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FUTURE ECONOMISTS' SELF-EDUCATION COMPETENCE

The article reveals issues of self-education activities, which should be based on the use of special techniques and provide individual and differentiated approaches in students self-education. Students self-education competence formation does not only lead to the education process improvement, but it gives a clear orientation to content, tasks, training technology with the final students' intellectual and professional self-development.

Key words: *self-education, students of economic faculty, professionalism, self-development, methods of studying, future economists professional training, competence, professional profile, skill.*

У статті розкрито проблему розвитку самоосвітньої компетенції студента, що може бути досягнута за умови застосування спеціальних методик та забезпечення індивідуальних і диференційованих підходів. Доведено, що розвиток самоосвітньої компетенції в студентів не лише позитивно впливає на процес навчання, а й на зміст, завдання, результати інтелектуального та професійного саморозвитку. Розкрито аспекти становлення та розвитку самоосвітньої компетенції. З'ясовано, що прогресивним та співзвучним із сучасними ідеями питанням самоосвіти приділялася пильна увага впродовж усієї історії розвитку педагогічної думки як у зарубіжній, так і вітчизняній педагогіці.

Модернізація сучасної освіти спрямована на побудову і реалізацію індивідуальної траєкторії особистості на різних етапах її життя. При цьому

орієнтація на самовдосконалення є найважливішою умовою ефективної професійної діяльності. У зв'язку з цим актуалізується потреба у самоосвіті, яка є невід'ємним і природним засобом збагачення професійного і творчого потенціалу особистості.

Розвиток самоосвітньої компетенції у вітчизняній педагогіці розглядається з різних точок зору, передусім як концепція, згідно з якою освіта триває впродовж усього життя людини, та освітня практика, що являє собою цілеспрямоване освоєння соціального досвіду з використанням усіх наявних освітніх систем.

Розвиток самоосвітньої компетенції є однією з важливих педагогічних проблем. Самоосвіта дозволяє створити гнучку структуру професійної підготовки фахівців. Набуті навички сформованої самоосвітньої компетенції поширюються на всі сфери діяльності студента-економіста протягом усього його життя.

Ключові слова: *самоосвіта, студенти економічного факультету, професіоналізм, саморозвиток, методи навчання, професійна підготовка майбутніх економістів, компетентність, професійний профіль, майстерність.*

В статті розкривається проблема розвитку самообразовательной компетенции студента, формирование которой возможно с помощью применения специальных методик и обеспечения индивидуальных, дифференцированных подходов. Развитие самообразовательной компетенции дает возможность улучшить результаты учебного процесса,

а также четко ориентирует студента на содержание, задачи, технику обучения с его дальнейшим интеллектуальным и профессиональным саморазвитием.

Ключевые слова: *самообразование, студенты экономического факультета, профессионализм, саморазвитие, методы обучения, профессиональная подготовка будущих экономистов, компетентность, профессиональный профиль, мастерство.*

The main task of higher education is to form a creative personality of a future specialist, who is capable to self-developing, self-educating, innovating activity. It requires being not just passive consumer of knowledge, but an active creator. It means that such specialist should be able to formulate the problem, analyze the ways of its solution, find the optimal result and prove its correctness. The transition from education process to education awareness requires recognizing the essence of students' independent work as an important form of educational process and its basis [3].

According to the literature analysis and problem study, most university students are helpless in the face of rapidly changing and increasingly complex knowledge and professional conditions, and have difficulty in implementing their self-education activities. Therefore, there is a need to solve the problem of the self-educational competence formation. University students should have high-quality preparation for future professional activities.

The actuality of the problem is determined by the students' growing interest in organizing a new quality of training for students in higher education institutions and their formation as future specialists. Self-awareness and motivation are the key concepts of a modern model of education determined by the student's readiness to study throughout life.

The object of the article is to reveal the methodological principles and create a model for forming the self-educational competence of students-political scientists in the process of studying professional English. It means finding the way of students' transition from the level of self-organizing, self-developing personality to more a broad system of social relations, which takes place in the process of integrating academic and extracurricular activities at certain levels of training, education and development through the expansion of educational and extracurricular activities.

Presenting the main material. Modern higher professional education is oriented to the implementation of a new educational model aimed at training competent professionals who have a highly organized individual style of self-education, academic, social and professional mobility. It can help to form a set of competences that would allow a student to be competitive in an increasingly globalizing labor market [4].

This involves targeting active methods of mastering knowledge, developing students' creative abilities, moving from current to individualized learning with the individual's needs and capabilities. Independent work allows the student to work without hurry, not afraid of colleagues or teachers negative evaluation, as well as choosing the optimal pace and conditions of its implementation.

Under self-education it is first of all understood the purposeful, systematic, directed by the student's cognitive activity, necessary for the improvement of his education [5].

The fundamental difference between independent work and self-education lies in the fact that the independent activity of the student is mainly caused and directed by the FOREIGN, and self-educational - internal motives that go beyond the education [2].

Self-education competence implies constant knowledge and information updating in the successful applying in specific conditions. It includes the content and procedural components and involves problem's essence and the ability to solve it [1].

The need to form students' self-education competences in a foreign language after the discipline completion of the study of this is increasingly evident, as non-philological faculties studying foreign languages allocated 9 semesters and there is a tendency to reduce the classroom hours in favor of hours devoted to independent study of the material [6].

Person readiness to the activity represents the ability of the subject to orientate their activities in a certain way. Self-education capability means that student is able to organize, implement, direct and achieve the goals of self-education.

The role of students independent work is to revise fundamentally the organization of the educational process at the university, which must be built in a way of developing the ability to learn, to develop the student's ability to self-development, to acquire knowledge creatively, to adapt professional activity methods in the modern world [7].

Students' self-educational competence should be considered as one of the educational and cognitive activity types, focused on general education and professional training under the guidance of a teacher. The introduction of newest teaching technologies, the development of scientific and methodological and material support of the educational process, the gradual integration of the domestic education system into European and world order necessitate and the possibility of classroom classes reduction and increasing independent work hours of the student [8].

Among the most significant aspects of the self-education development in the competent approach implementation, which can be used in the process of such training, include the study of domestic and foreign teachers, psychologists in the following areas:

- aspects of educational activities' goal-setting and planning (V. Buryak, I. Volodarsk, V. Davidov, A. Leontiev, A. Medvedev, J. Ponomarev etc.);
- methods of independent cognitive activity teaching (M. Barbolin, B. Korotiev, N. Polovnikov etc.);
- students' independent cognitive activity (V. Bepalko, A. Gromtsev, G. Kulagin, N. Polovnikov, A. Usov etc.);
- problem-based teaching methods and interactive ways of studying (A. Brushlinsky, M. Clarin, I. Lhernier, A. Matyushkin, M. Makhmutov, V. Akony, A. Lanfilova, O. Shomegun and others);
- self-education pedagogical systems (V. Bepalko, T. Ilyina, Yu. Kalugin, N. Kuzmin, G. Serikov etc.).

Numerous studies of domestic and foreign scientists are devoted to issues of the university students' self-educational competence (V. Buryak, N. Samoikul, V. Revenko, V. Skidan, V. Fedorovich and others). By R. Grishkova definition, self-education competence in a foreign language is a potential readiness and ability to maintain and enhance the level of foreign language proficiency in the process of self-education on the basis of self-education competence.

The object of the research is the process of future-economists' self-educational competence formation during the Professional English study. Subject of the research is a model of self-educational competence in the process of professional English studying.

The purpose has led to the solution of such tasks as:

- 1) analysis the concept of «self-education competence» in the new learning environment;
- 2) developing a model of the self-educational competence in the process of studying professional English;
- 3) experimental verifying the self-education competence model efficiency in the process of studying professional English;

To solve these problems were used the following research methods: literary sources analysis to substantiate the theoretical propositions, method of approbation to detect the results of the practical part of the research work implemented in the educational process, and the method of studying and generalizing teachers' positive experience for theoretical analysis and justification, as well as teachers' experience results practical implementation.

The scientific novelty of the work is comparative analysis, problem-solving, diagnosis and results' generalization. It can reveal the self-educational competence essence, its place in the modern educational system and possibility to extend the use of this method in educational activities according the principles of foreign education practice (Bologna process).

Results of this research can be used in the developing tasks and achievements during the Professional English teaching to students – economists and students of other specialties in higher education institutions.

Summary. In the process of this research we have specified the essence and content of «students' independent work», «self-education», «self-education competence and competence» concepts, which can be applied to the process of foreign language teaching at higher educational establishments. We have come to conclusions that students' independent work is a kind of cognitive activity, which provides a certain level of autonomy for all activities' structural components in its implementation. From problem of statement to performing control, self-monitoring and corrections with the transition from the implementation of more simple types of work to more complex with a search features with the constant transformation of the pedagogical leadership control function to student control function himself. But only in case he has mastered the method of self-studying.

According to the purpose of the work, we have analyzed modern approaches to the problem of determining the essence of «self-educational competence» concept, we have given the definition of «independent work» concept in the context of students' self-educational competence formation of students in vocational education sphere.

We have proved that the use of independent work in classes allows us to solve a number of tasks successfully, for example to raise conscious and knowledge acquisition; to form and develop students' skills according to the program requirement; to teach students-economists using the acquired knowledge, skills and abilities in their lives; develop students' cognitive abilities (observation, curiosity, logical thinking, creative activity in the process of acquiring and using new knowledge etc.); to develop students' mental and physical labor culture and to teach them working independently and productively, showing interest in the goal achievement.

By our definition, independent work is not a form or method of training. We consider that it is a mean of attracting students to independent cognitive activity, a mean of its logical and psychological organization.

All above mentioned makes it possible to conclude that scientific and pedagogical literature is trying to give an unambiguous definition of «self-education competence» concept, which has been transformed from a pedagogical to a methodical sphere long time ago. We can state

that without a thoroughly developed technique of independent work, the transition to self-education is impossible.

After analyzing the various definitions of «independent work» and «self-education competence» in pedagogical and methodological literature, in our study we rely on certain definitions, where it is considered that the student's independent work is a kind of cognitive activity.

Thus, the formation of future specialists' self-educational competence in any sphere of activity is very relevant, which is confirmed by scientific and methodological literature and the legislative base of the country. To emphasize the role of self-education in the modern education, due to a change in the paradigm of higher education and the transition from reproductive to creative learning, we should actively involve the student to the educational process. That is why future economists' self-education competence is one of the most important principles of economic education in general.

Further research has a scientific and practical value in order to develop a theoretical model to form future economists' self-educational competence as well as pedagogical conditions that will enhance the level of their cognitive activity in the process of self-improvement.

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