



Self-Study as a Highest Type of Scholastic Activity

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ABSTRACT

In given article the speech goes about organizing the independent work, managing it, as responsible and complex work of each teacher. The purpose of this article is to study of organizing the independent work of schoolchildren and conditions of their successful realization. For consideration of given purpose we resorted to the analysis of the different directions in study of the nature of independence of learners in education, got acquainted with variety of the determinations and have realized what functions, executes independent cognitive activity of learners and why it is so important for shaping the mature personality.

Keywords:

Independent work of the students, formation of the independent works of the students, process of teaching, realization of the independent work of the students.

The organization of independent work, its management is a responsible and complex work of every teacher. The education of activity and independence must be considered as an integral part of the education of students. This task appears before every teacher among the tasks of paramount importance.

The purpose of this article is to study the organization of independent work of schoolchildren and the conditions for their successful implementation. To consider this goal, we resorted to the analysis of various directions in the study of the nature of students' independence in learning, got acquainted with a variety of definitions and found out what functions students' independent cognitive activity performs and why it is so necessary for the formation of a mature personality.

Speaking about the formation of independence among schoolchildren, it is necessary to keep in mind two closely related tasks. The first of them is to develop students' independence in cognitive activity, to teach them to acquire knowledge on their own, to form their own worldview; the second is to

teach them to independently apply the existing knowledge in teaching and practical activities.

Independent work is not an end in itself. It is a means of fighting for deep and solid knowledge of students, a means of forming their activity and independence as personality traits, and developing their mental abilities. A child crossing the threshold of a school for the first time cannot yet independently set the goal of his activity, is not yet able to plan his actions, correct their implementation, and correlate the result obtained with the goal set.

In the process of learning, he must achieve a certain sufficiently high level of independence, which opens up the opportunity to cope with various tasks, to get something new in the process of solving educational problems.

The object of study is the student's independent activity, and the subject is the conditions for its implementation.

The relevance of this problem is indisputable, because. knowledge, skills, beliefs, spirituality cannot be transferred from a teacher to a student, resorting only to words. This process includes acquaintance, perception,

independent processing, awareness and acceptance of these skills and concepts.

And, perhaps, the main function of independent work is the formation of a highly cultured personality. Man develops only in independent intellectual and spiritual activity.

Student's independent activity in teaching: analysis of different approaches. The structure of independent activity.

Any science sets as its task not only to describe and explain this or that range of phenomena or objects, but also in the interests of man to control these phenomena and objects, and, if necessary, transform them. It is possible to manage and even more so to transform phenomena only when they are sufficiently described and explained. In science, the functions of control and transformation fulfill the prescriptions, which include the principles and rules for the transformation of phenomena. Thus, knowing an object or phenomenon, we, first of all, must get acquainted with it, consider it as a whole. Identify the functional relationship of its parts, and only then describe. Having described an object or phenomenon, we must explain them (the functional relationship of their parts and structure as a whole), formulate the law of their existence, and then prescribe how to control them, how to transform these objects and phenomena with the help of certain operations.

Independent work is not a form of organization of training sessions and not a teaching method. It is legitimate to consider it rather as a means of involving students in independent cognitive activity, a means of its logical and psychological organization.

The fundamental requirement of society for a modern school is the formation of a person who would be able to independently creatively solve scientific, industrial, social problems, think critically, develop and defend his point of view, his convictions, systematically and continuously replenish and update his knowledge through self-education, improve skills, creatively apply them to reality.

Experts in this field emphasized that it is important for students to be given a method, a guiding thread for organizing the acquisition of knowledge, which means equipping them with

the skills and abilities of the scientific organization of mental labor, i.e. the ability to set a goal, choose the means to achieve it, plan work in time. For the formation of a holistic and harmonious personality, it is necessary to systematically include it in independent activity, which in the process of a special type of educational tasks - independent work - acquires the character of problem-search activity.

There are many different directions in the study of the nature of activity and independence of students in learning. The first direction originates in antiquity. Ancient Greek scientists (Aristotes, Socrates, Plato, Aristotle) can be considered its representatives, who deeply and comprehensively substantiated the importance of the voluntary, active and independent acquisition of knowledge by a child. In their judgments, they proceeded from the fact that the development of human thinking can proceed successfully only in the process of independent activity, and the improvement of the personality and the development of its ability through self-knowledge (Socrates). Such activity gives the child joy and satisfaction and thereby eliminates passivity on his part in acquiring new knowledge. They are further developed in the statements of Francois Rabelais, Michel Montaigne, Thomas More, who, in the era of the dark Middle Ages, at the height of prosperity in the practice of the school of scholasticism, dogmatism and cramming, demand to teach the child independence, to educate in him a thoughtful, critically thinking person. The same thoughts are developed on the pages of the pedagogical works of Ya.A. Kamensky, Zh.Zh. Russo, I.G. Pestalozzi, K.D. Ushinsky and others.

In pedagogical work, scientists theorists, in unity with philosophers, psychologists, sociologists and physiologists, explore and theoretically substantiate this aspect of the problem in the light of the main personality traits of a representative of the modern era - initiative, independence, creative activity - as the main indicators of the comprehensive development of a person of our days.

Studying the essence of independent work in theoretical terms, there are 3 areas of activity in which the independence of learning can

develop - cognitive, practical and organizational and technical. B.P. Esipov (60s) substantiated the role, place, tasks of independent work in the educational process. In the formation of students' knowledge and skills, the stereotypical, mostly verbal way of teaching becomes ineffective. The role of independent work of schoolchildren is also increasing in connection with a change in the purpose of education, its focus on the formation of skills, creative activity, as well as in connection with the computerization of education.

The second direction originates in the works of Ya.A. Comenius. Its content is the development of organizational and practical issues of involving schoolchildren in independent activities. At the same time, the subject of theoretical substantiation of the main provisions of the problem is teaching, the activity of the teacher without a sufficiently deep study and analysis of the nature of the activity of the student himself. Within the framework of the didactic direction, the areas of application of independent work are analyzed, their types are studied, the methodology for their use in various parts of the educational process is steadily improved. The problem of the relationship between pedagogical guidance and student independence in educational cognition is becoming and to a large extent being solved in the methodological aspect. The practice of teaching was also enriched in many respects by informative materials for organizing independent work of schoolchildren in the classroom and at home.

The third direction is characterized by the fact that independent activity is chosen as the subject of research. This direction originates mainly in the works of K.D. Ushinsky. The studies that developed in line with the psychological and pedagogical direction were aimed at identifying the essence of independent activity as a didactic category, its elements - the subject and purpose of activity. However, with all the achievements in the study of this area of independent activity of the student, its process and structure have not yet been fully disclosed.

However, there are some structural principles for analyzing the meaning, place and function of independent activity. There are 2

options, close in essence, but having their own content and specifics: they determine (under the condition of their unity) the essence of the independent coloring of activity.

The first group: content component: knowledge expressed in concepts, images, perceptions and ideas; operational component: a variety of actions, operating skills, techniques, both externally and internally; effective component: new knowledge, methods, social experience, ideas, abilities, qualities.

The second group: the content component: highlighting the cognitive task, the purpose of learning activity; procedural component: selection, definition, application of adequate methods of action leading to the achievement of results; motivational component: the need for new knowledge that performs the functions of word formation and awareness of activity.

The actual process of independent activity is represented as a triad: motive - plan (action) - result.

So, in social terms, independent activity can be considered in a very wide range. In any relation of the individual to the world around him, in any form of his concrete interaction with the environment.

The concept of "independent" work and its functions.

Analysis of monographic works devoted to the problem of organizing independent work of schoolchildren, P.I. Pidkasistogo, I.A. Zimnyaya, showed that the concept of independent work is interpreted ambiguously:

Independent work is such work that is performed without the direct participation of the teacher, but on his instructions, at a time specially provided for this, while students consciously strive to achieve their goals, using their efforts and expressing in one form or another the result of mental or physical (or both) actions.

Independent work, in our opinion, is most fully defined by A.I. Winter. According to its definition, independent work is presented as purposeful, internally motivated, structured by the object itself in the totality of the actions performed and corrected by it according to the process and result of the activity. Its implementation requires a sufficiently high

level of self-consciousness, reflectivity, self-discipline, personal responsibility, gives the student satisfaction as a process of self-improvement and self-knowledge.

First, this definition takes into account the psychological determinants of independent work: self-regulation, self-activation, self-organization, self-control, etc.

Let's try to define more precisely what half a creature is included in the concept of "independent activity".

"Independence" is a very multifaceted and psychologically difficult phenomenon, it is rather a meaning-forming, qualitative characteristic of any sphere of activity and personality, which has its own specific criteria. Independence - as a characteristic of a student's activity in a specific learning situation, is a constantly manifested ability to achieve the goal of an activity without outside help. "Amateur activity" is a subjective, actually individual self-governed activity, with personally conditioned components: a goal, a leading need, motivation and ways of implementation.

"Self-activation" is a subjectively correlated internal motivation of activity.

"Self-organization" is the property of a person to mobilize himself, purposefully, actively use all his abilities to achieve intermediate and final goals, rationally using time, effort, and means.

"Self-regulation" is initially a psychological support of activity, in the subsequent development it acquires a personal meaning, i.e. actual psychic content.

"Self-control" is a necessary component of the activity itself, which carries out its execution at the personal level.

Secondly, attention is focused on the fact that independent work is connected with the work of the student in the classroom and is a consequence of the correct organization of educational and cognitive activity in the classroom.

A.I. Zimnyaya emphasizes that the student's independent work is a consequence of his properly organized learning activities in the classroom, which motivates its independent expansion, deepening and continuation in his free time. For the teacher, this means a clear

awareness not only of his plan of educational activities, but also the conscious formation of it among schoolchildren as a certain scheme for mastering a school subject in the course of solving new learning tasks. But in general, this is a parallel existing employment of a student according to a program he has chosen from ready-made programs or he himself has developed a program for mastering some material.

Thirdly, independent work is considered as the highest type of educational activity, requiring a sufficiently high level of self-awareness, reflectivity, self-discipline, responsibility from the student, and giving the student satisfaction, as a process of self-improvement and self-awareness.

The effectiveness of the educational process of cognition is determined by the quality of teaching and the independent cognitive activity of students. These two concepts are very closely related, but independent work should be singled out as a leading and activating form of learning due to a number of circumstances. Firstly, knowledge, skills, abilities, habits, beliefs, spirituality cannot be transferred from a teacher to a student in the same way as material objects are transferred. Each student masters them through independent cognitive work: listening, understanding oral information, reading, parsing and understanding texts, and critical analysis.

Even well-prepared students need help or advice from a teacher, although not as often as others. At what stage do students most need pedagogical guidance? Traditionally, it was considered that such a stage was the beginning of work. However, the most significant for high school students turned out to be the stage of management at which the process of cognitive activity proceeds most intensively, i.e. when the task is already running. It can hardly be explained by the manifestation of certain difficulties (although sometimes they take place). Activity, mental and volitional tension that appear during independent actions are manifested not only in concentration, in-depth work, but also in the need for communication aimed at discussing emerging issues.

Communication is necessary for the student in order to establish himself in his own search, in a timely manner to get a second. Secondly, the process of cognition, aimed at revealing the essence and content of what is being studied, obeys strict laws that determine the sequence of cognition: acquaintance, perception, processing, awareness, acceptance. Violation of the sequence leads to superficial, inaccurate, shallow, fragile knowledge, which practically cannot be realized.

Thirdly, if a person lives in a state of the highest intellectual tension, then he will certainly change, form as a person of high culture. It is independent work that develops a high culture of mental work, which involves not only the technique of reading, studying a book, keeping records, but above all the mind, the need for independent activity, the desire to delve into the essence of the issue, go into the depths of problems that have not yet been solved. In the process of such work, the individual abilities of schoolchildren, their inclinations and interests are most fully revealed, which contribute to the development of the ability to analyze facts and phenomena, teach independent thinking, which leads to creative development and the creation of their own opinions, their views, ideas, their position.

From all that has been said above, it can be seen that independent work is the highest work of the student's educational activity and is a component of a holistic pedagogical process, therefore, it has such functions as upbringing, educational, and developmental.

Management of independent activity of schoolchildren.

The management process should ensure the implementation of the teaching, educational, developmental functions of independent work of students in the classroom and at home.

Most researchers believe that control is inherent only in complex dynamic systems of biological and social types. Their functioning under the influence of external conditions can change, be disturbed if timely adjustment or restructuring of the system is not provided. Therefore, it is necessary to manage, which counteracts the disorganization of the system, maintains the necessary order. In the most

general form, control can be defined as the ordering of the system, i.e. bringing it into line with the objective regularity operating in the given environment.

The need for management follows from the structure of the pedagogical system. The components of the pedagogical system are the goals, the subjects that realize these goals, the activities, the relationships that arise between its participants and the management that unites them, ensuring the unity of the system. The loss of any component leads to the destruction of the system as a whole.

Students feel the need for pedagogical guidance due to the imperfection of their experience of independent cognitive activity.

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