

Artículo de investigación

Independent Work As An Important Form Of Formation Of Self-Educational Competence Of Students Of Humanitarian Specialties

Самостоятельная Работа Как Важная Форма Формирования Самообразовательной Компетентности Студентов Гуманитарных Специальностей

El trabajo independiente como una forma importante de la formación de la capacidad de autoeducación de los estudiantes de humanidades

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Abstract

Under the influence of humanistic psychology, teachers are increasingly inclined to draw conclusions regarding the priority of individual, personal and humanistic approaches to the organization of independent work at higher education institutions. The relevance of new teaching, didactic and methodological developments on the organization of students' independent work indicates the need to optimize the learning process to improve the quality of education, the intellectual level, as well as the creative potential of an individual. The article presents a theoretical analysis of independent work as the leading form of self-educational activities of humanitarian students and proposes a practical solution to the problem of the formation of self-educational competence of humanitarian students at a university, which is

Аннотация

Под влиянием гуманистической психологии педагоги все больше склоняются к выводам о приоритетности индивидуального, личностного, гуманистического подходов к организации самостоятельной работы в высших учебных заведениях. На актуальность новых педагогических, дидактических и методических разработок по организации самостоятельной работы студентов указывает необходимость оптимизации процесса обучения с целью повышения качества образования, интеллектуального уровня, творческого потенциала личности. В статье осуществлен теоретический анализ самостоятельной работы как ведущей формы реализации самообразовательной деятельности студентов гуманитарного профиля и

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reflected in the experimental verification of the elaborated pedagogical conditions of its formation. Special attention is paid to the analysis of the foreign experience of students' independent work.

Keywords: humanitarian education, independent work, self-educational activities, self-educational competence, humanitarian students.

предложено практическое решение проблемы формирования самообразовательной компетентности студентов-гуманитариев в университете, что нашло отражение в экспериментальной проверке разработанных педагогических условий ее формирования. Отдельное внимание уделено анализу зарубежного опыта самостоятельной работы студентов.

Ключевые слова: гуманитарное образование, самостоятельная работа, самообразовательная деятельность, самообразовательная компетентность, студенты-гуманитарии.

Resumen

Bajo la influencia de la psicología humanista, los docentes se inclinan cada vez más a sacar conclusiones sobre la prioridad de los enfoques individuales, personales y humanísticos en la organización del trabajo independiente en las instituciones de educación superior. La relevancia de la nueva enseñanza, los desarrollos didácticos y metodológicos de los puestos de organización del trabajo independiente de los estudiantes indica la necesidad de optimizar el proceso de aprendizaje para mejorar la calidad de la educación, el nivel intelectual, el potencial creativo del individuo. El artículo llevó a cabo un análisis teórico del trabajo independiente como forma principal de actividades de autoeducación de estudiantes humanitarios y propuso una solución práctica al problema de la formación de la competencia autoeducativa de estudiantes universitarios en la universidad, que se reflejó en la verificación experimental de las condiciones pedagógicas desarrolladas para su formación. Se presta especial atención al análisis de la experiencia extranjera del trabajo independiente de los estudiantes.

Palabras clave: educación humanitaria, trabajo independiente, actividades de autoeducación, competencia autoeducativa, estudiantes de humanidades.

Introduction

Humanism and humanization of education are due to promising global changes, occurring in the modern world. The value of human existence in harmony with oneself, nature and society comes to the forefront. The actual course of human relations is increasingly exposed to humanitarian problems, the need for universal human values, and the study of the moral and spiritual aspects of human existence in the world. In this connection, the need to improve the training of humanitarian specialists is a challenge of time.

The main characteristics of modern society relate to the fact that the dynamism of social changes is increasing, innovation processes are accelerating, as well as the uncertainty of the conditions of human activity. The need to adapt a person to new realities requires adequate changes in the socialization of an individual, which is largely performed through education.

In the past, the prevailing educational idea was connected with the transformation of science into

the main means of human exploration of the world, which was the development of rational thinking. As a result, this led to a diminishing role of the humanitarian component of the educational process. Today, it becomes obvious that the uniting link between the culture of natural science and the socio-humanitarian culture is the introduction of moral and aesthetic categories into the sphere of education. That is the reason why the volume of humanitarian studies is constantly increasing at educational institutions of the USA and in some countries of Western Europe. Having analyzed the main trends in the development of modern universities, the experts on this issue note that even traditionally technically and technologically oriented universities are forced today to significantly increase the number of classroom hours and the list of humanitarian subjects (Shishov, 2015; Sumzina et al., 2015). At the same time, it is considered that humanitarian disciplines should ensure individual and personal development, and social sciences should form a

holistic view of the development of the society as a system (Bikbulatova, Rabadanova, Yulina, 2017; Teichler, 2003; Manukhin, Volodina, 2015).

A list of humanitarian disciplines at Massachusetts Institute of Technology, which is equal to the status of a university, can be provided. The list includes disciplines such as history, philosophy, literature, religious studies, political science, sociology, economics, history of science and technology, anthropology, and visual arts (Sumzina et al., 2015). At leading universities in the United States, including Harvard, Yale, and Princeton, non-humanitarian students are required to study ten courses in five major areas of culture: three in literature and art, two in history, two in social and philosophical studies, two – from the sphere of natural science, one – language studies and local history (Eckel, King, 2004).

It should be noted that the organization of the educational process at a modern university is based on the principles of the sufficiency of scientific, cognitive, informational and methodological support, which can lay the foundation for independent creative development and understanding of knowledge, as well as the manifestation of creative and research initiative of future specialists.

Consequently, the main attention is paid to the organization and implementation of independent work by students and self-education related to it, which is considered as an independent process of cognitive-research activity of an individual, aimed at increasing the level of theoretical knowledge and professional skills. This process is possible given that stable motivation to the process of personal and professional self-development is formed.

Raising the level of students' independence in the process of their professional training and self-education forms in them the ability to optimize the time limit required for an assignment. This ability is one of the main results that a student will use in his or her further professional activity. An effective means of such education is to attract students to designing training tasks, encouraging them to independently seek knowledge in the framework of individual research activities of students, which ensures the development of variable abilities, combinatorial skills of a student to compare, analyze, generalize and think inversely (Grechukhina, Merenkov, 2016).

At the university, independent work performs various functions, among which an important place is occupied by:

- training function, which is the development of primary sources, contributing to a deeper understanding of the learned knowledge, the acquisition of skills, abilities, techniques of their self-renewal and creative application;
- cognitive function, the purpose of which is to master a new amount of knowledge and expanding horizons; corrective function, which implies the comprehension of the latest theories, concepts, categories, approaches to the definition of the essence of known concepts, directions of development of science, etc.;
- stimulating function, the essence of which lies in such an organization of independent work, when a student gets satisfaction from the results of cognitive activity;
- educational function, which is aimed at the formation of such qualities as will, purposefulness, responsibility and discipline, the development of independence as personality traits and a stereotype of cognition;
- developmental function, aimed at the development of independence, creativity, research skills of an individual (Uvarovskaya, Kraeva, 2009).

At the same time, the ability of an individual for independent work and self-education is a key component of the professional competence of future specialists.

Self-educational competence (hereinafter – SC) of humanitarian students in the context of the study is considered as a qualitative characteristic of students' personality, which is a set of professional skills and abilities, the ability to independently organize cognitive-research activities, awareness of the need for professional and personal self-development aimed at improving the theoretical knowledge base and practical skills to increase their own level of competitiveness in the labor market.

SC formation is defined as the process of developing students' awareness of the need for personal and professional self-development in the professional sphere, mastering the skills and abilities to organize the cognitive-research activity, the ability to work with various sources of information in the professional direction to increase their own level of knowledge and skills.

The purpose of the research is the assessment of the effectiveness of the pedagogical conditions for SC formation of humanitarian students, as well as the study of international experience in organizing independent extracurricular work of students.

The hypothesis of the research is as follows: SC formation of humanitarian students is possible when creating special educational conditions.

According to the results of the study, it can be concluded that the goal set in the study was achieved.

Methods

Achieving the goal involved the use of the following methods:

surveys, pedagogical experiment, expert assessment of teachers, and analysis of reports from student practice – to determine the effectiveness of pedagogical conditions for SC formation;
statistical methods – methods of mathematical statistics, in particular, the criterion of rank correlation of C. Spearman and the χ^2 -criterion for quantitative and qualitative processing of empirical data.

The following data were previously characterized:

criteria of SC (motivational, instrumental, activity and reflexive), indicators of SC (striving for continuous self-improvement and professional growth; possession of knowledge of techniques and methods of organizing effective activities; ability to apply this knowledge; students' readiness to adequately assess the results of their own activities), levels of SC formation (low, medium, sufficient and high).

Humanitarian students with a high level of SC are characterized by high motivation to achieve success in their activities; understand the features of the organization of independent cognitive-research activity, show a high level of knowledge and proficiency in analytical methods, and are able to constantly update knowledge in the professional sphere; know how to conduct dialogue and build relationships in a team; able to adequately assess the results of their own activities, as well as other team members, to analyze deficiencies and correct them.

Humanitarian students with a sufficient level of SC are aware of the role of the process of self-

development in professional activities; have basic knowledge of the methods of organizing professional activities; are characterized by the ability to replenish knowledge in the professional sphere, the ability to build relationships with other team members, as well as the ability to systematically organize professional activities and adequately evaluate its results.

Humanitarian students with a medium level of SC are motivated to succeed in their activities and strive for self-improvement, but under the influence of external factors; have an idea of the nature of cognitive-research activity, but do not have enough skills in organizing independent work; they realize the need to take responsibility for themselves for the decisions and actions of the team, but it is difficult for them to do this due to self-doubt.

Humanitarian students with a low level of SC do not realize the importance of self-education for professional and personal development; are not motivated to achieve professional success, which causes their inability to organize the work of the team; do not possess the skills of self-control and self-management of the process of self-improvement; poorly developed communication skills prevent them from effectively building relationships in a team; they do not have the skills to organize independent cognitive-research activity. The formulation and statement of one's own point of view, as well as the application of independently obtained knowledge and skills, occurs only in typical situations.

To determine the level of SC of humanitarian students within the framework of the motivational criterion, the following techniques were used: questionnaires: "The motivation to success" (T. Ehlers); "Researching the motives of students' learning activity" (A. Rean, V. Yakunin).

The instrumental criterion was determined by the teacher's expert assessment of the results of students' independent work, interviews; conducting interviews with experts, round tables; questionnaire "Human behavior in the group" (method of Stephenson's Q-sorting).

Within the framework of the activity criterion, SC formation of humanitarian students was assessed using the method of expert assessment of teachers, the test "Professional relationships in a team" (according to the method by K. Thomas), the questionnaire "Communicative and organizational tendencies".

The reflexive criterion was determined by conducting a survey with curators of academic groups, teachers, students' self-assessment and their participation in extracurricular activities (conferences, scientific and practical seminars), methods of diagnosing reflexivity by A. Karpov.

According to the results of the ascertaining experiment, the majority of humanitarian students have low (52.7%) or medium (31.3%) levels of SC formation; a significantly smaller percentage of respondents have high (6.2%) or sufficient (9.8%) levels.

Humanitarian students of the first to fourth years of the university participated in the formative stage of the pedagogical experiment, in the quantity of 58 people. In the process of preparing humanitarian students of the experimental group (EG), the pedagogical conditions for SC formation were introduced.

Results and discussion

The pedagogical conditions for SC formation of humanitarian students during the formative phase of the experiment were introduced in four stages (organizational and preparatory, theoretical and orientational, effective-executive, and control-diagnostic), each of which had a corresponding goal, content, methods of work and the expected result.

At the first, organizational and preparatory stage, in the preparation process, a quasi-professional and stimulating educational environment was created; interactive teaching methods were introduced, namely: round tables, debates, training sessions and business games aimed at increasing students' interest in the process of self-education and awareness of the need for its successful organization. An indicator of completeness of the first stage is the formation of motives for the presence of developed SC, the awareness of the need for self-improvement to effectively perform the professional activity.

During the second theoretical and orientational stage, a stimulating educational environment was created with the aim of attracting students to cognitive-research activity and participation in designing ways of organizing future professional activities. Qualitative indicators of SC formation of humanitarian students at this stage are the active participation in business games and project activities, the preparation of analytical work on the humanitarian disciplines.

At the third, effective-executive stage, humanitarian students participated in case studies, round tables, disputes, project activities, as well as the preparation of scientific and research projects. At the effective-executive stage of SC formation for third-year students, a special course on "Self-Education Management" was taught, focused on mastering the methods and techniques of organizing the cognitive-research activity. Qualitative indicators of SC formation of humanitarian students at this stage are the preparation of research works, the development of student projects, active participation in various training courses within the framework of the special course and the development of students' own cases.

During the fourth, control-diagnostic stage, the level of SC formation of humanitarian students was assessed; the obtained results were analyzed in order to make changes. To obtain the results, the following control methods were used: testing, interviewing, questioning (subjective), as well as students' participation in extracurricular activities, student government and public organizations (objective).

The qualitative indicators of SC formation of students at this stage were the participation in student government and public organizations, in particular, a student union; their participation in competitions and contests, research and practice conferences.

The comparative results of the experimental work are presented in Table 1.

Table 1. Comparative table of the level of SC formation of humanitarian students in the process of professional training

Level	Criteria										
	Motivational		Instrumental		Activity		Reflexive		Total		
	EG	CG	EG	CG	EG	CG	EG	CG	EG	CG	

Ascertaining stage

High	4.6	3.5	8.3	10.3	11.6	14.0	2.5	4.5	6.2	8.0
Sufficient	8.8	8.5	13.0	12.7	14.2	15.4	3.0	2.3	9.8	9.7
Medium	30.7	27.0	33.0	32.0	29.8	27.9	31.6	29.6	31.3	29.0
Low	57.9	61.0	45.7	45.0	44.4	42.7	62.9	64.6	52.7	53.3

Control stage

High	29.7	10.0	26.8	12.2	31.5	14.5	31.2	18.4	29.8	13.7
Sufficient	33.3	11.6	40.6	14.6	35.7	25.8	36.8	25.2	36.6	19.3
Medium	23.0	35.6	19.2	31.7	23.9	30.5	26.7	23.4	23.2	30.3
Low	14.0	42.8	13.4	41.5	8.9	29.2	5.3	33.0	10.4	36.7

According to the comparative analysis of the research results in the experimental group, there were significant positive changes in the redistribution of the level of SC formation of humanitarian students. The number of respondents with a high level increased from 6.2% during ascertaining diagnosis to 29.8% during the control experiment; with a sufficient level – from 9.8% with verification up to 36.6% during the control examination. The medium level of SC formation decreased by 1.3 times (from 31.3% at the time of ascertaining to 23.2% at the control stage), while the low level – by 5 times (from 52.7% at the ascertaining stage to 10.4% at the control stage). Positive changes also occurred in the control group; however, they were insignificant. The effectiveness of pedagogical actions is confirmed by the methods of mathematical statistics (criterion of rank correlation of C. Spearman and χ^2 -criterion).

It should be noted that the organization of students' self-education activities is associated with improving the quality of a teacher's work, preparing and updating methodological support, since the teacher participates in it indirectly. At the same time, its effectiveness, according to Odintsova, depends on the following conditions for the stimulation of cognitive activity:

- a student should clearly know the purpose of studying the subject and its content to the full extent before starting to study a discipline itself;
- a student should have all the necessary information material at the lesson, the opportunity to freely consult with the teacher at the lesson, free access to the

necessary information with minimal time spent on obtaining it during the extracurricular time, incentives for systematically and promptly acquired knowledge, skills, and abilities (Odintsova, 2009).

V.D. Bushuev and S.I. Shelobaev believe that the effective educational process is based on the integration of the traditional, programmatic direction and the reserve line of parallel education using technical means of education and educational-methodical complexes (Bushuev, Shelobaev, 2010).

The analysis of foreign scientific and pedagogical literature allows the authors to conclude that a number of concepts are used to determine the essence of the phenomenon of "independent work", making it possible to highlight various aspects of this work.

Thus, German teachers use the term "independent work" (selbstständige Arbeit), as a rule, in the sense that is common in Russian pedagogy. Sometimes the concept of "mediated learning" (mittelbarer Unterricht) is used, that is, the work conducted under the mediated guidance of a teacher; the opposite concept is "direct" (unmediated) training (unmittelbarer Unterricht), which occurs under the directive guidance of a teacher (Beutner, Pechuel, 2017).

In the scientific works of teachers in Great Britain, the concept of "independent work" is defined as an independent study, individual instruction study, autonomous study, self-

directed learning, and self-access learning (Fry, Ketteridge, Marshall, 2009).

Thus, independent work is determined by the researchers from Great Britain as follows: 1) as a multifaceted, multifunctional phenomenon, which has not only educational but also personal and social significance; 2) as the basis for the formation and development of a personality, which is inherent in creative individuality, a high level of knowledge, general and professional culture; 3) as the main didactic condition for the optimization of the educational process. It forms in future professionals the ability to independently manage their own learning; builds confidence in achieving success in mastering new branches of knowledge; develops critical thinking, individual abilities and initiative; raises personal responsibility for the level of academic achievements; stimulates students to self-improvement; provides an opportunity to make independent decisions; ensures the right to freedom of choice; stimulates creative research activity of students; allows acquiring the skills of independent and efficient organization of their own future professional activities (Macaskill, Taylor, 2010).

British researchers note that independent extracurricular work occupies a key place in the process of forming professional competence. According to J. Hewitt-Taylor, independent work is the basis for the formation and development of personality and provides for the formation of the ability to independently manage their own learning; confidence in achieving success in mastering new branches of knowledge; development of critical thinking, individual abilities; raising individual responsibility for the level of academic achievement; encouraging students to self-improvement; making independent decisions; creative and research activity of students; the acquisition of skills of self-organization of their own activities (Hewitt-Taylor, 2001).

According to the findings of M.C. Murray and J. Pérez, teachers cannot fully realize the goals of the educational process and therefore it is necessary to modify the traditionally distributed roles of the teacher and students. In the traditional model of organizing the educational process, the control over its conduct is the direct responsibility of the teacher, while the student is considered to be a passive, fully controlled object within the educational process that lacks responsibility for his or her own actions. The lack of active involvement in the educational process and interest in its regulation significantly reduces

the quality of mastering educational material. Therefore, the student should become an active, decisive, creative and responsible participant in the educational process (Murray, Pérez, 2015). L. Dickinson, studying the characteristics of the most successful students, found that the awareness of responsibility for their own education directly affects the results of the educational process (Dickinson, 1995).

Much attention is paid to students' awareness of the goals of independent work. C.P. Dalland states that both the student and the teacher should clearly understand not only what they do but also why. This is important in terms of the motivational aspect and general educational validity (Dalland, Klette, 2016).

At the universities in France, independent work is an integral part of the educational process. The concept of "independent work" corresponds to the French term "le travail individuel" (individual work), which implies training, which is conducted according to the individual interests and needs of the student.

The United States use the term "independent study", the essence of which is the organization of educational activities in which students receive relative freedom with regard to the choice of ways, methods, and means of acquiring knowledge according to curricula and programs. Firstly, training and, accordingly, independent work, take place within the framework of general educational training and only after the end of the general scientific cycle, the specialization takes place in accordance with the direction of training. Therefore, at modern American universities, a teacher determines the direction of independent study, since it instills the ability to learn and contributes to the formation of a high culture of such activities.

The development of research in the field of students' independent work is associated with the formation of the concept of "Learner-Centered Teaching", which defines the principles of improving the effectiveness of training and ways to implement them. Thus, according to the first principle, the training should correspond to the needs, personal characteristics and ideas of those who study. The second principle assumes that students will play an active role in planning their own learning programs. The third principle predetermines the need for the teacher to possess a wide arsenal of technologies and teaching methods and abilities to choose the most effective ones in a particular learning situation. That is, it does not offer specific technologies and

methods, but a new look at their use (Boyadzhieva, 2016).

Unlike other pedagogical theories and educational paradigms, the concept of "Learner-Centered Teaching" has several advantages, in particular:

- it is focused on quality, but not on the form of training. Methods, ways, and means of ensuring the quality of education are selected on the basis of personal characteristics in collaboration with the student;
- it is open to any sources of more effective learning of a particular student in a particular situation and does not define any ideological barriers;
- it seeks correspondences in the educational process not with a specific methodology, but with the needs of each individual group or an individual student, it can only be determined locally, based on the study of the personal development of each student or the characteristics of the group;
- it positively perceives the differences between students, their learning goals and learning context. Therefore, it rejects the existence of a single universal method of correct learning (Dano-Hinosolango, Vedula-Dinagsao, 2014).

It should be noted that the concept of "Learner-Centered Teaching" is based on independence and decision-making ability, corresponds to the nature and peculiarities of adult education; therefore, it is provided for the student's professional education. At the university, there is the greatest need and tremendous opportunities for the implementation of this concept.

Conclusion

Thus, it can be stated that in the Russian and foreign scientific literature, the common features regarding the definition of the essence of the concept of "independent work of students" are as follows: 1) the management of independent activities: teacher's direct management ("directed by", "under control"); mediated management ("in accordance with tasks", "without personal participation"); self-government; 2) the need to use mental and (or) physical effort to achieve the goal, to fulfill the tasks of independent work; 3) the formation or presence of the activity of the subject of training; 4) the student's formation, acquisition, improvement of the necessary

amount of knowledge and skills to implement educational and cognitive activity.

The results of the pedagogical experiment testify to the effectiveness of the pedagogical conditions for SC formation of humanitarian students, the implementation of which provided high results of professional training at the university.

The conducted analysis confirms the relevance of the study of foreign pedagogical heritage on students' independent work. To effectively use the achievements of pedagogical science and foreign experience of higher education in organizing students' independent work, it is advisable to identify the pedagogical conditions for its improvement based on the didactic analysis of its structure and content, and then correlate them with the Russian didactic concepts of the educational process.

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