SELF-EDUCATION OF ADOLESCENT SCHOOLCHILDREN AS A SOCIO-PEDAGOGICAL NECESSITY

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ABSTRACT

In modern conditions, the question of the need for self-education of students remains relevant. Today it is impossible to find a single sphere of human activity that is not associated with the generally recognized spiritual and material values of society as a whole and of each person. In this regard, the purpose of the article is to consider the need to build pedagogical systems for the actualization of the student's self-education, which are set by the emerging trends of humanization, differentiation of the environmental friendliness of social processes, elevating the function of education in the structure of educational processes and causing the need for a new reading of the concept of education as a synthesis of the processes of learning and learning, upbringing and self-education, development and self-development, maturation and socialization of the individual.

KEYWORDS: *Students, Self-Education, Actualization, Pedagogical Technology, Value Orientations.*

INTRODUCTION

"Water does not flow under a lying stone," says the proverb. What is this phrase about: about nature, about man, or about the nature of human development? Most likely, folk wisdom gives us the secret of self-education: until the person himself wants to learn something new, learn something, acquire new personal qualities, cope with his shortcomings, until he puts his efforts into it, overcomes life's difficulties, will conquer his fears, complexes and laziness, will not learn to live in harmony with himself and the people around him, personality development will not occur. **[1]**

Consequently, the main source of self-education and self-development is the purposeful activity of the person himself - physical, intellectual, social, cognitive, spiritual, communicative, etc. That is, each person must be the subject of his life, set himself more and more goals of self-improvement and achieve them, overcoming various obstacles.

In modern society, children and adolescents are often accused of passivity, lack of initiative, social rigidity; adults note their excessive enthusiasm for gadgets, the Internet, social networks, avoiding real interpersonal communication and interaction in a virtual, illusory world. It is probably worth considering: "Why does the younger generation not strive to be active, to self-

actualize their potentials in society and develop abilities in various activities?" Perhaps adults themselves are partly to blame for this - parents, teachers, those around them, who did not create the necessary conditions for the development of the child's personality, did not teach him constructive forms of cooperation, did not form the values of self-education and self-development, did not help overcome social difficulties in time. **[2]**

Each age stage of childhood is characterized by specific needs for self-knowledge, self-understanding, self-development and self-education; at each stage of ontogenesis, the development of the self-concept takes place, an integral system of interaction of the individual with adults and peers is formed; Each age period is characterized by specific difficulties and barriers to self-realization in society.

The program of self-education of adolescents is characterized by a strong-willed orientation. Self-education of will, determination, independence, etc. is determined by the peculiarities of the formation of the process of self-education in adolescence, is an integral feature of this age. At the same time, the moral orientation of self-education is determined by the level of the educational process. With insufficient effectiveness of the upbringing process, unfavorable external conditions and the situational nature of self-education in adolescence lead to a negative orientation of the self-education program. **[3]**

To manage the process of students' awareness of their personality, one should organize their activities, in which their positive qualities and shortcomings are most clearly manifested, use the pedagogical assessment of the students' personality, public opinion and criticism of the shortcomings of students by the team, include adolescents and young men in conflict situations that contribute to understanding students conflicts between their needs and their own strengths.

To manage the personal meaning of self-education activities, to organize children's awareness of the role of self-education in their lives, both direct and indirect perspectives should be used. The latter help not only to connect self-improvement with the issues of solving specific life tasks, and thereby increase interest in working on oneself, but also contribute to the establishment of certain boundaries in self-education, which makes it more specific in terms of tasks and time **[4, p. 218].**

The leading way to manage the passage of these stages is determined by the general logic of managing the formation of personality: the inclusion of the educated person in the system of relations set by teachers through the organization of his activities. This involves putting forward a pedagogical model of behavior to students, encouraging them to follow it, transforming it into a personal model of self-education. Several stages should be distinguished.

The first stage - preparatory - is characterized by the formation in the inner world of the personality of the necessary prerequisites for the emergence and positive resolution of the conflict contradiction between the old, negative, and new, positive, relationships. **[5]**

Management of this stage involves the creation of conditions conducive to the formation of a new experience of moral behavior, the experience of moral relations that hinder the manifestation of old negative inclinations and habits. The "difficult" one is informed about the patterns of moral behavior and organizes the student's activity, its personal meaning in accordance with the proposed model. It is obvious that at this stage the process of re-education merges with the process of education. Conflict and the destruction of shortcomings are only being prepared.

The preparatory stage is followed by the central conflict stage. Negative patterns of behavior are rejected by students, moral ones become personal. This stage determines the specifics of the management of the process of re-education.

Direct management of this stage involves the creation of conditions conducive to the aggravation of contradictions between new and old relations, the rejection of the latter.

The third, final, stage of self-education is characterized by the desire of the individual for moral self-education due to the assimilation of positive ideals, dissatisfaction with their shortcomings. At this stage, external influences on the re-educated student receive support in his efforts aimed at self-education. Given the student's desire for self-education, it is important to create favorable conditions for his work on himself, to help him choose effective, pedagogically appropriate ways and means of self-education. **[6]**

The fact that the self-education of the individual is not only a condition for the successful completion of the process of re-education, but is itself a consequence of its movement, emphasizes the particularly responsible role of organizing the first two stages of the process of re-education.

In understanding the concept of "self-development", we proceed from the concept of "development". In pedagogical science, "development" is defined as change, which is a transition from simple to complex, from lower to higher; a process in which the gradual accumulation of quantitative changes leads to the onset of qualitative changes. The concept of "development" here is given in relation to the growth of the human body and changes in its psyche. The above definition is more consistent with the philosophical definition: development is the highest type of movement, changes in matter and consciousness; transition from one qualitative state to another, from old to new. Development is characterized by a specific object, structure (mechanism), source, forms and direction.

The following functions of self-education should be singled out: accelerating the development of talents and abilities, improving the creative principle in a person; taking into account individual requests and personality traits; formation of the orientation of the personality, its self-awareness, the necessary volitional qualities; prevention of mistakes and failures in the process of working on oneself; ensuring constant enrichment of motivation through the formation of more mature ideals, socially significant goals of life, value orientations; organizing the exchange of experience in working on oneself in various areas of self-improvement. **[7]**

In the light of the humanization of education, "the humanization of educational relations, the recognition of the value of the child as a person, his rights to freedom, social protection as a person." The listed functions of self-education should be supplemented:

- Familiarization of educators and pupils with the values of humanitarian culture, their internalization, and on this basis the upbringing of spirituality and morality;

- Creation of conditions for the development of the student as a subject of culture and his own life-creation;

- assisting the student in the development of creative potential, inclinations, abilities, life self-determination, full self-realization of his individuality.

1. Theoretical analysis showed that the structure and dialectics of the process of self-education

is complex, therefore, the preservation of its features and successful functioning is possible when the appropriate conditions are created. The process of updating self-education acquires the character of a pedagogical system if:

2. the scientific level of education in an educational institution is represented by social meanings and value orientations of culture, in which the priorities and needs of the individual act as a humanistic imperative;

3. the normative level of education is represented by goals, programs and evaluation mechanisms that embody the social meanings and values of a student-centered pedagogical process, which includes the actualization of the student's self-education as an effective mechanism;

4. the methodological level of actualization of the student's self-education is represented by a system of technologies and diagnostic tools that are subject to the psychological and pedagogical laws of the formation of the student as a subject of culture based on the activation of his self-education, self-development, self-actualization;

5. the empirical level of actualization of self-education is represented by the forms of organization of pedagogical activity aimed at creating the conditions for the formation of the student, based on the student's ability to show a practically transformative attitude to his own life, using the means of culture for this.

6. We see the main provisions of the process of updating the self-education of high school students in the following:

7. Value-semantic and methodological substantiation of the pedagogical system of actualization of the student's self-education. The need for the construction of pedagogical systems for the actualization of the student's self-education is set by the tendencies of humanization, differentiation and environmental friendliness of social processes, in which the priorities of the individual's needs in education act as a humanistic development imperative.

8. Conceptual model of the student's self-education actualization. It has been established that the recognition of the existence and dynamics of value orientations is important: a) to improve the content and forms of training professionals; b) to understand the mechanisms of self-determination and self-realization of all subjects of educational systems; c) to explain the psychological mechanism for choosing new meanings in the activities of a teacher in implementing the principles of student-centered pedagogy; d) to create optimal psychological conditions for the development of social, cultural, moral values by students.

9. The conceptual model contains a theoretical core that provides the possibility of modeling the pedagogical system of actualization of the student's physical self-education through its structural and functional organization: a) methodological foundations; b) regulatory grounds; c) main ideas; d) essential characteristics; e) psychological and pedagogical patterns; f) structural and functional invariant of pedagogical activity.

10. The principles underlying the theory and practice of updating the self-education of students. The following are chosen as the basic principles: a) the principle of development as the dominant principle of actualization of the student's self-education; b) the principle of integrity as the principle of interconnection, interdependence and synthesis of all processes included in the process of education of the student; c) the principle of subjectivity, which implies the dialectics of the processes of pedagogical influence and pedagogical interaction between teachers and students; d) the principle of self-efficacy as the principle of developing the individual originality of the subject of self-education.

Within the framework of the new methodology, all the main problems of education should also be studied from the standpoint of understanding the interests (needs) of a person, which are satisfied by education as a social institution. In the former paradigm, this level was determined unambiguously by the interests of society, in the new paradigm, by the interests of "man, society, state".

For the new methodology of education, the concretization of the understanding of the essence of a person becomes fundamental, since his interests in education are a priority, and self-education has acquired a clearly personal orientation. **[8]**

In this regard, education should be understood both as a special sphere of social life that creates external and internal conditions for the development of an individual in the process of mastering the values of culture, and as a synthesis of learning and teaching (individual cognitive activity), upbringing and self-education, development and self-development, socialization and growing up.

Psychological and pedagogical mechanisms for actualizing the student's self-education are associated with the following ideas:

a) About self-determination as a process and result of a person's choice of his own position, goals and means of self-realization in specific circumstances of social life;

b) about self-education as a process, as a result of which the student becomes aware of his own socially significant integral abilities, their adequate and active manifestation in educational and cognitive activity, in thinking and communication, in mastering the experience of culture, taking into account the requirements that apply to the student in the process of implementation general education programs;

c) on the actualization of self-education as a subject-subject interaction in the process of solving problematic situations of development, which has the form of accepted support and determines the process of self-education in the parameters of the "zone of proximal development".

The interaction of the teacher and the student is the key mechanism for the actualization of the student's self-education - a phenomenon mediated by the dynamics of "actualization" (activity on the side of the teacher) and "self-actualization" (activity on the side of the student) with the aim of becoming self-actualization as an independent and elevated process.

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