

## About of self-education of students of high school

Zhumabaeva Zayda Efimovna<sup>1,\*</sup>, Zhedelov Kurmangazy Orazovich<sup>2</sup>, Shagirova Kunimai<sup>3</sup>, Kunanbaeva Magziya<sup>1</sup>, Kuderina Aizhan Ermekovna<sup>4</sup>, Zhanadilova Karashash<sup>5</sup>, Alkhatova Tolkyn<sup>5</sup>, Sakenov Janat Zhantemirovich<sup>1</sup>, Seytgalieva Farida I.<sup>6</sup>, Kazhmuratova Alma T<sup>6</sup>, Schneider Elizaveta A<sup>6</sup>

<sup>1</sup>*Pavlodar state pedagogical institute, 140006, Pavlodar, Mira Street, 60, Kazakhstan*

<sup>2</sup>*KazNU named after al-Farabi, Kazakhstan. 050000, Almaty*

<sup>3</sup>*Kazakh State Women's Pedagogical University, 020000, Almaty, Seifullin Street, 57, Kazakhstan*

<sup>4</sup>*Pavlodar State University named after S. Toraigyrov, 140000, Pavlodar, Lomov Street, 64, Kazakhstan*

<sup>5</sup>*Kokshetau University named after Myrzahmetova, 020000, Kokshetau, Kazakhstan*

<sup>6</sup>*Astana gymnasium №2 them. G. Kairbekov, 010000, Astana city, Seifullin Street, 19, Kazakhstan*

**Abstract:** The article examines the following questions: In study the essence of self-education of students of high school on the basis of the theoretical analysis of a readiness of a problem in the theory and practice is defined. Self-education of students of high school is a process and result of development in students of high school of abilities of statement of a self-educational educational task; realization of self-educational educational actions and operations; self-checking behind a course of the solution of a self-educational educational task and self-image of result. Pedagogical conditions of activation of self-education of students of high school of faculty of pedagogical sciences of the state teacher training college are defined. The Model of self-education of students of high school taking into account pedagogical conditions of its activation is developed. Pedagogical efficiency of the offered Model of self-education of students of high school is experimentally checked and proved. On the basis of the received experimental data conclusions are drawn and recommendations about improvement of self-education of students of high school are offered.

**Key words:** *Students; High school; Self-education; Self-education of students of high school; Model*

### 1. Introduction

The level of research scientific problem is one of essential problems of vocational training of students of high school is a problem of the organization of work on development of different types of activity the important place among which borrows self-educational, necessary for high-quality preparation of students of high school for future professional activity. The importance of pedagogical disciplines for development of self-educational activity of students of high school is defined by that level and quality of pedagogical education are one of the main indicators of the general and special preparation of future teacher. The problem of activation of self-education of students of higher education institution is investigated in works Marsh H& Martin A. [1], Ishanov, P., Bekmambetova, Z. [2], Schantz, E.A. [3], Osipova S.V., Botalova O.B., Kunanbaeva M.S., Vedilina E.A. [4], Karl Steffens [5], Rubie D. [6], Sakenov, D. Zh. [7], Masumeh Hemmati Maslakhpak, Samira Orujlu [8], Afyon Y.A. [9], Mehrangiz Shoaakazemi, Mehravar Momeni Javid, Raziye Keramati, Fariba Ebrahimi Tazekand [10], John Barnett and Derek Hodson [11], Andriesh, V.A [12] etc. At all variety of researches, the problem of activation of self-education of students of high school

as future teachers of pedagogical psychology was not a subject of concrete pedagogical research.

The analysis of researches of Marsh H& Martin A. [1], Ishanov, P., Bekmambetova, Z. [2], Schantz, E.A. [3], Osipova S.V., Botalova O.B., Kunanbaeva M.S., Vedilina E.A. [4], Karl Steffens [5], Rubie D. [6], Sakenov, D. Zh. [7], Masumeh Hemmati Maslakhpak, Samira Orujlu [8], Afyon Y.A. [9], Mehrangiz Shoaakazemi, Mehravar Momeni Javid, Raziye Keramati, Fariba Ebrahimi Tazekand [10], John Barnett and Derek Hodson [11], Andriesh, V.A [12] allows us to note that innovative reference points of development of the higher education, stateside value of self-education, need of search in practice of preparation of future teacher of such approaches which are directed on development of self-organizing, initiative, independence in decisions and actions, the problem of justification of pedagogical conditions of activation of self-education of students of high school in this regard is strategized. Self-education of students of high school is a process and result of development in students of high school of abilities of statement of a self-educational educational task; realization of self-educational educational actions and operations; self-checking behind a course of the solution of a self-educational educational task and self-image of result. In our opinion, self-education of students of high school includes the following structural components:

\* Corresponding Author.

- motivational,
- substantial,
- activity.

The carried-out analysis of a status of a readiness of a problem of activation of self-education of students of high school allowed revealing the following contradictions:

- ❖ Between the realization of the purpose of vocational training of students of high school assuming a formation at students of high school of abilities of self-education and established practices of vocational training of experts in pedagogical higher education institution;
- ❖ Between requirement of activation of self-education of students of high school on the one hand, and lack of a technique and the technologies causing productivity of self-education of students of high school;
- ❖ Preceding from urgency and contradictions the Research objective is development, theoretical justification and experimental check of pedagogical conditions of activation of self-education of students of high school.

## 2. Methods

Statement of research objectives, tasks. For the solution of the set objectives and verification of initial assumptions the following research methods were used:

- Studying of psychological and pedagogical literature, the analysis and synthesis of received information on a research problem, pedagogical modeling;
- Questioning, testing, conversation, natural experiment, analysis and synthesis of pedagogical experience, analysis of documentation and results of activity of teachers;
- Methods of mathematical statistics: ranging method, method of an expert assessment.

## 3. Main part

Author's original methodological approach: Self-education of students of high school is a process and result of development in students of high school of abilities of statement of a self-educational educational task; realization of self-educational educational actions and operations; self-checking behind a course of the solution of a self-educational educational task and self-image of result.

In our opinion, self-education of students of high school includes the following structural components: motivational, substantial, activity.

On the basis of the given components of self-education of students of high school we allocated competences of self-educational activity of students of high school:

- educational,
- research,
- organizational,

-social and educational and technological which are the generalized indicators of activation of self-education of students of high school.

These components of self-education of students of high school define levels and criteria of their formation. Levels of a formation of self-education of students of high school:

- High,
- Average,
- Low.

Criteria and indicators of a formation of self-education of students of high school:

- substantial (self-assimilation of pedagogical knowledge, concepts, categories, laws);
- motivational (interest, requirement, readiness for self-education);
- activity (mastering by self-education actions, existence of abilities of the rational organization of self-education).

The self-education of students of high school focused on development of competence of self-educational activity of students of high school as professionally important qualities of future teacher, demands the special organization of the pedagogical conditions which component are motivational, substantial and activity conditions. The motivational part of pedagogical conditions assumes stimulation of motivation of self-education; the substantial part of pedagogical conditions consists in orientation of process of self-education to formation of modern pedagogical knowledge, with providing its personnel, methodical, material components; the activity part of pedagogical conditions provides active participation and self-estimation of students of high school of a level of development of professionally important qualities during introspection of efficiency of the self-educational work. On the basis of the carried-out analysis of works of Marsh H& Martin A. [1], Ishanov, P., Bekmambetova, Z. [2], Schantz, E.A. [3], Osipova S.V., Botalova O.B., Kunanbaeva M.S., Vedilina E.A. [4], Karl Steffens [5], Rubie D. [6], Sakenov, D. Zh. [7], Masumeh Hemmati Maslakpak, Samira Orujlu [8], Afyon Y.A. [9], Mehrangiz Shoaakazemi, Mehravar Momeni Javid, Raziye Keramati, Fariba Ebrahimi Tazekand [10], John Barnett and Derek Hodson [11], Andriesh, V.A [12] etc., we offer Model of self-education of students of high school in Fig. 1.

The explanation to Fig. 1. Model of self-education of students of high school:

- I- self-education of students of high school;
- II- the purpose - activation of self-education of students of high school;
- III- motivational, substantial, activity components self-education of students of high school;
- IV- competences of self-educational activity of students of high school:
  - educational,
  - research,
  - organizational,
  - social and educational and technological which are the generalized indicators of activation of self-education of students of high school;

V- Levels of a formation of self-education of students of high school:

- High,
- Average,
- Low;

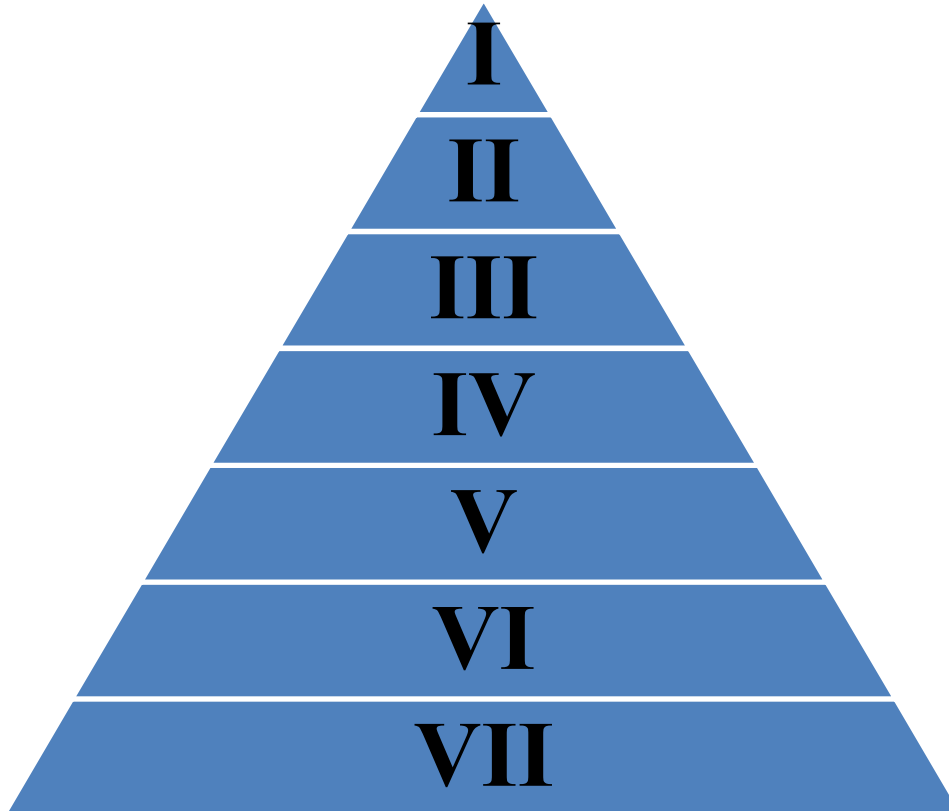
VI- criteria and indicators of a formation of self-education of students of high school:

- substantial (self-assimilation of pedagogical knowledge, concepts, categories, laws);

- Motivational (interest, requirement, readiness for self-education);

- Activity (mastering by self-education actions, existence of abilities of the rational organization of self-education);

VII- pedagogical conditions of self-education of students of high school.



**Fig. 1:** Model of self-education of students of high school

Scientific originality and uniqueness of the Model of self-education of students of high school. For check of pedagogical efficiency of the Model of self-education of students of high school developed by us, the structure and the main content of experimental work on activation of self-education of students of high school in pedagogical conditions of the self-education of students of high school organized on the basis of offered Model is developed.

The description of skilled and experimental work at an ascertaining stage includes the analysis of the received empirical data and existing practice of self-education of students of high school. 123 students of high school of experimental (EG) entered into sample surveyed at an ascertaining stage and control (CG) of groups. Proceeding from the results of research received at an ascertaining stage, it is possible to argue that, despite available positive experience on the organization of self-education of students, in existing practice of work necessary pedagogical conditions are not realized. During experimental work the following became clear. First, the considerable part of students of high school is not motivated to self-education. Secondly, educational process of establishment is not directed

on the organization of self-education of students of high school.

Experimental work at a forming stage was constructed by means of realization of all structural components and the put conditions of Model of self-education of students of high school. Diagnostics of level of self-education of students of high school was carried out with use of the rating monitoring system which allowed revealing steady increases of level of self-education of students of high school to what results of experiment in experimental (EG) and control (CG) groups before experiment (Fig .2) testify.

The analysis and processing of results of experiment revealed that in experimental groups the number of students of high school with high level of self-education after experiment increased by 40 %, number of the students of high school who have reached middle tier of self-education – for 8 %, the number of the students- of high school having low level of self-education – decreased for 48 %. Results of experiment in control groups testify to increase in number of students of high school with high level of self-education for 5 %, average self-education level – for 3 %, reduction of low level of self-education – for

8 %. Thus, the obtained experimental data confirm efficiency of the developed Model of self-education of students of high school and the pedagogical conditions of activation of self-education of students

of high school put in Model, such as motivational, substantial and activity conditions.

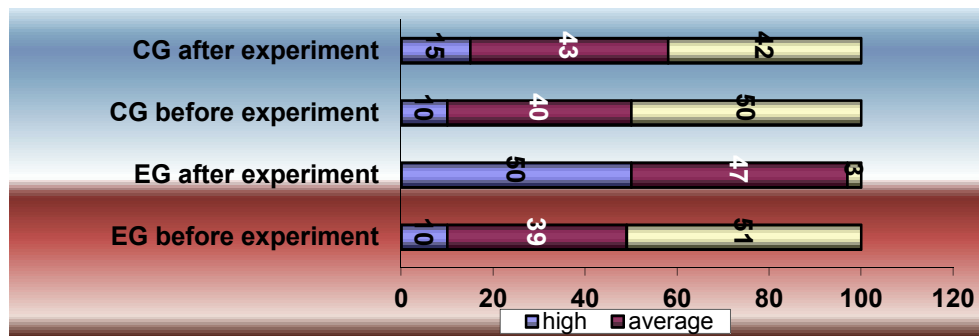


Fig 2: Diagnostics of level of self-education of students of high school

The motivational part of pedagogical conditions stimulated motivations of self-education; the substantial part of pedagogical conditions focused self-education process on formation of modern pedagogical knowledge, with providing its personnel, methodical, material components; the activity part of pedagogical conditions provided active participation and self-estimation of students of high school of a level of development of professionally important qualities during introspection of efficiency of the self-educational work. Results of research demonstrated that change of character and the organization of self-education of students of high school of experimental groups at the expense of realization of all structural components of Model of self-education of students of high school became considerable distinction between control (CG) and experimental (EG) groups.

#### 4. Conclusions and recommendations.

The novelty of the scientific research results. As a result of the carried-out research the essence self-education of students of high school on the basis of the theoretical analysis of a readiness of a problem in the theory and practice is defined. It is proved that self-education of students of high school is a process and result of development in students of high school of abilities of statement of a self-educational educational task; realization of self-educational educational actions and operations; self-checking behind a course of the solution of a self-educational educational task and self-image of result.

Pedagogical conditions of activation of self-education of students of high school of faculty of natural sciences of the state teacher training college are experimentally defined.

The Model of self-education of students of high school taking into account pedagogical conditions of its activation is developed and approved.

It is experimentally checked and statistical methods proved pedagogical efficiency of the developed Model of self-education of students of high school.

Unlike the works of Marsh H& Martin A. [1], Ishanov, P., Bekmambetova, Z. [2], Schantz, E.A. [3], Osipova S.V., Botalova O.B., Kunanbaeva M.S., Vedilina E.A. [4], Karl Steffens [5], Rubie D. [6], Sakenov, D. Zh. [7], Masumeh Hemmati Maslakhpak, Samira Orujlu [8], Afyon Y.A. [9], Mehrangiz Shoaakazemi, Mehravar Momeni Javid, Raziye Keramati, Fariba Ebrahimi Tazekand [10], John Barnett and Derek Hodson [11], Andriesh, V.A [12] broad analytical approach to this problem, allowed to us develop Model of self-education of students of high school.

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