

Activization of self-education of students – psychologists

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Abstract. In article the essence of self-education of students- psychologists on the basis of the theoretical analysis of a readiness of a problem in the theory and practice is defined. Self-education of students psychologists is a process and result of development in students psychologists 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 activization of self-education of students- psychologists of faculty of psychological sciences of the state teacher training college are defined. The Model of self-education of students-psychologists taking into account pedagogical conditions of its activization is developed. Pedagogical efficiency of the offered Model of self-education of students- psychologists 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 psychologists are offered.

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Introduction

One of essential problems of vocational training of students - psychologists 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 psychologists for future professional activity.

The importance of psychological disciplines for development of self-educational activity of students psychologists is defined by that level and quality of psychological education are one of the main indicators of the general and special preparation of future teacher of psychology.

The problem of activization of self-education of students of higher education institution is investigated in works Ann Marie Ryan and Paul R. Sackett [1, p.363], Inna Semetsky and Joshua A. Delpech-Ramey [2, p.69], Robert Romanyshyn [3, p.96], Sakenov, D. Zh. [4, p.1431], Ishanov, P., Bekmambetova, Z. [5, p.902], Maria Poulou and Brahm Norwich [6, p.111], Schantz, E.A. [7, p.383], John Barnett and Derek Hodson [8, p.426], Karl Steffens [9, p.353], Michelle M. Perfect and Richard J. Morris [10, p.1049], Emilia C. Lopez and Alberto M. Bursztyn [11, p.212] etc. At all variety of researches, the problem of activization of self-education of students- psychologists as future teachers of psychology was not a subject of concrete pedagogical research.

The analysis of researches of Robert Romanyshyn [3, p.96], Sakenov, D. Zh. [4, p.1431], Ishanov, P., Bekmambetova, Z. [5, p.902], Maria Poulou and Brahm Norwich [6, p.111], Schantz, E.A. [7, p.383] allows us to note that innovative reference points of development of the higher education, staticize value of self-education, need of search in practice of preparation of future teacher of psychology 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 activization of self-education of students-psychologists in this regard is staticized.

Self-education of students psychologists is a process and result of development in students-psychologists 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-psychologists includes the following structural components: motivational, substantial, activity.

The carried-out analysis of a status of a readiness of a problem of activization of self-education of students- psychologists allowed to reveal the following contradictions:

– between the realization of the purpose of vocational training of students- psychologists assuming a formation at students- psychologists 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- psychologists on the one hand, and lack of a technique and the technologies causing productivity of self-education of students psychologists.

Proceeding from an urgency and contradictions the Research objective is development, theoretical justification and experimental check of pedagogical conditions of activation of self-education of students psychologists.

Material and methods

For the solution of a goal of research the following methods were used:

- the theoretical: studying of biological, psychological and pedagogical literature, the analysis and synthesis of received information on a research problem, pedagogical modeling;
- the empirical: 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.

Main part

Self-education of students- psychologists is a process and result of development in students- psychologists 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- psychologists includes the following structural components: motivational, substantial, activity.

On the basis of the given components of self-education of students- psychologists we allocated competences of self-educational activity of students- psychologists: educational, research, organizational, social and educational and technological which are the generalized indicators of activation of self-education of students- psychologists.

These components of self-education of students- psychologists define levels and criteria of their formation.

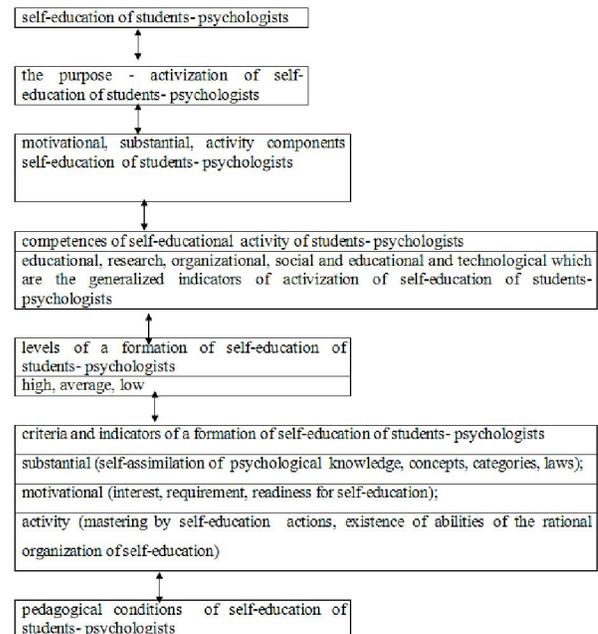
Levels of a formation of self-education of students- psychologists: high, average, low.

Criteria and indicators of a formation of self-education of students- psychologists: substantial (self-assimilation of psychological 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);

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

The self-education of students-psychologists focused on development of competence of self-educational activity of students- psychologists as professionally important qualities of future teacher of psychology, 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 psychological knowledge, with providing its personnel, methodical, material components; the activity part of pedagogical conditions provides active participation and self-estimation of students- psychologists 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 Ann Marie Ryan and Paul R. Sackett [1, p.363], Inna Semetsky and Joshua A. Delpech-Ramey [2, p.69], Robert Romanyshyn [3, p.96], Sakenov, D. Zh. [4, p.1431], Ishanov, P., Bekmambetova, Z. [5, p.902], Maria Poulou and Brahm Norwich [6, p.111], Schantz, E.A. [7, p.383], John Barnett and Derek Hodson [8, p.426] etc., we offer Model of self-education of students- psychologists in drawing 1.



Drawing 1. Model of self-education of students- psychologists.

For check of pedagogical efficiency of the Model of self-education of students- psychologists developed by us, the structure and the main content of experimental work on activization of self-education of students- psychologists in pedagogical conditions of the self-education of students- psychologists organized on the basis of offered Model is developed.

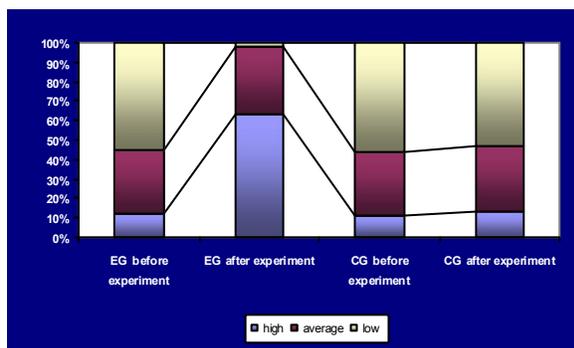
The description of skilled and experimental work at an ascertaining stage includes the analysis of the received empirical data and existing practice of self-education of students- psychologists.

87 students psychologists 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- psychologists is not motivated to self-education. Secondly, educational process of establishment is not directed on the organization of self-education of students- psychologists.

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- psychologists.

Diagnostics of level of self-education of students- psychologists was carried out with use of the rating monitoring system which allowed to reveal steady increases of level of self-education of students- psychologists to what results of experiment in experimental (EG) and control (CG) groups before experiment (drawing.2) testify.



Drawing 2. Diagnostics of level of self-education of students- psychologists

The analysis and processing of results of experiment revealed that in experimental groups the number of students- psychologists with high level of

self-education after experiment increased by 51 %, number of the students- psychologists who have reached middle tier of self-education – for 2 %, the number of the students- psychologists having low level of self-education – decreased for 53 %.

Results of experiment in control groups testify to increase in number of students- psychologists with high level of self-education for 2 %, average self-education level – for 1 %, reduction of low level of self-education – for 3 %.

Thus, the obtained experimental data confirm efficiency of the developed Model of self-education of students- psychologists and the pedagogical conditions of activization of self-education of students- psychologists put in Model, such as motivational, substantial and activity conditions. 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 psychological knowledge, with providing its personnel, methodical, material components; the activity part of pedagogical conditions provided active participation and self-estimation of students- psychologists 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- psychologists of experimental groups at the expense of realization of all structural components of Model of self-education of students- psychologists became considerable distinction between control (CG) and experimental (EG) groups.

Conclusion

As a result of the carried-out research the essence self-education of students- psychologists 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- psychologists is a process and result of development in students- psychologists 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 activization of self-education of students- psychologists of faculty of natural sciences of the state teacher training college are experimentally defined.

The Model of self-education of students- psychologists taking into account pedagogical conditions of its activization is developed and approved.

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

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