

From the Paradigm of Learning to the Paradigm of Self-Education: Modern Technologies of Preparation of Students of University of Culture and Arts

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Abstract: The paper presents the self-education paradigm that takes into account a conscious, focused and rational nature of this phenomenon, substantiates the need to manage this process in the 21st century, considers such concepts in personal development as "to learn" and "to discover"; from the perspective of the organization of the educational process at university, the article studies the correlation of "knowledge" and "education" in the context of self-study of students of universities of culture and arts; it investigates the role and importance of information and communication and time management technologies in students' self-education.

Keywords: Paradigm, education, self-education, technology, information and communication technology, time management.

INTRODUCTION

In the system of preparing students at universities of culture and arts in the 21st century, there is a switch from a knowledge paradigm to a competency-based paradigm that considers self-education not as a learning crutch, but as a methodological approach that promotes the preparation of mobile, competitive specialists, being ready for occupational retraining, for lifelong learning. The paradigm shifts – "from education to self-education" is associated with refocusing of meanings from "education" onto "cognition", which contributes to the individual, conscious choice of a person. It should be noted that in the process of self-education, the convergence between cognitive activity and the process of scientific cognition is quite natural, since "... even when they assimilate ready knowledge accumulated by humanity, students carry out cognitive activity. Doctrine is knowledge" (Eisenberg 1986).

The meaning of self-education is recognized throughout the world, for "learning" and "knowing" are different notions that determine the importance of cognition and education for a modern person (Joichi 2018; Buchberger 1994). The development of self-education is associated with the use of its various

contents, technologies, because "the most amazing discoveries of the 21st century will not be made thanks to the development of science and technology, but because we will re-evaluate the concept of "man" (Erasov 1994). An indicator of a successful future specialist is his/her intellectual, emotional, creative activity in the process of self-education.

The paradigm of self-education is defined as "... the initial conceptual scheme, a model for problems presentation and solutions, research methods that prevail in science for a certain historical period" (Serikov 1992; Skripkina and Boyko 2015; Tulkibaeva 2008). The system of domestic education is based on three private psychological and pedagogical paradigms (esoteric, scientific-technocratic, and humanistic), focused on learning, which is defined as an established model of the teacher's personality, which defines the methods, forms, technologies and teaching techniques. The paradigm of self-education focuses on the reproduction of knowledge that is acquired, accumulated, comprehended in the process of active cognitive productive independent activity of the very person. There are objective prerequisites that have determined the ever-increasing role of self-education: the transition to the information society, the use of information and communication technologies (Skripkina *et al.* 2018.), intensification technologies (Kurgansky 2006), time management technologies (Skripkina and Boyko 2015).

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METHODS

To determine the fundamental aspects of self-education, domestic authors propose various scientific approaches that testify to the ambiguity and complexity of this phenomenon. The ideas of self-education are based on personality-oriented approach, which requires an understanding of the importance of individual factors in the context of the professional orientation of training students of university of culture and arts from the position that human development is based on an internal need for self-development, self-realization. The works by N. M. Borytko (Borytko 2000), A. L. Brazhko (Brazhko 2004), V. I. Gorovaya, A. A. Dudchenko (Gorovaya and Dudchenko 2015) point to the fact that self-development of modern man is based on self-education and is an indicator of personal agency, testifying to the internal process of self-change. The papers on the problem of self-education give a definition of this phenomenon, taking into account the dominant features. So, it is argued that self-education is a process necessary for self-improvement and is controlled by its development by the very person (Gromtseva, 1976); self-education is initiated by the student himself and is carried out without the help of a teacher (Ozhegov 1984); self-education is the most accessible form of expanding knowledge, a form of cognitive activity (Raisky 1983); self-education is the assimilation of social experience, on the basis of which self-education, self-learning, self-development is carried out (Serikov 1992). Despite the multidimensional and multidirectional interpretations of the concept of self-education, the most important aspect is the realization of the need to satisfy cognitive interest, which is due to students' personal and professional direction

RESULTS

Self-educational activity in the process of preparing students at universities of culture and arts is predetermined by the features of the professional sphere of activity of musicians, conductors, actors, choreographers, etc., requiring a systematic and continuous individual independent work. Based on the studies (Klimov 2003), it is proved that about 80% of the necessary information is acquired by students using their individual initiative on the basis of self-educational activities. In this regard, an important characteristic of the self-education paradigm is the orientation toward a cognitive model, the implementation of which is possible only on the basis of getting on self-education-based technologies. The

need for a technological approach to self-education is associated with the desire to systematize this process, introduce innovative methods of self-organization, optimize and intensify time costs, suggest new forms, methods, ways and techniques of self-educational activity. Given the fact that the paradigm of self-education is universal, it is based on the basic principles of developing, programmed and problem-based learning. Realizing the developmental function, self-education is aimed at improving the intellectual, cognitive and personal qualities of students, which is not only a condition, but also the basis for development and self-development of the personality. The paradigm of self-education takes into account a conscious, focused and rational nature, which justifies the need to manage this process. The fundamental role in managing self-education is assigned not to the teacher, but to the very student. Given the initial dependence of control on the subject of self-education, their activity may have a clear algorithm, or, on the contrary, provide for a certain freedom of action, designed for creativity and creative inspiration. Defining algorithm of self-educational activity as a verified and understandable instruction on the implementation of a sequence of actions, or accurately described operations, it aims to: a) acquire competence; b) achieve the ability to self-management; c) form an individual culture of tempo self-organization of self-educational activity. The interdisciplinary nature of the assimilation of knowledge and skills, the creative nature of self-educational activity on the basis of constant self-control is of fundamental importance.

RESULTS UNDER DISCUSSION

Self-education as an independent cognitive activity is focused on a high level of problemat�city and self-development, when students, guided by internal needs, set themselves a task and solve it (Moreva 2006).

Self-education as a process controlled by the subject takes into account its main functions: extensive (independently acquiring new knowledge, skills); indicative (determining the level of one's activity that promotes self-development); compensatory (acquiring additional skills for professional self-realization and self-improvement); self-development (focusing on the development of their potential capabilities and qualities); methodological (understanding the importance of self-education for the development of horizons, general culture, professional skills); communicative (intercultural and interdisciplinary interaction based on the establishment of

interdisciplinary connections); creative (focusing on the creative process in self-improvement); overcoming inertia (novelty of knowledge, a new look at their potentialities, faith in their own strength); intellectual (involvement in their professional and personal self-development).

In modern information society, it is difficult to imagine students' self-education without the use of information and communication technologies that allow the collection of the necessary information, its accumulation and processing in accordance with the tasks. Information and communication tools change the principles of organization and functioning of self-education: they not only ensure the availability and diversity of information but also activate cognitive processes. Students' using the information received, as a rule, is carried out on the basis of information interaction and exchange on the Internet, which provides additional opportunities for self-education. Information and communication technologies in the self-education of students of universities of culture and arts contribute to a) motivation aimed at independent solving the problems of self-development, b) individualization of the self-education process at the level of self-perception; c) higher level of visualization in the development of new material; d) independent research of new areas of knowledge; e) free access to various types of information, including new and rarely sounding recordings, acquaintance with world masterpieces, etc., on the basis of the Internet f) getting on technological methods for obtaining information. Information technologies in the process of self-education are aimed at: broadening the horizons, acquiring additional competencies; increasing interest in his future profession, forming computer and information competence, creating an extensive fund of related materials, forming innovative thinking, necessary in the information society. A qualitative indicator of professional self-development on the basis of self-education is a creative independent formation of professional abilities.

Self-education as a constant self-improvement requires taking into account the time spent. A large amount of information received leads to the need to use time management technologies – time management, or, more precisely, time self-management. The time management paradigm that emerged in the 21st century comprehends a combination of planning technologies that contribute to increasing the use of time in one's life and profession

(Seiwert 1995; Tracy 2007). The organization of time in self-education becomes a resource for the rational use of energy and health, increasing the level of personal self-organization. The advantages of self-management in the context of getting on time management technologies are the ability to carry out the intended work at a lower cost, avoid stress, self-development and self-realization, reduce self-employment, level out previously made mistakes, achieve professional and life goals in the shortest possible way (Seiwert 1995). Time-management technologies in the process of self-education are recognized as effective: a) Lotus Notes – a software product that represents an effective document management system, involving such functions as control and result of ongoing actions, events; mobility of control over the implementation of actions; b) personal LeaderTask organizer designed for daily work, performing the functions of a daily planner, calendar, planning contacts and projects. The advantage of this time management tool is its autonomy, mobility. LeaderTask – an organizer that facilitates to the management of tasks, projects, time and self-educational activities of students throughout all years of training; c) time study based on the WinLog Assist program (computer timekeeping) allows for the management of the activities of students who spend a lot of time at the computer. The program shows what time was actually spent on, timing, on the basis of which conclusions about the high or weak effectiveness of the time spent can be drawn; d) the FinExpertise-Time program ("chess clock") which provides a periodic reminder of the need to choose the current job, evaluates the labor costs for a particular job, and further planning.

CONCLUSION

The paradigm of self-education of students of universities of culture and arts in the context of time and modern information technology is becoming a fundamental prerequisite for the worldview formation. Traditional approaches to self-education cannot be considered as effective: the self-education paradigm, being integrative per se, comprehends methodological, historical, pedagogical approaches and is fundamentally different from paradigms of learning in its substantive basis, which is manifested in the specifics of using information and communication technologies and the fundamental factors of time management, which become the most important indicators of the learning process and the focus of modern education.

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