



PEDAGOGICAL CONDITIONS FOR ACTIVATING SELF-EDUCATION OF FUTURE PROFESSIONAL SCHOOL TEACHERS

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Abstract.

Relevance: upbringing in the vocational education system is often associated with re-educating or eliminating pre-existing deformities in student behavior. It is a reason, why the teacher of a vocational school is required to be able not only to provide educational services, but also to be a subject of organization of their own lives and their students. The solution of these issues can be found through the formation of self-educational activity of future teachers of a vocational school, mastering their self-education methods. For this purpose is important to create appropriate pedagogical conditions in the institution of higher education.

Purpose: to identify and scientifically substantiate the pedagogical conditions for intensifying self-education of future teachers of vocational education.

Methods: generalization of literature on the problem, study of pedagogical experience, analysis of vocational education programs for masters and bachelors in vocational education, syllabuses and training programs of educational components for ascertaining competences, learning outcomes and methods of self-education, questionnaires, conversations, oral examination future vocational school teachers and their attitude to the pedagogical conditions of activation of this process.

Results: the scientific substantiation of pedagogical conditions of activation of professional self-education of future teachers of vocational school is outlined. Such conditions are presented as specific aspects of the implementation of the educational process and pedagogical activities that contribute to the activation of students' self-education.

Conclusions: effective preparation of future teachers of a vocational school is impossible without professional self-education, awareness of the importance and necessity of this process by students and creation pedagogical conditions for its activation. Among them, the most effective are using of educational disciplines and practices to form students' competencies for self-education, strengthening the work of academic group curators to assist students in the preparation and implementation of the self-education program.

Keywords: *personality self-education, self-awareness, professional self-education, future teachers of a vocational school, pedagogical conditions for activation of self-education.*

Introduction. Nowadays, in the context of exacerbation of civilizational problems, human life, its sense, uniqueness and self-realization of the individual become especially relevant. Society's need for highly skilled and conscious workers focuses on self-education and self-improvement as necessary elements of the educational process. Educational activities in the system of vocational education are often associated with re-education or elimination of existing deformations in student behavior. That is why teachers of vocational schools should have the competence to self-educate and teach this activity to their students. The professional activity of a modern teacher is constantly complicated and transformed. The teachers must constantly work on themselves to reach the top of pedagogical skills, to feel inner satisfaction from their work. And to start long-term work on self-improvement and professional self-education is necessary while obtaining the appropriate qualification in a higher education institution.

In order for the teachers to effectively involve their students in the self-education in the future, they must "try all the wisdom of this action on himself / herself" (Maksimiyuk, 2005, p. 62). Therefore, among the leading tasks of training future teachers of vocational schools is the launch of the mechanism of their active professional self-education.

Higher school is a social institution where a person is formed as a professional. Competences for self-development and self-education have a prominent place in its structure.

Due to the psychological peculiarities of higher education students, the need for self-expression, self-realization and the desire for self-improvement is most pronounced. But at the same time, young students, in particular future teachers of vocational schools, don't always have the methods of self-improvement and designing their own development program. As a result, there is dissatisfaction with themselves, low self-esteem, professional incompetence in matters of self-education and upbringing of students.

The need to intensify the self-education of future teachers of vocational schools is due to the contradictions that exist between the individual engaged in self-improvement and self-education, and the real conditions created for this in the education system, as well as requirements for society that are constantly changing.

Higher education institutions that train teachers for the vocational education system should provide training for a specialists who are able not only to provide educational services, but also to be the subject of the organization of their lives and their students. The solution of these issues is possible through the formation of self-educational activity of future teachers, their mastery of methods of self-education and the creation of appropriate pedagogical conditions for this.

Sources of research. In the scientific search of modern scientists in pedagogy and psychology, the topic of self-education of the individual has an important role. The essence, features, main directions and methods of self-education are revealed in the works of S. Karpenchuk, O. Kochetov, A. Makarenko, Y. Orlov, V. Orzhekhovskaya, P. Osipov, L. Ruvinsky, etc. The ability of an individual to self-education, self-development and self-improvement was considered by the following modern researchers: I. Bekh, A. Boyko, O. Kyrychuk, V. Rybalka, I. Sereda, V. Synelnykov, O. Sukhomlynska, etc. Methodological aspects of the organization of youth self-education became the subject of analysis by V. Bonarevsky, R. Garifyanov, M. Krasovitsky, V. Orzhekhovskaya, G. Selevko, I. Toman, etc. Some issues of students' self-education were revealed by S. Yelkanov, S. Kabanov, Z. Sepchev, O. Popova, V. Lozova, V. Krasilnikov, etc. Professional self-education of future teachers of vocational schools has not been the subject of special research. Although the training of such specialists, including the implementation of educational activities in vocational education institutions, was considered in the works of S. Artyukh, V. Bakatanova, S. Batyshev, E. Belova, I. Vasiliev, T. Devyatyarova, E. Zeera, O. Kovalenko, N. Kuzmina, M. Lazareva, O. Makarenko, N. Nychkalo, O. Shcherbak, etc.

The purpose of the article is to identify and scientifically substantiate the pedagogical conditions for intensifying self-education of future teachers of vocational schools.

Research methods: generalization of literature on the problem; analysis of pedagogical experience; consideration of educational and professional training programs for masters and bachelors in vocational education, syllabi and educational programs of educational components to identify competencies and learning outcomes; questionnaires; conversations; oral interview to identify the state of self-education of future teachers of vocational schools and their attitude to the pedagogical conditions of intensification of this process.

Results and discussion. Self-education is mainly considered as a specific human activity, the purpose of which is to improve one's personality, full self-realization in life and professional activity (Shevchuk, 2018, p. 67). In the Ukrainian pedagogical dictionary "self-education" is defined as "systematic and conscious human activity aimed at developing the desired physical, mental, moral, aesthetic qualities, positive traits of will and character, elimination of negative habits" (Goncharenko, 1997, p. 295). Also, scientific sources present such definitions of the term "self-education" as: 1) the process of forming a person's personality in accordance with a conscious goal; 2) the process and result of creatively planned

independent and self-determined movement of the specialist from "I-real" to "I-ideal"; 3) always directed activities that are motivated by the inner desire of human to improve himself/herself, which arises as a result of contradictions between desires and opportunities; 4) the highest stage of the educational process, systematic and conscious individual human activity aimed at developing the desired physical, mental, moral, aesthetic qualities, positive traits of will and character, the elimination of negative habits; 5) systematized activity of the personality aimed at formation and improvement of its positive qualities and overcoming negative ones (Shalivska, 2019, p. 283).

Professional self-education is the activity of an individual in order to improve professional competencies and develop professionally important and socially significant qualities that contribute to successful professional realization. S. Yelkanov (1989, p. 5) noted that the tasks of professional self-education of the students should be all professionally significant characteristics of the individual, including their worldview and physical health. In our opinion, professional self-education of the future teacher of a vocational school is a purposeful formation of socially moral and professionally significant characteristics of the personality, which involves conscious work on constant improvement of professional competence in order to achieve pedagogical skills.

We consider the structure of self-education, which covers the goals, content and objectives, means and results of self-education (Meshko, 2010, p. 96). Therefore, we think that the organization of self-education of the future teacher of a vocational school involves the following sequence of actions: 1) the choice of goals and objectives of self-education; 2) creating a program of self-education; 3) the choice of methods and means of self-education; 4) implementation of the program of professional self-education; 5) implementation of self-control, self-assessment and correction of the self-education program taking into account the obtained results. The result of the student's work on self-education is positive personal changes and successes in educational activities, a high level of readiness for pedagogical support of students' self-education.

Our research was conducted at the Kyiv National University of Technology and Design among forty students majoring in "Professional Education (by specialization)" of various courses of the first (bachelor's) and second (master's) levels of education. We conducted interviews, oral interviews and questionnaires.

In a conversation with 4th year students, we found out if self-education is important to them. All participants answered this question that it is really important for them. Significance for students of self-

education was also confirmed by the results of answers to the question: what can be compared (associated) with the meaning of "self-education". In response, students mostly noted: a sense of completeness, determination, purposefulness, self-esteem, responsibility, confidence. We also found out that some prospective vocational school teachers, especially in the 1st and 2nd undergraduate courses, believe that pedagogical skills are more innate than acquired. It is obvious that the applicants don't know the opinion of the famous Ukrainian teacher A. Makarenko (1984, p. 313). He emphasized that anyone can become a master if others help and if person works on it himself/herself. The success of pedagogical activities largely depends on the ability of the teacher to overcome difficulties, to manage their mental well-being. These qualities are the result of working on yourself.

The uniqueness of self-education is revealed due to the fact that both the subject and the object of education are one person, so self-education depends on internal preconditions. Such prerequisites include: needs and motives that motivate to work on yourself; the ability to objectively assess themselves, their positive qualities and shortcomings; the presence of a sense of self-esteem; developed volitional qualities, knowledge of the theory and methods of self-education; setting for a positive result of self-education; readiness for active and systematic work. Self-education originates from a person's awareness of himself as a person. Self-awareness as a structure consists of three components: cognitive (self-knowledge), emotional-evaluative (self-assessment) and effective-volitional (self-regulation). Leading in the self-educational process is the volitional sphere, it provides self-regulation of the inner world of man in accordance with the surrounding reality (Karpenchuk, 2005, p. 275). We took into account these internal prerequisites for self-education and the structure of self-awareness, on the basis of which we highlighted the questions in the questionnaires on self-knowledge, self-assessment and self-regulation.

The survey involved 20 fourth-year bachelor's degree students and 20 first- and second-year master's students. The results of the survey showed that most students don't know themselves well enough. 30% of undergraduate students rated their personality qualities necessary for successful professional activity as formed, and most master's students rated these qualities as those that should be improved. The answers of master's students can be considered more objective, because they had experience in teaching internship. We found out from future teachers of the vocational school what negative and positive qualities they see in themselves due to the questions: "What qualities do you lack?", "What qualities would you like to break?" Answering the first question, students preferred such

qualities as: confidence, determination, endurance, balance, sociability, and expressed a desire to first get rid of insecurity, indecision.

The interviewed students were mostly able to clearly articulate the purpose of professional self-education, but don't care about the self-education program. Some didn't mention the need for constant work on self-improvement, 40% of respondents never thought about it. Most students work on themselves, but unsystematically, mainly using such methods of self-education as: self-analysis, self-criticism, self-control, self-coercion, management. We found that all students have a low level of motivation for professional self-improvement. About half of the respondents doubt that they will work in the specialty. But in our opinion, the appropriate pedagogical conditions for the activation of professional self-education of future teachers of vocational schools can turn students into responsible subjects of self-improvement.

Conditions are a certain set of changing natural, social and internal actions that affect the physical, mental, moral development of human, his / her behavior, education and training, the formation of personality (Dubasenyuk, 2006, p. 36). Important conditions for professional self-education are: 1) awareness of internal contradictions between the existing level of professionalism ("I am a real professional") and its imaginary state ("I am an ideal

professional"); 2) knowledge of opportunities, adequate self-assessment of professional qualities; 3) the formation of critical thinking, independence, will, activity, etc; 4) knowledge and mastery of ways and methods of working on yourself; 5) creating a program of professional self-improvement (Piskun and Kulinich, 2014, p. 132). The pedagogical conditions for intensifying the self-education of future teachers of vocational schools are specific aspects of the educational process and pedagogical activities that contribute to the activation of students' self-education when they are interested not only in the process but also in their own improvement. We believe that pedagogical conditions should promote the development of motivational and value (belief in the need for self-education) and instrumental (knowledge of self-education, skills and abilities of its organization) spheres of personality.

We singled out the pedagogical conditions for activating the self-education of future teachers of vocational schools on the basis of theoretical analysis of sources on self-education of the individual and the study of pedagogical experience, taking into account the dissertation research of I. Sereda (2005). We asked students to rate them on a ten-point scale in terms of significance and degree of implementation in a higher education institution. The average results are given in *table 1*.

Table 1

Pedagogical conditions for intensifying self-education of future teachers of vocational schools

№	Pedagogical conditions for intensifying self-education of future teachers of vocational schools	Rating	
		significance	realization
1.	Constant guidance and implementation of systemic psychological and pedagogical influence on students' self-education	7	7
2.	Availability of the necessary psychological and pedagogical knowledge and practical experience of employees on the organization of self-education of students (especially of curators)	9	7
3.	High pedagogical requirements for students combined with respect for them	7	9
4.	A positive example of teachers	9	7
5.	Improving the professional orientation of future professionals, the formation of needs and motivation in professional self-education	9	8
6.	Promoting students' self-knowledge and the formation of adequate self-esteem, skills of self-control over behavior and speech culture	9	8
7.	Training of critical thinking, activity, strong-willed qualities	9	8
8.	Using the opportunities of academic disciplines and internship for the formation of students' competencies that promote self-education	10	5
9.	The work of curators to help students create a program of professional self-education and its implementation	10	6
10.	Formation of future teachers' competencies to provide assistance in self-education of students	9	7
11.	Effective organization of extracurricular activities of students and leisure, taking into account the traditions of higher education	9	8
12.	Developed student self-government and public opinion	8	7

Average ratings on the importance of this topic are high, so it confirms the correctness of the selected conditions for activating the self-education of future teachers of vocational schools. Students gave the highest score of significance for the work of curators who help to form the ability to professional self-education in future professionals. But they also noted that the realization of this condition is insufficient. But the criterion of using the opportunities of academic disciplines and practical training received the lowest score in terms of realization, although its significance was rated by students to the maximum. We have explored this aspect in detail.

We analyzed the educational and professional programs "Professional education (Design)", "Professional education (design of light industry products)", "Professional education (technology of light industry products)". Among the program learning outcomes for bachelors, we found the result "Mastery of skills to stimulate self-development of students". This result is provided, in particular, by such educational components as: psychology, theory and history of pedagogy (1, 2 courses), and educational (pedagogical) internship (4 year). Also among the disciplines of free choice students are invited to choose "Theory and methods of education" and "Imageology" (3, 4 courses). The master's educational and professional programs provide the result of training "Ability to learn new knowledge, advanced technologies and various innovations, willingness to improve professional and pedagogical skills". Its implementation is provided by a number of educational components, including pedagogical skills and internship.

The list of professional competencies of educational and professional programs, in our opinion, should be supplemented as follows: "Ability to self-education and the implementation of pedagogical support of self-education of students".

We analyzed syllabuses and working curricula of internships and disciplines that, in our opinion, have the greatest potential in promoting student self-education. We found that first-year bachelors during the study of general psychology get an idea of the psychological mechanisms and patterns of self-image, learn to determine their orientation, temperament, abilities, talent, understand the peculiarities of their mental processes, character, analyze their own actions and intentions. During the study of the theory and methods of education provides information about the methods of managing feelings and mental states for the formation of volitional qualities. Students master the essence of the basic methods, tools and forms of self-education as components of educational

technologies, learn to solve pedagogical problems in the education of other students. Imageology forms an idea of the socio-psychological mechanisms of image creation. The internship (4 year) gives students the opportunity to study the experience of educational activities of teachers of vocational education institutions, to prepare and conduct educational activities, to analyze their own readiness to carry out educational activities of students, including self-education.

Graduate students in pedagogical mastery learn how to use the methods of self-discipline, to improve psychological techniques, to develop abilities to pedagogical activity, to improve professional-speech culture, to form a professional position, to make programs of self-education. There are classes on "Teacher's self-education – a way to form pedagogical skills", which includes: 1) consideration of theoretical provisions for self-education; 2) performing exercises to master the methods and techniques of self-education; 3) discussion of self-education programs of outstanding people and development of own program of professional self-education. During the internship, students, involved in professional activities in the real conditions of the educational institution, learn to apply the acquired competencies, develop skills of independent educational activities with students, including self-education, to self-assess their own self-educational activities.

However, the analysis of documents showed that in the content of psychological and pedagogical disciplines and practical training, the forms and methods of self-education of the individual are insufficiently presented.

Conclusions. Effective training of future teachers of vocational schools is impossible without professional self-education, awareness of the importance and necessity of this process by students and the creation of pedagogical conditions for its activation. Among them, the most effective are: using the opportunities of academic disciplines and practice for the formation of students' competencies in self-education, strengthening the work of curators of academic groups to help students in the preparation and implementation of self-education programs.

Future scientific work in this direction may be aimed at developing a methodological system. Such a system should provide step-by-step support for professional self-education of future teachers of vocational schools to study the experience of implementing specific pedagogical conditions for activating self-education of students, as well as disclosure of professional self-education as a factor in improving pedagogical skills in vocational education.

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Педагогічні умови активізації самовиховання майбутніх педагогів професійної школи

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Реферат.

Актуальність: виховна діяльність у системі професійної освіти часто пов'язана з перевихованням або усуненням уже наявних деформацій у поведінці учнів, тому від педагога професійної школи вимагається здатність не тільки надавати освітні послуги, а й бути суб'єктом організації власної життєдіяльності та своїх учнів. Вирішення цих питань можливе через формування самовиховної активності майбутніх педагогів професійної школи, опанування ними методики самовиховання, а для цього потрібне створення відповідних педагогічних умов у закладі вищої освіти.

Мета: виявити та науково обґрунтувати педагогічні умови активізації самовиховання майбутніх педагогів професійної освіти.

Методи: узагальнення літератури з проблеми; вивчення педагогічного досвіду; аналіз освітньо-професійних програм підготовки магістрів та бакалаврів із професійної освіти, силабусів та навчальних програм освітніх компонентів для виокремлення компетентностей і результатів навчання; анкетування; бесіди; усне опитування з метою виявлення стану самовиховання майбутніх педагогів професійної школи та їх ставлення до педагогічних умов активізації цього процесу.

Результати: викладено наукове обґрунтування педагогічних умов активізації професійного самовиховання майбутніх педагогів професійної школи. Такі умови представлені як конкретні аспекти здійснення освітнього процесу та педагогічної діяльності, що сприяють активізації самовиховання студентів.

Висновки: ефективна підготовка майбутніх педагогів професійної школи неможлива без професійного самовиховання, усвідомлення важливості й необхідності цього процесу студентами та створення педагогічних умов для його активізації. Серед них найбільш дієві такі: використання можливостей навчальних дисциплін та практики для формування студентами компетентностей щодо самовиховання, посилення роботи кураторів академічних груп з допомоги студентам у складанні та реалізації програми самовиховання.

Ключові слова: самовиховання особистості, самоусвідомлення, професійне самовиховання, майбутні педагоги професійної школи, педагогічні умови активізації самовиховання.

Received: 30 April 2020

Accepted: 26 May 2020