

CONCEPT CONTENT AND STRUCTURE OF SELF-EDUCATIONAL COMPETENCE OF SCHOOL STUDENTS IN THE MODERN EDUCATIONAL SPACE

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ABSTRACT

The **purpose** of the article is to characterize the self-educational competence as a key one in the modern educational space and reveal the essence and distinguish the structural components of the self-educational competence of school students.

Methodology. The study used the terminological analysis, it provided the development of the competence approach concepts, the competence, the self-educational competence; the general scientific method facilitated the analysis and systematization of scientific and methodological literature (regarding the study of the competence approach concept and approaches to determining the self-educational individual competence); the comparative method was the basis for comparing the interpretation of the essence of students' self-education.

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Results. *In the course of the study, such concepts as "competence approach", "competence", and "self-educational competence" were analyzed as key ones. Approaches to the self-educational competence interpretation for schoolchildren (activity, personal and integrative ones) are highlighted and summarized. The views on understanding the structure of the self-educational competence for schoolchildren are systematized and compared. The refined definition of the self-educational competence for schoolchildren based on the integrative approach is proposed. The conducted analysis of psychological and pedagogical research provides the grounds for delineating the components of self-educational school students' competence.*

Conclusions. *The self-educational competence of a school student is understood as a personality's integrated quality, which is determined in a certain way by systematized knowledge, self-educational abilities, and skills, by a focus on life-long learning, motives, and aspiration for self-educational activities, self-control skills and reflection, self-evaluation of educational activities. The structural components of school students' self-educational competence are motivational-value, substantive-procedural, and control-reflective.*

KEYWORDS: *Competence, Competence Approach, Self-Education, Self-Educational Activity, Self-Educational Competence, Self-Development.*

INTRODUCTION

Education around the world is undergoing significant changes and reforms. This process is aimed, in particular, at forming the ability of graduates of public secondary education institutions to learn independently throughout their lives.

The self-educational competence as a phenomenon in philosophical and sociological perspectives was studied by O. Burluka (2005), L. Hrynevych (2016), O. Kovalova (2018), V. Osodlo (2010) and others; the pedagogical aspect of the self-educational competence is revealed in the works by L. Bilousova (2019), N. Bukhlova (2008), N. Burba (2018), N. Dovmatovych (2014), M. Dubinka (2019), V. Haida (2019) and others.

The formation of the self-educational personality's competence is a complex, multi-stage and long process that begins during the period of schooling. This period

is practically unexplored from this point of view.

Therefore, it is important to update and revise the theoretical foundations of the formation of self-educational competence, first of all, its essence and structure, taking into account the new conditions of the functioning of the educational system.

The **purpose** of the article is to characterize the self-educational competence as a key one in the modern educational space and reveal the essence and distinguish the structural components of the self-educational competence of school students.

METHODOLOGY

The study used the terminological analysis, it provided the development of the competence approach concepts, the competence, and the self-educational competence; the general scientific

method facilitated the analysis and systematization of scientific and methodological literature (regarding the study of the competence approach concept and approaches to determining the self-educational competence of an individual); the comparative method was the basis for comparing the essence interpretation of students' self-education.

RESULTS

Current science and educational practice prove the relevance of the problem of self-education of school students, which lays the foundations for the formation of the ability to lifelong learning based on the competence approach.

It is crucial to consider *the idea of the competence approach* as the basis for building a modern educational process.

The competent approach is the methodology of designing a modern educational space both in Ukraine and in other countries of Europe and the world. The relevance of the idea of introducing a competency-based approach to the construction of the educational process in institutions of general secondary education is that in the complex modern world it is not enough for school graduates to have only knowledge – they must use it.

Competence-based education aims to comply with the personal, social, professional, and cultural needs of modern society. With this direction, there is a transition from the traditional approach (centred on teaching) to education, focused on learning, where the centre of the learning process is students (Ovcharuk, 2004).

The main idea of the competency-based approach is “the implementation of the activity-based nature of the education content, as a result of which the student turns from an object into a subject of

learning, and develops himself/herself as a person” (Hrybanova, 2019).

An analysis of the main provisions of the competency-based approach shows that it differs significantly from the traditional knowledge of the first one in all aspects of the educational process organization because there is a clear emphasis on the effective training of students and a focus on changes in students as a subject of learning in a competent approach.

In Ukraine, one of the basic components of the current innovative education reform formula of “New Ukrainian School” is the new content of education, based on the formation of competencies necessary for the successful further self-realization of school graduates in society. The concept of the reform of “New Ukrainian School” details the general idea of reforming the education system, laid down in the new current basic law “On Education”.

Competence as a result of learning is defined by the State Standard for Basic and Complete General Secondary Education, where personality-oriented, competence-based, and activity-based approaches are recognized as priorities and implemented in the educational industry as components of the content of general secondary education. The competency-based approach requires changing the orientation of the educational process towards its results. The results are key, interdisciplinary, and subject competencies that are hierarchically subordinated (Liskovych, 2014).

The concept of “competence” is one of the most widespread and popular pedagogical categories in foreign and Ukrainian science. The theoretical foundations of the competence approach in education were laid in the 50s and 60s of the 20th century in the United States of

America for the business needs and entrepreneurship development.

As the researchers note, the term “competence” was first proposed by K. Landberh in the work “Planning the Program for the Development of Administrators”, and after that, the concept was supported by D. McClelland in the work “Testing to Identify Competence, and Not Mental Abilities” (Avsheniuk et al, 2014)

It is important to analyze the *modern concepts of competence and the self-educational competence as key competences*.

The scientific works by O. Lokshyna (2014), A. Mack (2001) and many others are devoted to the historical aspect of the formation of the concept of “competence”.

According to P. Hager, the following evolutionary stages can be distinguished in the understanding of the concept of competence by world scientists: from interpretation of the competence as a demonstration of an activity to a view of competence as certain skills of a general type that will determine the nature of activities or how actions will be performed, and after that to the interpretation of competence as a property that requires a person to have not only abilities and skills, but also intellectual, moral, and social qualities to carry out activities (Lokshyna, 2014).

Since competence is characterized as a combination of knowledge, skills, and attitudes in the relevant context of human activity, and key competence is that which is formed primarily for personal development, active citizenship, social integration, and employment, then key competences have both high personal and exceptional social value (Savchenko, 2011).

It is believed that the impetus for the establishment of key competencies was the recommendations of the World Declaration on Education for All “Toward Basic Educational Needs” (Thailand, 1990), which emphasized the interaction of knowledge, skills, motivation, values, and attitudes in the assimilation of important social and behavioural skills by a personality (Savchenko, 2011).

Already in 1996, UNESCO's report on education for the 21st century formulated four value directions along which education should develop: the ability of people to live together, the ability to learn, the ability to act, and the ability to be.

In the late 1990s, the Council of Europe offered educators a list of five groups of key competencies that young Europeans should possess, including “the ability to learn – as a basis for learning in professional and social contexts”. For school (primary, secondary), it was suggested to form seven groups of students' key competencies, including general skills – also the ability to learn. (Savchenko, 2011).

In 2005, the reference system of key competencies, which covers eight competencies was defined by the European Union taking into account the existing experience of competence education and the prospects of school development in the 21st century including the ability to learn too (Ovcharuk, 2004).

The conducted analysis by foreign modern researchers (Austria, Germany, Great Britain, France, Poland etc) shows a special place among the list of key competences of self-education, which in the modern educational space acquires a new interpretation, weight, and significance (Mack, 2001).

According to the Concept of the New Ukrainian School, this is the ability to find and assimilate new knowledge, acquire new abilities and skills, and organize the educational process (one's own and collective), in particular through the effective management of resources and information flows, the ability to determine educational goals and ways to achieve them, build one's educational trajectory, evaluate own learning results, learn throughout life.

The ability for lifelong learning is formed in the self-educational activity of school students, which is a complex process, during which they independently set cognitive goals and tasks, determine the ways to achieve them, control the progress of independent work with the acquisition of knowledge and improve results, and requires the formation of self-education competence (Kovalenko, 2009).

The concept of the self-educational competence of school students is closely related to the concepts of "self-development" and "self-education".

Self-development is a conscious and personally controlled process, which results in the improvement of a person's physical, mental, and moral potential, and the development of his or her personality (Kudryk, 2020).

Self-education in psychological and pedagogical studies is considered a purposeful and independent cognitive activity to satisfy the interests and needs of a person in learning about the surrounding world. In self-education, a person sets cognitive goals and tasks for himself, determines the ways to achieve them, monitors the progress of independent work on acquiring knowledge, and evaluates its results (Burba, 2018).

The study of the problems of personal self-education is closely related to philosophical research and, above all, to the provisions of the philosophy of knowledge as the theoretical basis of personal self-education. In this perspective, the development of the philosophical foundations of self-education is also one of the practical tasks of the philosophy of education, as it is described as a process of cognition, the goal of which is the personality's self-realization (Burluka, 2005).

Modern studies of the problems of self-education from the point of view of philosophy are presented in the works by O. Burluka (2005), O. Lokshyna (2014), S. Roi (2015), and many others. The analysis of scientific literature shows that the question of self-education as a philosophical category is relevant from different points of view. A digital society person of the third millennium must not only flexibly adapt to new challenges, constantly changing circumstances, and situations of uncertainty for self-realization throughout his life, but must also constantly and independently acquire new knowledge, skills, and abilities to solve various personal, life, and professional problems.

Scientists interpret self-education as a specific, free activity to provide knowledge, and information about other types of activities, as a form of satisfying cognitive needs (Khatuntseva, 2014).

At the same time, philosophers often characterize self-education as a cognitive process, the aim of which is the personality's self-realization based on inner freedom (Dubinka, 2019).

As noted in scientific research, the need to realize that self-education is the way to creativity, self-expression and the

formation of a unique personality style in activity is overdue (Burluka, 2005).

Self-education is a product of personal creativity, and not a formal increase in knowledge, skills, and abilities. Self-education requires self-analysis, the study of one's qualities, awareness of one's strengths and weaknesses, and gradual formation of one's inner spiritual core.

So, in particular, in professional self-realization, self-education helps a personality to confirm his vocation to his favourite business, create and find new ways of doing things, and not only to use learned knowledge and old techniques. Therefore, in the process of self-education, the feeling of satisfaction from the acquired knowledge, the completed issue thing is a certain sign of its effectiveness.

Self-education activity is becoming more and more innovative in its essence, which is a social order of society with a person and a factor in his growth.

As the researchers note, the basis of a personality's self-education is a holistic complex of processes and means of its formation, satisfaction of its various cognitive and spiritual needs, disclosure, and development of aptitudes and capabilities.

As experts note, self-education is a complex process during which a person independently sets cognitive goals and tasks, determines ways to achieve them, monitors the progress of independent work with the acquisition of knowledge, and improves results (Maistriuk, & Ponomarova, 2021).

It should be noted that in the digital world, following all the directions outlined above, such forms and methods of self-education, which are based on the use of various means of information and communication

technologies, are becoming more and more widespread.

Thus, the formation of a person's self-educational competence becomes a guarantee of his/her success in life in modern society, both in the professional and the personal context, that corresponds to the interpreted goals of modern education.

Society requires the formation of the self-educational competence from each personality. Therefore, there is an urgent need to create such conditions for a personality, starting from school age, that will provide him with opportunities for self-education throughout his life.

The above analysis is the basis for clarifying the essence and components of the self-educational competence of schoolchildren in the modern educational space.

There are different views on *understanding the essence of self-educational competence, based on activity, personal and integrative approaches*.

The self-educational competence as a personality's readiness for independent, systematic, purposeful knowledge, mastering the social experience of humanity, self-realization, and self-development is considered by N. Dovmatovych (2014), O. Dubaseniuk (2010), L. Kudryk (2020), N. Stepanets (Stepanets, 2013), and others. In this sense, a personality's self-educational competence determines the ability or readiness for successful independent activity, for solving professional and private tasks to obtain the necessary results of professional and life activity.

From the point of view of N. Dovmatovych (2014), I. Ziaziun (2001), A. Zelnytskyi (2012), and others, the self-educational

competence appears in a person's quality, which is characterized by the ability for systematic, independently organized activities aimed at continuing one's education. Representatives of this approach consider competence as a certain quality or set of qualities that contribute to a personality's formation as a professional and determine the peculiarities of his professional activity.

Researchers understand the self-educational competence as the ability to life-long learning, the basis of continuous learning in the context of both personal and professional life. The scientist includes the following components of self-educational competence: the need for self-development; the ability to build a personal life strategy; the ability to structure, actualize, and accumulate knowledge; to reach the heights of professional skill and creativity; cope with the contradictions and uncertainties of one's life experience (Dovmatovych, 2014).

According to scientists, the self-educational competence, as a complex personal property, includes the ability to self-educate, and organize self-learning techniques; responsibility for the level of one's self-educational activity; flexibility in the application of knowledge, skills, and abilities in conditions of rapid changes; constant introspection, control of one's activities. The authors, outlining the components of students' self-educational competence, focus on their knowledge of cognitive methods, skills to work with educational and scientific information, reading skills, note-taking, etc. (Dovmatovych, 2014).

The self-educational competence is manifested in the qualities of a person that characterize his/her ability to systematic, independently organized activities aimed at continuing his education in general

cultural and professional aspects (Dovmatovych, 2014).

According to I. Preobrazhenska, the self-educational competence should be understood as the personal and professional quality of a modern specialist, which is manifested in his/her ability to self-initiated educational and developmental activities and is aimed at his/her general cultural and professional development, related to solving professional problems, replenishing knowledge, professional and life experience (Dovmatovych, 2014).

However, N. Bukhlova (2008), N. Kovalenko (2009), S. Roi (Roi, 2015), and others consider the self-educational competence as an integrative quality of the personality manifested in the presence of certain knowledge, abilities and skills, abilities and certain personal qualities.

O. Chebotarova defines the self-educational competence as an integrative personal quality, which is characterized by an emotional and valuable attitude to professional and personal self-development and independent activity, includes a system of knowledge about the methods of its implementation, subjective and personal experience of creatively solving problems of independent activity, readiness to develop and implementation of its models and reflection of the results of productive activity. At the same time, in the structure of self-educational competence, the scientists suggest distinguishing motivational, cognitive, emotional-volitional (personal), and content-procedural components (Dovmatovych, 2014).

N. Kovalenko characterizes the self-educational competence as a personality's integrated property (Kovalenko, 2009). It ensures readiness to satisfy personality

and social needs of knowledge of reality based on mastering knowledge, abilities, skills, methods of activity and acquired experience, to productively carry out independent systematic targeted development of the social experience of humanity. The self-educational competence, according to the scientist, is based on the skills of self-educational activity and presents the personality's readiness for self-education, self-learning, self-improvement, self-selection, and self-realization throughout life with an awareness of personal and social needs. At the same time, N. Kovalenko and other authors believe that the self-educational competence is formed only under the condition of productive educational and cognitive activity, the active position of students.

N. Bukhlova (2008) understands the self-educational competence as the integrated quality of a person. So, it is characterized by the presence of organized and structured knowledge in a certain way, self-educational abilities, and skills, motives, interest in self-improvement, the experience of self-educational activities, focus on life-long education, value orientations that allow it to successfully solve issues of self-realization, self-education, self-development.

The self-educational competence is interpreted as an integrated characteristic of a person (Bukhlova, 2008). It manifests as containing knowledge, abilities, skills, and experience of self-education, personal qualities that are manifested in the need, ability, and readiness to implement a certain type of activity aimed at achieving personal, professional and social self-realization of a person, is characterized by personal and professional values that determine the personality's readiness and

ability to successfully carry out self-education activities.

The self-educational competence is defined by scientists (S. Roi and others) as a personality's integrative quality, which is manifested in the ability for purposeful, independently organized educational activities, as well as in the presence of a certain set of knowledge, abilities, skills, and personal and professional experience.

The involvement of these approaches (activity, personal and integrative approaches) allows us to determine *the components of the self-educational competence* and to solve the problem of its purposeful formation.

The analysis of psychological-pedagogical research proves that scientists proposed to distinguish personality interdependent and mutually determining components in the structure of the self-educational competence, in each of which the mastery of modern tools for self-educational activity occupies an important place.

So, for example, N. Kovalenko (2009) singles out motivational and value components, organizational components, procedural components and as a separate informational component in the structure of the self-educational competence. The motivational and value component includes activity, aspiration, conscious personal instruction, and value orientation on self-improvement in the intellectual sphere. The organizational component includes building self-educational activity, purposefulness, concentration, self-management, and self-reflection in cognitive activity.

The procedural component includes self-management of the movement from the cognitive goal to the result using the self-organized cognitive range, functionality of knowledge, abilities and skills, and their

independent improvement. The informational component includes the ability and willingness to work with information and modern information technologies to meet the needs of one's self-education and self-realization.

L. Bilousova and O. Kyselova (2019) distinguish five components of the self-educational competence. They are: motivational and valuable; organizational; procedural-informational; information-analytical; technological; control-reflexive.

V. Haida (2019) singles out four components of self-educational competence: value and motivational, organizational and content, emotional-volitional, and control-reflective. The value-motivational component includes determining school students' awareness of learning goals, a deep understanding of the value of self-education and the cognitive focus of educational activity on intellectual development.

The organizational and content component includes determining students' ability to plan their own educational and cognitive activity and manage it, selecting appropriate types and methods of self-educational activity. The emotional-volitional component includes characterizing cognitive independence, volitional qualities, initiative and responsibility of the student. The control-reflective component includes the student's ability to control and reflect on educational activities, carry out self-analysis, form an adequate assessment of one's own achievements when solving complex tasks, compare the achieved results with the set tasks, and adjust and develop new tasks.

I. Mosia (2013) singles out four components of the self-educational competence. It is,

first of all, the motivational and valuable component (presupposes the presence of a personality's value orientations towards mastering modern knowledge, a passionate desire to complete the educational task, and the formation of the need for systematic educational and cognitive activity).

Another component is the practical-activity component (presupposes the selection of appropriate types and methods of independent work, the student's possession of "study skills"). The organizational component is the third (presupposes rational planning and design of one's actions and regulation of time for completing educational tasks, etc.). The personal-reflexive component is the fourth (directly related to cognitive independence, volitional and worldview qualities, initiative, responsibility, scientific thinking, and personal inspiration).

Table 1 shows the results of the comparative analysis of modern approaches to distinguishing the components of school students' self-educational competence.

DISCUSSION

So, the activity approach to understanding the essence of the self-educational competence of students in general secondary education institutions, in turn, focuses on the result of its formation and does not fully allow for investigating the components that acquire a certain specificity in the modern educational space. The application of the personal approach to the definition of self-educational competence, in our opinion, focuses attention on it as a separate quality and does not take into account its complex nature, complicating the learning process.

Table 1

Modern Approaches to Distinguish the Components of Self-Educational Competence of a Schoolchild

The authors		Components of the Student's Self-Educational Competence			
N. Kovalenko	motivational & valuable	organizational	procedural	informative	-
L. Bilousova, & O. Kiselyova	motivational & valuable	organizational	procedural & informational	control-reflexive	
V. Haida	value-motivational	organizational & content		control-reflexive	emotional & willful
I. Mosya	motivational & valuable	practical & active	organizational	personally reflective	
O. Savchenko	motivational	contentful	procedural	-	

The integrative approach seems to be the most appropriate for application in the perspective of studying the problem of the self-educational competence of students of general secondary education institutions - because it reveals its components (in all their specificity and interrelationship), and allows scholars to systematically investigate the process of formation, develop criteria and indicators of formation.

In our opinion, it is possible to trace overlaps in the approaches to distinguishing the components of self-educational competence. Thus, scientists have identified components related to knowledge and skills, the motivational and value component, and the reflective component. At the same time, the approaches given in the discussion cannot be directly applied to students of general secondary education institutions, as they need to be clarified according to the period of their development.

CONCLUSIONS

Consequently, it is the competent approach that, in our opinion, allows us to provide both a theory and a solution to the

issue of purposeful formation of the self-educational competence of school students since it aims at the formation of an active personality, provides for the formation of content from the expected result, and provides for the productive construction of the educational process, the predominant component of which there will be practical and independent work of education seekers.

In the conditions of the modern educational environment, in our view, the problem of the formation of school students' self-educational competence will be most fully revealed by the integrative approach to its definition.

Based on these principles, the self-educational competence of a school student is understood as a personality's integrated quality, which is determined in a certain way by systematized knowledge, self-educational abilities, and skills, by focus on obtaining education throughout life, motives, and aspiration for self-educational activities, skills of self-control and reflection, self-evaluation of educational activities.

The conducted analysis of psychological and pedagogical research provides grounds for delineating the structure of the self-educational competence of a schoolchild of components that have motivational-value, substantive-procedural, and control-reflective content. The highlighted components, as evidenced by the results of the performed research, have a certain specific character, and their development should take place purposefully.

The clarification of the essence and selection of the structural components of the self-educational competence of the school student is the basis for further establishing both their content and the features of its formation in the educational process of general secondary education institutions in the modern educational space.

CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

ЗМІСТ ПОНЯТТЯ ТА СТРУКТУРА САМООСВІТНЬОЇ КОМПЕТЕНТНОСТІ ШКОЛЯРІВ У СУЧАСНОМУ ОСВІТНЬОМУ ПРОСТОРІ

Мета статті – схарактеризувати самоосвітню компетентність особистості як ключову в сучасному освітньому просторі та розкрити сутність і виділити структурні компоненти самоосвітньої компетентності школярів.

Методологія. У дослідженні використано термінологічний аналіз для розвитку понять «компетентнісний підхід», «компетентність», самоосвітня компетентність»; загальнонаукові методи аналізу та систематизації науково-методичної літератури (щодо вивчення поняття компетентнісного підходу та підходів до визначення самоосвітньої компетентності особистості), порівняння (дослідження складових самоосвітньої компетентності); порівняльний метод був покладений в

основу порівняльного тлумачення сутності самоосвітньої компетентності школярів.

Результати. У ході дослідження проаналізовано такі ключові поняття, як «компетентнісний підхід», «компетентність», «самоосвітня компетентність». Висвітлено та узагальнено підходи до трактування самоосвітньої компетентності школярів (діяльнісний, особистісний та інтегративний). Систематизовано та порівняно погляди на розуміння структури самоосвітньої компетентності школярів. Запропоновано уточнене визначення самоосвітньої компетентності школярів на основі інтегративного підходу. Проведений аналіз психолого-педагогічних досліджень дає підстави для виділення компонентів самоосвітньої компетентності школярів.

Висновки. Під самоосвітньою компетентністю учня закладу загальної середньої освіти розуміємо інтегровану якість особистості, яка певним чином визначається систематизованими знаннями, самоосвітніми вміннями та навичками, це спрямованість на навчання впродовж життя, на мотиви та прагнення до самоосвітньої діяльності, сформовані навички самоконтролю та рефлексії, самооцінювання навчальної діяльності. Компонентами структури самоосвітньої компетентності є мотиваційно-ціннісний, змістовно-процесуальний та контрольньо-рефлексивний.

КЛЮЧОВІ СЛОВА: компетентність, компетентнісний підхід, самоосвіта, самоосвітня діяльність, самоосвітня компетентність, саморозвиток.

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