous personal and professional self-improvement.

For higher pedagogical educational institutions, the formation of the personality of a future teacher, who is able to constantly engage in his personal and professional self-improvement, is ready for lifelong education, that is, for constant self-development. "The search and success strategy of a teacher can have a decisive influence on the level of knowledge and skills of a specialist. New realities of education increase the complexity of professional-pedagogical activity associated with intellectual and emotional stress, overcoming psychological difficulties. No matter how the teacher loves his subject, no matter how highly educated, methodically competent, intelligent and highly cultured a person is, monitoring his activities is needed, providing an assessment of educational achievements and determination of individual and personal characteristics of students throughout their studies in an educational institution "[5; P.165].

The formation of the values of personal self-improvement among future teachers is one of the priority tasks of a higher pedagogical educational institution. Unfortunately, during the preparation of the future teacher, the pedagogical process of the higher pedagogical educational institution does not take into account changes in the value-semantic sphere of students' personality, the image of the "I" that characterize their motivation for self-improvement.

The topic of the article is to determine the content and significance of personal self-improvement as a factor in the development of the personality of a future teacher.

An internal condition for personality development is constant "incompleteness" as a characteristic genetic feature of an individual's organization, as his potential for unlimited development. "An effective form of methodological work on self-education of college students is the organization of classes in the " pedagogical workshop "through collective thinking, where topical issues of a key topic from the point of view of theory and practice can be considered. The "pedagogical workshop" provides for discussion of planned topics in the following forms: discussions, business games, training seminars, creative reports, master classes, professional skills contests, presentations of work experience, project implementation results, video analysis "[5; P.72].

At the same time, the personality has passed the stages of development, more precisely, personality neoplasms characteristic of these stages, “saturating” each other with their content, turn into a synergistic working level of a holistic personality organization. It is these levels, passing through awareness, reflection, critical assessments, thoughtful choice, development of optimal systems of action, that gradually become the psychological foundations of the personality, its foundation and phenomenologically manifest themselves in aesthetic tastes, intuition, forebodings, moral behavior, etc. [2].

Self-improvement is considered as an opportunity for a person’s personal growth and his independent desire to approach a certain ideal in order to obtain personality traits and qualities, mastery of those types of activities that he does not yet have. Therefore, self-improvement has a special role in the formation of personality because it affects the ability of a person to know his own “I”, and according to reflection on himself. Aware of his achievements and shortcomings, the person shows a desire for self-improvement, from self-education and self-learning. Creating new values, she personally grows, becomes the subject of her own development. Various technologies and technological tools can be used to assist the self-learning processes.

An intuitive juxtaposition of innate abilities and external requirements occurs at a subconscious level. If the actions of this evaluative mechanism “give a positive signal”, then, according to A. Maslow, “the need for self-actualization” arises, and then the motivation for self-improvement begins to work at full strength: the person always shows great activity in what he feels professionally capable of what he has natural inclinations. If the requirements for the personality put forward by the external environment or by himself do not correspond to his natural capabilities, then self-education does not give the desired result [10: 59].

The development of personality presupposes its continuous evolution as a whole. Moreover, man can influence the evolution of his own personality. The specificity of self-improvement of a person lies in the fact that it is mostly based on the individual characteristics of a person, his inclination and necessity. Thanks to this person, he is able to identify for himself the dominant inclinations, which in the future can significantly determine her entire life path, ensure the development of physical, intellectual and moral qualities.

To identify the mechanism of personality development, you must first understand where the source of its activity and self-development lies. The source of self-promotion should be considered the ability to continuously reflect the world, select and integrate information, accumulate the experience of self-education and, on this basis, develop the ability of self-organization. The prerequisites for the emergence of activity were the comparison of favorable conditions, the student’s sensitivity to influence and readiness to restructure his personality structures, a change in the system of professional and pedagogical training as a whole, as well as the presence of contradictions, the resolution of which is the driving force behind the student’s personality development and self-development.

During the preparation of the future teacher, significant changes take place in the value sphere of the personality of students, their image of “I”. Therefore, the meaning-forming function is important, “it ensures the formation of the personal meaning of self-improvement actions due to the reflection in the teacher’s mind. Self-improvement is expressed in the desire to prove the development of your personality to the image of the ideal“ I ”, to know and control yourself. An interest in personal

self-improvement arises when the focus on one's own development becomes a necessary vital need of the individual.

The specificity of self-improvement of a person lies in the fact that it is mostly based on the individual characteristics of a person, his inclinations and needs. Thanks to this person, he is able to identify for himself the dominant inclinations, which in the future can substantially determine all her life paths, ensure the development of physical, intellectual and moral qualities [6].

Self-improvement is a combination of interconnected and interdependent processes: self-education as a focused active activity, which is focused on the formation and improvement of one's positive and elimination of negative qualities, and self-education as focused work on expanding and deepening one's knowledge, improving and acquiring relevant skills and abilities.

Self-improvement is of a social nature since it is in the process of socialization that an individual assimilates values, cultural images, forms those qualities that he considers acceptable for his social environment.

Self-improvement arises as a result of active interaction with the environment and provides a new stage in the development of personality. In the process of self-improvement, the transformation of external requirements into internal regulators of behavior and vital activity takes place. self-improvement as a social process is based on the requirements of society and the profession for the personality of a specialist. Moreover, the requirements for a specialist must be higher than the capabilities that a person has. "The need for self-education and self-education stems from the active and creative nature of man. The pedagogical system involves the use of new technologies, forms, and teaching methods, with the aim of creative development of the individual "[7; p.1068].

A person is considered as a subject of his activity. It does not just respond to the demands of society, but structures these requirements and puts personal meaning in them. The development of personality occurs not only under the influence of external forces but also as a result of human activity. Self-improvement should be considered as the purposeful activity of the future teacher in self-development of self.

Such activities should:

- 1) to encourage activity, manifestations of initiative and creativity;
- 2) include the teacher in a situation, pushes him to search, puts him before the need to solve complex pedagogical problems;
- 3) contribute to the satisfaction of the socially determined needs of the individual;
- 4) allow achieving the desired result [3: 43-44].

An important prerequisite for the process of self-improvement is the attitude of the specialist with the requirements put forward. Of course, if he is indifferent to them, he is not talking about personality development.

A person learns to arbitrarily regulate his behavior, and at the corresponding stage of development, she herself begins to consciously organize her own life, to determine one degree or another her own development.

Self-development of an individual has an active character: outside of her own vigorous activity, desire and her own efforts in working on herself, her personal formation is impossible, her needs, motives, interests, and attitudes are internal stimuli for developing a person.

According to Leontiev (2015), self-improvement is a purposeful activity of a person to change personality, a high level of change. But not every activity that contributes to personality change is self-improvement because activity is not always aimed at self-improvement since it is not always educational in nature. He believed that along with the birth of action, this main “unit” of human activity, a basic, social in nature “unit” of the human psyche arises - a reasonable meaning for a person of what his activity is aimed at. “Understanding the meaning of action takes place in the form of a reflection of its subject as a conscious goal” [9: 211].

According to Ruvinsky (2017), "self-improvement is far from always systematic and carried out according to a pre-established plan" because "the nature of an individual's activity in educating any qualities or correcting certain shortcomings is largely determined by environmental conditions; the nature of self-improvement depends on the inner world of the individual himself; the nature of self-improvement depends to a certain extent on the specifics of his tasks "[12:11].

Considering the determination of personality development, the importance of its activity should be emphasized. The personal formation is possible under the condition of the most intense activity available to man only in the depths of the inner world. Internal activity is much more complicated and requires persistent effort of will. Arbitrary behavior is human amateur activity because it is most associated with those actions and actions that are motivated by a meaningful decision. For volitional manifestations, the essential thing is that they turn the thinking of the person into actions, effective, emotional and volitional. And this is the path to the development of an active, creative personality [4].

According to P. Pidkasisty, the process of personality formation is considered from the point of view of its determination by the psychophysical characteristics of the individual, social situations that arise in the unity of internal processes and external factors of personality development, as well as depending on the individual's own activity, aimed at his self-improvement in activities and communication [11: 47].

Considering self-improvement as an activity and the highest form of individual activity, we must not forget that this activity, like any other, is a kind of social experience.

Self-improvement is due to self-knowledge, motivation, self-enforcement, self-regulation. Conscious of his achievements and shortcomings, the person shows a desire for self-improvement, for self-education and self-education [8].

Self-improvement of the personality as the highest form of self-development is carried out in the moral coordinate system as a means of self-creation, which requires moral (ethical) reflection, the personality's creative exit in its entirety beyond the present.

We share the opinion of A. Derkach, who notes that personal self-development is “a conscious process of self-improvement with the goal of effective self-realization based on internal significant aspirations and external influences” [5: 31]. The development of personality was considered as the action of external forces, but also as a result of the activity of the person himself, who, transforming reality, is an active subject, the creator of the world and himself is self-development.

According to Seleuko (2015), self-development of both internal and external organized processes. The direction and intensity of self-development and self-improvement are largely determined by the social environment and pedagogical means used. Self-development is higher than spiritual need, which includes the needs of cognition, self-affirmation, self-expression, security, self-

determination, self-actualization, is a person's desire for development and self-improvement [14: 132].

Self-development is conscious and driven by the personality process, which results in the improvement of the physical, mental and moral potentials of a person, the development of its individuality.

Self-knowledge can be considered the most important factor in personal self-development, on the basis of which a person has the opportunity to self-determine in his activity, engage in his own self-improvement and put into practice his personal capabilities. "The problems of the development of a professional career of a modern person are associated with the insufficient development of her career orientations regarding active professional self-actualization, awareness of the possibilities of her own personal and professional potential, taking into account the degree of compliance of these features with the requirements of chosen professional activity, and the ability to purposefully develop professionally significant qualities and makings. Significant is the choice of mechanisms for motivating the development of a professional career in ensuring the competitiveness of a specialist in the modern labor market "[3; P.13].

The self-development of a future teacher is a process of conscious, purposeful development of oneself as a teacher, which includes independent improvement of one's knowledge, skills, personal and professional qualities that ensure personal growth and the effectiveness of the professional activity.

The process of self-development is much wider than the process of self-improvement and is implemented both in deliberately defined and in unconscious forms in order to develop or change physical or moral qualities. The process of self-improvement provides for a conscious, focused, transformative, positive impact on one's own personality in accordance with a certain creation strategy. According to the scientist, the concept of personal self-improvement is inherently the concept of personal growth, since their basis is the genesis of the moral self-identity of a person [13].

Development as self-movement does not remove the tasks of pedagogical management of this process. The pedagogical process, thanks to the individual approach and creative attitude, allows you to create external and internal conditions for the student's self-development. The solution to this problem is largely due to the presence in future teachers of internal motivation for constant self-improvement of personal qualities, and, accordingly, the need for self-improvement. The phenomenon of self-development is necessarily an internal, motivational process aimed at achieving a specific goal, as conscious self-improvement [7: 21].

For a student to clearly understand the goals, objectives, ways, and methods of achieving results, a conscious attitude to the process of self-improvement, the pedagogical process involves the presence of subject-subject relations between the student and the teacher. Teachers should provide ongoing support to the student in self-improvement, encourage him to self-improvement, both personal and professional.

4. CONCLUSION

Self-teaching is a much different experience to institutional-teaching. It can be an invigorating, absorbing, inspiring, enlightening and captivating experience, and one that often requires very little,

if no, money.

Not only can autodidacticism make you smarter, more creative and more enthusiastic about life, but it can also give your life meaning, direction and the possibility to become a master of whatever your heart or mind desires.

One of the conditions for successfully solving the problem of developing the personality of a future teacher, we see in the upbringing of future teachers is the desire for continuous personal self-improvement throughout all pedagogical activity, the readiness of the future teacher for constant self-educational work and self-education. The pedagogical process, thanks to the individual approach and creative attitude, allows you to create external and internal conditions for the student's self-development.

An autodidact is a person who is not restrained by lifeless, repetitive, fear-induced learning, but one who can freely explore the world with ingenuity, uniqueness, and passion. They learn out of a deep inner **desire** to learn, and not just because they have to. In fact, the autodidact's approach to education is highly intelligent: learn whatever you wish out of free-will and you will absorb and retain much more knowledge than the poor college fellow.

Plus self-directed learning not only gives you the knowledge to deal with life's problems much more effectively, but it is also non-discriminative. Any person of any intelligence level with any amount of money can become one. Never think that you have to get into debt to learn anything. Knowledge should never be tied up in bureaucracy. Knowledge is free and should remain that way.

5. AVAILABILITY OF DATA AND MATERIAL

Data can be made available by contacting the corresponding author.

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