

## TEACHING OF PEDAGOGICAL SUBJECTS BY USING THE TECHNOLOGY OF PERSON'S SELF-EDUCATION

**Abstract.** *In this paper the author reveals the peculiarities of teaching of pedagogical subjects in the humanitarian departments of the university, using elements of the technology of self-identity.*

**Keywords:** *teaching of pedagogical subjects, humanitarian faculties of the university, the technology of self-identity.*

**Formulation of the problem.** Modernization of educational activities in the context of modern international standards updated actualizes the problem of students' self-education, which stands today as a necessary condition for its development and quality of life.

**An analysis of publications.** Issues of self-identity as a whole, as well as some of its technological aspects are widely covered in the modern educational theory and practice, in particular, in scientific works of S.G. Karpenchuk, A.I. Kochetov, A.G. Kucheryavyyi, V.M. Orzhehovskyyi, L.I. Ruvinskyi, G.K. Selevko, etc. Meanwhile, the potential of educational courses for self-identity of the student has not become the subject of systematic study yet.

**The purpose of this paper** is the disclosure of the features of pedagogical subjects' teaching by using elements of the technology of self-identity.

**Summary of the basic material.** Orientation of students' teacher training of humanitarian faculties to self-education of the individual was carried out by us through the orientation of the disciplines of the pedagogical cycle to the appropriate theory and practice. Traditional objectives, contents, forms and methods of teaching of disciplines of pedagogical cycle does not contribute to the formation of sufficient level of students' self-education.

It was therefore necessary to enrich the basic components of traditional educational courses: "Pedagogy", "Basics of pedagogical skills", "Methods of educational work", "History of Pedagogy", "Educational Technologies" by modern ideas and concepts of personality development, technology of improvement and creative lifetime.

During the experiment, at each stage of teacher training the students' understanding of their own personality, needs, motives, goals in life has been increasing. The formation of identity, subjectivity as an active and creative student position in the development of his personal and professional qualities has been continued. During the orientation of teacher training for self-education student understands his own leading motives of life – creative lifetime, self-improvement, self-realization.

The content of teaching the subjects of pedagogical cycle was built in such a way as to gradually enrich the motivation of students' self-education, to encourage such activities. According to a study, the organization of purposeful work in self-education is especially in need of undergraduate students (I - II). Young people in this age group are highly motivated to improve themselves, but have not quite formed self-identity, values, life style.

Therefore, the orientation of teaching pedagogical subjects for self-education of the individual begins at the second year, when students are first introduced to the course

"Pedagogy." During the study of the discipline they develop awareness that modern specialist in the field of education should not only provide high quality educational services, but also focus on continuous self-development of their own, should be the subject of the organization's own life.

For this purpose, we put the lecture on "The culture of self-education of future specialist" and labs "Self-knowledge of personality" in the work program of the course "Pedagogy". During these classes, students learned about the history of the self-education, its stages, content, methods and tools, learned to diagnose their own personal and professional skills through testing. For the practical acquirement of self-educational skills the "Diary of personal and professional self-education" was offered to carry out, and also creative tasks, such as:

- illustrate the methods of self-education by examples from literature, history and personal experience;

- review the biographies of famous people - historical figures and contemporaries, and highlight the main reasons, conditions, motives that contributed to the development of their personalities;

- make a report on "The Problem of success in the modern world", "The Modern understanding of the concept of "elite", "Man of the Year", "Outstanding Teachers of the world", "Citizen of the Year";

- pick up the expressions of famous people, sayings of folk wisdom about self-education.

The results of diagnostic work in experimental and control groups of II course showed that 62 % of the experimental group increased the activity of self-motivation, while the student of the control group the significant changes did not happen. Among the complex of motives that encourage for self-education, the students of the experimental group stated: "self-esteem," "desire to get better," "awareness of one's imperfections," "desire to be self-confident," "success in life," "desire to be useful for people".

In the second year at university in the orientation of course "Pedagogy" on the formation of student self-activity the objective is transformed from the traditional (the study of education and human development) into personality-oriented (the study of learning process, education and personal development aimed to creative lifetime, future improvement and self-realization). The content of the subject (its section «Theory of Education») is enriched with new concepts: "Humanistic education", "Creative lifetime," "Subjectness", "Self-esteem". During the experimental work in the work program of the course "Pedagogy" were introduced: problematic lecture "Personality-oriented education", lecture-conference "Development of the ideas of self-education as a socio-philosophical and psychological and pedagogical problem"; pedagogical training "Technology of self-education". Enrichment of goals, content and teaching methods of course "Pedagogy", that are oriented on self-education of personality, showed that the period in which it is studied (2nd year), is a preparatory stage in the formation of self-activity of the student, in particular, its motivational component.

The next stage in the formative experiment was specification of goals and objectives of the course "Basics of teaching skills" (II year) according to their orientation on self-education of the individual student. The course provides not only the theoretical students training for future careers, but also focuses on the development of the creative potential

of the teacher individuality, the formation of practical preparedness to the leadership of the educational process. The main goal of this course is to develop students' needs for professional development while studying the technology of self-teaching. Particular attention is the study of this course was given to personal and professional self-education student of student, its content, forms and methods, personal diagnosis. The work program of the course was filled with lectures "Value orientations and life strategies of the individual", "The image and lifestyle of modern personality"; practice sessions: "Self-regulation", "The ways of student self-education". The results of teaching of enriched course "Basics of pedagogical skills" in the experimental groups showed that this discipline is a key in the development of integration and operational components of self-activity.

There have been some adjustments in the program of course "Methods of educational work" (third year). The work program was filled with: a lecture "From education – to self-education," practice session "Features of self-education of pupils of all ages." Students were asked a creative task: to develop an educational event on the issue of self-education for students of all ages. During the teaching practice (third year) students are designed to hold an educational event. Most often they were elected to do such forms of work as KVN ("In a country of courtesy"), conversations ("Believe in yourself", "World of my hobbies"), theme evenings ("In the world of beauty", "We play and sing, without drug live"); evening of communication ("In the circle of new friends"); excursions. Pedagogical practice is very important in the formation of motivational, operational and integration components of self-activity providing positive motivation of self-teaching.

During the course "History of Pedagogy," in III-IV courses, the emphasis was on self-actualization of ideas at different times in different pedagogical doctrines and concepts. The content of the work program of the course "History of Pedagogy" was filled with: a lecture "The ideas of self-training in domestic and foreign pedagogical concepts"; a seminar "Problems of self-identity: history and modernity". Based on the analysis of texts, references, autobiographical literature, monographs, fiction, students formed the idea of internal principles of self-education, realized its role in the lives of prominent figures and in the formation of individuality of each person, studied to allocate some of its aspects, trends and methods.

An important semantic component of teacher training is a new discipline - "Educational Technologies", which is studied at the IV course. Special attention is paid to personality-oriented technologies: developing training, modular, design, research technologies, and creation in the educational process "the situations for success." The particular interest among the students caused the problems of introducing credit-modular system of training, which is one of the most modern perspective technologies in higher university education according to European standards adopted by the Bologna Convention. This technology provides, on the one hand, a high level of standardization of curricula and programs, on the other hand, the high level of awareness, independence and responsibility of the student in the educational process.

Within this course, students reviewed the lecture "The technologies of self-education and self-development" and participated in seminar "The organization of self-education of student of humanitarian faculty". Students were offered the next tasks: write your own personal and professional self-portrait and to develop long-range program of personal and professional development. Exercises to develop skills of self-organization and planning of

future activity, introspection qualities and features of the person were done. Self-education was seen by us as a technology of creative lifetime, which includes personal orientation, and self-development, and creating for him and others the situations of success. This special course while orienting to self-education of students plays a significant role in the process of integration and operational components of self-education.

**Conclusions.** Thus, as revealed in the course of the experiment, teaching of subjects of pedagogical cycle with elements of self-identity technology greatly improves the effectiveness of teaching these subjects in the direction of activation of students self-education.

### **References:**

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