THE ORETICAL AND METHODICAL BASIS OF ORGANIZATION STUDENT'S SELF-LEARNING IN EDUCATIONAL MEDIA ENVIRONMENT

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ABSTRACT

In this article highlighted actuality of using media resources in self-education and proved effectiveness of organizing self-learning in educational media environment. By the thoughts of author, their use helps to increase the efficiency of students' self-learning process, increases students' motivation to learn. It can be concluded that media resources must be used in the self-education process in order to improve the quality of knowledge and skills. Besides that, due to the media resources self-learning process which is conducted in educational media environment will more productive and fascinating.

KEYWORDS: *Self-Learning, Self-Education, Media Resources, Motivation, Educational Media Environment.*

INTRODUCTION

It is all known that, investment in education is the most effective and targeted today. Therefore, each person should invest daily in self-education itself. This is the actual requirement of the 21st century. [1]   That's why self-learning is listed as a key component of the 21st century skills. It is also intricately linked to lifelong learning, which has been listed as a demand for modern society by international organizations such as UNESCO and OECD. [2]

Unfortunately, today for most students the world of self-learning can be a little daunting. One of the causes of this is absence of motivation to self-learning. When your motivation to self-learning is intrinsic, it ceases to be a chore. It's about your personal desire to gain more knowledge and to make progress towards 'WHY' you're learning. [8] The philosophical gurus

behind the creation of the so-called managerial psychology were Ivan Pavlov and, later, Berres Frederick Skinner, who were convinced that if they correctly find an incentive and influence people with its help, they will do whatever is required of them.[4] That "correctly found incentive" is the motivation.

Methods

Based on this, during our research we set the goal improving the methodology of organizing self-education of students in order to make self-learning fun, motivate students and interest them.

To achieve this, as E. Potulickal said that university professors should only help students to develop themselves, make them capable of continuous learning and self-education. If student has strong motivation, enough created conditions to learn making experiments and doing it is possible to acquire knowledge on your own, and the entire process will more engagement and productive. A. Eisenberg noted that self-education can develop if two cardinal conditions are met: the presence of a need for self-education, the dominant reason for self-assimilation of knowledge and a certain condition for its satisfaction.

An analysis of the pedagogical experience of domestic and foreign studies has shown that the problem of self-education is brought to the fore by scientists and is becoming more and more urgent. Self-education process is considered in the works of A. Usova, A. Eisenberg, V. Belikova, K. Levitan, L. Klinberg, R. Simpson, M. Kuzmina and others.

M. Kuzmina notes that self-education is an independent, purposeful, motivated by internal motives, cognitive activity, carried out without taking a course in a stationary educational institution for the purpose of mental development and personal self-improvement [5] Self - education is an integral part of the student education and training system, aimed at the free choice and mastering of additional education programs by students. [3] Findings published, in the International Review of Research in Open and Distance Learning, state that "the amount learned from the online classroom is somewhat greater than in the traditional lecture-based courses."[8]

Today, there is a big question in modern pedagogy that, how we should organize students' self-education to make it more effective and productive?

To answer this question, we should begin answering with how modern students learn actually. Because, learning how to learn begins with learning how we learn. [9]

So let's first define what is more interesting for many students. Of course, today, with ordinary textbooks in printed version, we cannot surprise our modern students, besides that, we can't explain something in more detail. Most students prefer pictures than text, and videos than pictures. We can continue this as much as we like, infographics, presentations, animations, caption videos (videos with subtitles), the possibilities of virtual reality, and augmented reality etc.

All of these are various means of visualization of information and they form digital media resources. They are so helpful in explaining difficult situations and things. Using media resources in educational process means combining and implementing words, pictures, graphics, charts, illustrations, infographics, audio, video and others to maximize teaching and learning effectiveness.[1] Because, media creates a multi-sensory learning environment.

Involvement of all senses leads to an exceptional increase in the degree of assimilation of the material in comparison with traditional methods. [1] Information of different modality (sound, text, graphics, video etc.) i.e. media resources creates a universal teaching and learning environment for almost any branch of knowledge and human activity.

Gaining knowledge works as eating food. To digest knowledge well, one must absorb it with appetite. [4] According to a study from the University of California, the researchers state that curiosity makes our brains more receptive for learning. When you learn to satisfy a level of curiosity, it makes the learning journey more enjoyable. [8] The media is fun and engaging for modern youth, the use of media resources for educational purposes in the educational process is one of the best solutions to increase students' learning motivation. [7]

RESULT AND DISCUSSION

According to the all above mentioned, we propose, to organize self - education of students on the facilities of media resources in educational media environment.

The organization of self-learning processes on the basis of media resources in modern socio-cultural conditions provides educational and developmental opportunities for students.

Organizing students' self-education in educational media environment gives the chance to students moving from a passive learner to an active learner and makes students' learning experiences more meaningful to them. This methodology, especially this process, learning by doing can increase student motivation and engage them active self-learning process.[1]

Making a habit of creating something new from what students have learned, is the most important rule of our methodology of organizing students' self-learning in educational media environment. In this way, new information is remembered for a long time, new knowledge gained is well strengthened and students gain new skills easier.

The organization of project activities on the basis of media materials allows students to become active participants in the learning process, as well as makes a huge contribution to the development of creative, critical thinking skills.[6]

CONCLUSION

The experience of organization students' self-learning process in educational media environment allows us to conclude that the most effective in the educational process is media resources. Media resources that are presented as educational resources of educational content makes self-learning process more fun and interesting for modern students. Consequently, increases students' motivation and improves quality of self-education process.

All in all, we can say that, organization students' self - learning process in educational media environment is one of the effective way and media resources ca be the best facilities in it.

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