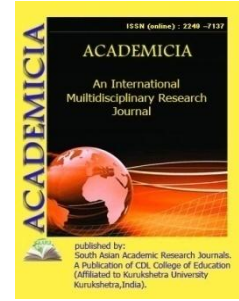




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THE MAIN FACTORS AND METHODS OF PERSONALITY SELF-EDUCATION

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ABSTRACT

This article reveals the essence, structure and driving forces, factors, methods of self-education; main directions, methods, resources and mechanisms of this process; the questions of the basic conditions of self-education of schoolchildren are raised; technologies of self-developing education and methods of organizing collective activities of children at school are proposed, stimulating self-knowledge, self-understanding and self-improvement of the individual.

KEYWORDS: *Self-Control, Self-Stimulation, Self-Belief, Self-Hypnosis, Self-Exercise, Self-Confession, Self-Education, Self-Hypnosis, Self-Correction, Self-Control, Self-Observation, Self-Adjustment, Self-Commitment, Self-Organization, Self-Esteem, Self-Command, Self-Regulation, Self-Awareness.*

Self-education is not something auxiliary in education, and its foundation. No one can bring up a person if he does not educate himself.

V. A. SUKHOMLINSKY

INTRODUCTION

The requirements of society for the individual and her own requirements for herself are effectively realized only in the process of self-education and self-education, in the process of active practical life. By self-education, a person multiplies his strength and thereby achieves the greatest social return. Self-education also has personal significance. It contributes to the

improvement of professional skills, which is associated with both the spiritual and material interests of the individual.

Teachers, based on a scientific approach to this issue, try to form students' corresponding needs, include them in a variety of activities that contribute to the development of students' aspirations.

Thanks to the already achieved level of upbringing and the influence of various external factors, many people set themselves tasks for self-improvement and development and work hard on themselves, making volitional efforts, overcoming laziness and eventually achieving significant results, developing positive personal qualities and eradicating bad inclinations. From the point of view of the pupil, self-education can be defined as a conscious, systematic, controlled by the person himself, constant and purposeful work on oneself to form certain personal qualities. The result of self-education is personality. The meaning of self-education, therefore, is the upbringing of such a person who would harmoniously integrate into society.

Self-education of a person consists in the fact that a person is an intrinsic value. Human nature has the potential for continuous development, the desire for self-actualization. The main thing in any personality is its striving for the future. From this point of view, the past is not the basis for the final assessment of a person as a person. The inner phenomenal world of a person influences his behavior no less (and sometimes more) than the external world and external influences.

Self-education is a natural process of adaptation of a person to social conditions and social requirements. Without self-education, the upbringing process is ineffective. The development of a person depends not only on the circumstances of life, upbringing, but also on his attitude to business, hard work, skill, everything that is formed by self-education.

A necessary condition for self-education is the presence of true knowledge about oneself, correct self-esteem, self-awareness. Self-education is conditioned by a number of subjective and objective reasons: the desire to become better, the requirements of society for citizens, their education and qualities; pedagogical influences to which a student is exposed in the process of teaching and upbringing.

Self-education methods should be understood as methods of influencing oneself, aimed at self-change. The main methods of working on oneself include self-knowledge, self-control, self-stimulation, self-belief, self-hypnosis, self-exercise, self-confession, self-education, self-hypnosis, self-correction, self-control, self-observation, self-adjustment, self-commitment, self-organization, self-assessment, self-admonition.

One of the ways of self-knowledge, and as a result of self-education, is to keep a diary, where you can write down all your advantages and disadvantages, and then analyze. Basically, the diary is used in adolescence, but it will not be superfluous to use the diary by older generations. After all, it is inherent in a person to make mistakes at any age. Analysis of their deeds, actions, thoughts, will help to make the right decision in a given situation. In our opinion, this program is a motto in life, both for the younger and for the older generation.

Self-control is based on: self-belief, self-control, self-command, self-hypnosis, self-reinforcement, self-confession, self-enforcement. Self-stimulation presupposes: self-affirmation, self-encouragement, self-encouragement, self-punishment, self-restraint.

Significantly simplifies the work rhythm of life, makes it clearer and more capacious by the method of reasonable self-coercion.

The method of reasonable self-coercion develops a habit in a person, and then the need to do the inevitable immediately, in a reasonable optimal time (this also applies to working with correspondence, compiling monthly reports, doing household chores and many other inevitable, routine, often burdensome tasks).

The method of introspection (self-observation) is not easy to implement; it is often considered tedious and ineffective. But constant control over your behavior in society and alone with yourself is necessary, it is enough to look closely at the facial expressions, gestures, and manners of others, especially if they are sure that no one is watching them. Those who possess the method of introspection never allow themselves to revel in their own eloquence, to be rude to others, to mock subordinates, to push around the weak and dependent.

Students begin to engage in self-education when they have the ability to analyze and self-assess their positive properties and qualities and there is an internal attraction to their own personal development and improvement. This usually occurs during adolescence. It is also impossible not to take into account the fact that individual adolescents, and in some cases high school students, in the process of self-education, try to imitate examples of risky and even reprehensible actions and deeds and are not able to properly carry out self-education.

What are the factors that prompt students to educate themselves?

1. Requirements that society makes to the development of the individual, as well as those social ideals, moral models and examples that captivate and become attractive to her.
2. An important stimulus for self-education is the individual's aspirations to recognize his worthy place in the team, among his peers and classmates.
3. Creation of an atmosphere of a certain competition. Active participation in academic and extracurricular activities creates many situations for the manifestation of skill, invention and a certain creativity of almost every student.
4. An important role in stimulating self-education is played by positive examples, which are shown by peers, as well as teachers in the social, moral and artistic-aesthetic spheres. All this causes imitation and the desire for personal development.
5. Healthy discussions on moral topics, discussion in the student collective of various violations of the rules of camaraderie and discipline on the part of individual students encourage active work on oneself and self-education.

In history, we know that some genius people had negative qualities and they constantly worked on themselves to destroy them. For example, the Russian writer Leo Tolstoy wrote about himself that he received a bad upbringing and education, but as a result of continuous work on himself, he was able to destroy laziness, deceit, arrogance and several other shortcomings in himself, and was able to develop humanity in himself, caring for the people, observation and efficiency.

“We must ..., - wrote P.P. Blonsky, - to educate a person capable of creating his own life, capable of self-determination. To be educated means self-determination, and the education of the future

creator of a new human life is only a rational organization of his self-education. " In somewhat different words, the same idea was expressed by the psychologist S.L. Rubinstein: "Any effective educational work has as its inner condition the individual's own work, which, naturally, is tied in every somewhat thoughtful and sensitive person around his own actions and the actions of other people ... Success in the formation of the spiritual the appearance of a person depends on this inner work, on how much upbringing is able to stimulate and direct it. "

Thus, the most optimal condition for self-education is a harmonious combination of favorable objective conditions and the inner readiness and ability of the individual to work hard on himself. Consequently, a lot depends on the personality, on her readiness to work on herself, on her awareness of the social importance and personal significance of self-education.

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