

PHILOLOGY

UNIVERSITY AS A VALUABLE UNIT OF SELF-KNOWLEDGE

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ABSTRACT

This article discusses the trend of successful university activity as an integral unit of the educational system with its proper management. Successful activities of the university are realized in the formation and maintenance of the internal atmosphere of the university itself. A manifestation of such activity is the open character of university management (transparency in making important decisions, the elective nature of governing bodies and staff appointments), as well as the tendency to provide a centralized information environment for staff (creating an extensive internal electronic information network covering all structures). This activity is essential for maintaining the cohesion of labor collectives in higher education. Elements of competitive relations are among the university staff in the field of higher education. The purpose of competition is to attract quantitative and qualitative applicants, as well as gaining public recognition. Most teachers are proud of the prestige of the university.

This article analyzes socially significant and personal values. The student's personal and professional growth is a qualitative change in his position and role in society. The source of personal and professional development are the contradictions between the achieved level of student development and the requirements that the university community makes to him. Self-educational activity is the main condition necessary for the development of professional competence among students of engineering universities at the present stage. Given the variety of definitions of self-education, we can highlight some of its essential features, such as: an independent search for additional information, the acquisition of knowledge and on-going development. Further, the article expresses the opinion that self-education can exist only on the basis of deep perspective internal motives. Individual cases of searching for answers to questions of interest to a person under the influence of any motives cannot be considered self-education.

In this paper, self-education is considered as purposeful, systematic, cognitive activity managed by students themselves, necessary for improving education.

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The successful activity of university is carried out in the formation and maintenance of the internal atmosphere of the university itself. Such activities are demonstrated by the open nature of university management (publicity in the decision-making of the main decisions, the elective nature of the governing bodies and personnel appointments), as well as by the desire to ensure a unified information environment for the staff (creation of an extensive internal electronic information network covering all divisions, regular activities of several printed publications). These activities are particularly important for maintaining the

cohesion of labor teams, moral and psychological incentives for staff and curbing the turnover of staff in higher education. One of the elements of the internal atmosphere in university staff is awareness of competitive relations in the field of higher education. The subject of competition is the attraction of quantitative and qualitatively sufficient applicants, as well as the conquest of public recognition. Most teachers are proud of the sociable recognized achievements of their university. Such positions are characterized of the managerial level (rector, dean offices) and the other management level (heads of departments). They have a more critical perception of competitors, a more demanding attitude towards staff turnover. However, the system stabilizes and develops critical reflection in it, there are comments within the community from some leaders of public opinion about the development of university. Furthermore, in this combination, each of the features noted is likely to only reinforce the other and serve as an external factor in relation to the formation of the value unity of students. On the basis of the complex rating it is possible to build a typology of socially significant and personal values. Dominant values include: autonomy (freedom) of choice, identity, education, human dignity, efficiency, quality of work. The second most important group of values includes punctuality, activeness, perseverance. Thus, the values characteristic of students' consciousness can be represented in the form of several groups. The first group has civilized values. This group includes values such as peace; religion; preservation of the environment. The second group has state-patriotic values. This group includes values such as hierarchy - a clear structure of power; the power of the state; nationality; patriotism. The third group has socio-group values. This group includes values such as saving, helping the suffering; collectivism - priority of common over personal, collective responsibility; respect for elders; respect for youth; equality of women. The fourth group has personal values. This group includes values such as individuality, human dignity, autonomy (freedom) of choice. The fifth group has professional and business values. This group includes values such as punctuality, efficiency, quality of work, education. The sixth group has values focused on social competition. This group includes such values as success, superiority, activity, perseverance, material success. The study shows that the university corporation provides personal and professional growth of students. There are different interpretations of growth in the scientific literature. According to K. Jung, every individual has a tendency towards individualization, or self-development. Individualization is a process of "self-becoming" directly related to the notion of personal growth. K. Yung believed that personal growth was an expansion of knowledge about the world and about itself, conscious awareness. In this understanding, the students' personal and professional growth is a qualitative change in his place and role in society. The source of personal and professional formation is the contradictions between the achieved level of development of the student and the demands placed on him by the university community. Self-educational activity as the main condition is necessary for the development of professional competence among students of engineering universities in modern conditions. At every historical stage of society development, the problem of self-education has been and remains relevant. The transition to the information society marked the problem of the emergence of a new paradigm of education, characterized by the redistribution of emphasis from educational activities to self-educational ones. At the moment, a number of reasons can be identified for the increasing role of self-education in modern conditions:

- The information society is based on the production of new knowledge, its wide distribution and consumption;
- The increasing role of education provides knowledge and training to the future engineer in self-education skills;
- Individual-personal process of information transformation into knowledge (self-education) becomes the leading activity in the modern information society

Analysis of scientific pedagogical literature revealed several approaches in the study of self-education. This problem is considered:

- Within the framework of continuous education theory, as a composite binder
- Part of the education ensuring its continuity and continuity throughout the person's life;
- In pedagogical bases of professional development and training, as one of the most dynamic forms of professional development;
- In sociological research, as a category mediated by the free time of personality, an element of its structure;
- In the context of pedagogical and social psychology, as an integral part of self-perception, self-improvement,

- In the context of pedagogical and social psychology, as an integral part of self-perception, self-improvement, self-development of personality.

It is necessary to differentiate such concepts as "independent work", "self-training" and "self-education". Education is the process of a person forming himself through knowledge. The main paradox of education is that it always acts as self-education, because "to educate" a person can only himself "From education should be distinguished learning, the task of which is to give a person useful skills for his own reproduction, and education, the essence of which is to give a person the abilities to serve society. The educational literature on the study of self-education gives different definitions of this activity.

On the one hand, self-education is "purposeful systematic cognitive activity governed by the individual himself, serving to improve her education" it is a continuation of general and professional education, thanks to which knowledge is updated and expanded, gaps in spiritual development of the person are filled.

On the other hand, self-education is considered as "a kind of free activity of the individual (social group), characterized by its free choice and aimed at meeting the needs of socialization, self-realization, enhancement of cultural, educational, professional and scientific levels, and enjoyment. Self-education is a truly free and, at the same time, the most complex type of educational activity, as it is connected with procedures of self-reflection, self-assessment, self-identification and development of skills acquire relevant knowledge and, transform them into practical activities ". Given the variety of definitions of self-education, it is possible to highlight some of its essential features, such as self-search for additional information, acquisition of knowledge, continuation of development.

Self-formation also has the following dominant features:

1. Self-education can take place only on the basis of deep prospective internal motives; Some cases of searching for answers to questions of interest to a person under the influence of any motives cannot yet be considered as self-education; Obtaining knowledge as an additional to the main occupation of cognitive activity;

2. Self-education takes place on the basis of the self-activity of the individual according to its individual characteristics, the purpose of which is to expand knowledge in one or more fields of knowledge and personal self-improvement based on self-control; Learning on its own initiative;

3. Self-education is carried out without detailed guidance from the outside; Individual independent learning activities.

Self-education, like any other activity, has such components as:

- Motivational;
- Targeting (approximate);
- Procedural;
- Organizational;
- Energy;
- Estimated

In the process of self-education, the motivational side is very clear. Self-awareness as a person, the definition of life plans are the main motivations of self-education. Directly associated with this is a targeting component. Its procedural side is particularly important for self-education. The student 's ability to carry out independent cognitive activities determines its functioning. No less important is the self-organization of the knowledge process: selection of work techniques, time planning, self-control. Determination through self-control of the quality of learning new knowledge, problem points, determination of subsequent educational tasks in this regard, gives the future engineer the opportunity to build the next cycle of self-education more consciously. Self-education is always carried out at a high level of activity of cognitive, will and emotional forces. Self-education is characterized by active cognitive needs and interests, effective internal encouragement of the individual to meet them, high degree of consciousness and organization for this purpose. Having analyzed the self-educational activity of a student at university, it was revealed that it performs a number of inherent functions:

- Extensive (accumulation, obtaining new knowledge);
- Compensatory (overcoming learning shortcomings, eliminating "white spots" in the sphere of professional activity);
- Self-development (improvement of their consciousness, memory, thinking, creative abilities);
- Communicative (establishment of links between sciences, professions);
- Methodological (overcoming professional narrow, building a picture of the world);

- Creative (promotion of creative work, necessarily its addition);
- Psychological (preservation of fullness of existence, sense of involvement in intellectual reserves of mankind);
- Gerontological (maintaining ties with the world and through them - the ability of the organism).

In the process of self-study, a person is both a subject and an object of activity, who determines the structural components of this activity. The components of self-study include: own targeting; internal need for self-study, self-organization of cognitive activity. The immediate incentive to self-study is to change the attitude of the student towards himself and his activities, "awareness of the ability to go beyond a given, creatively transform himself". The source of self-study is the desire of students for active cognitive work. The evaluation of the results obtained is accompanied by the formation of a new meaning-forming motive and concludes with the setting of new goals. The fundamental difference between independent work and self-education is that independent work is mainly, encouraged and managed from the outside, whereas self-educational work is internally motivated beyond educational ones. In some situations, when solving certain problems, independent activity and self-education can be so closely mutually connected that they are very difficult to spread. Successful self-education requires a certain level of cognitive activity and autonomy. Self-education implies the presence of skills for independent cognitive activity. The main skills of self-education include the following:

- The ability to predict, which allows to justify decisions of a promising nature, to predict the development of the situation, to mentally cover all subsequent activities;
- Planning skills that allow to take into account the factor of time, choose options, use different approaches in decision-making;
- Organization ability to support planned plans;
- Accounting, monitoring, and regulatory skills that allow you to assess critically your ability to meet your own challenges.

An important condition for self-education is a firmly strengthened habit of systematic mental work, which is gradually emerging. Thus, the relationship between cognitive activity and self-education is the most immediate: self-education acts as one of the highest forms of cognitive activity necessary for the development of professional competence among students of engineering universities.

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