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Self-educational Competence of Young Researchers of Pedagogical Problems: Methodological Aspect

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Abstract: The article is devoted to modern problems of education in the context of globalization and the developing situation in Russian educational. Challenges of modern higher professional education (socio-historical, philosophical, socio-cultural, psychological and pedagogical) predetermining its outstripping development are actualized in this work. The scientific approaches to training of young researchers capable for self educational activity and usage of its resources in education are grounded.

Key words: Innovations in higher professional education · Self educational activity of a young researcher · self educational competence · Scientific approaches · values

INTRODUCTION

The modern trends of social development are determined by the fundamental transformations in the economic, political and social life and are defined in science as a global civilization shift: the emergence of the information society, the innovative nature of life in general, the development of new area of human activity that is the "knowledge economy" having its own sectoral market of "smart products"; knowledge as a factor of success and knowledge of how the product (service) becomes an inherent part of economic activity." The learning society is a new moral and political order, which uses learning as the main driving force of historical transformation [1].

Today's world is characterized as a "human revolution" [2]. It defines the imperatives of educational revolution, which is based on the transition from a man - a means to a man - the goals. The concept of education is assimilated as a philosophical and anthropological category, fixing the fundamentals of human existence. The anthropological approach in the field of humanitarian knowledge is, first of all, the focus on the human reality in its entirety, in all its spiritual and psycho-physical dimensions; it is a search for means and conditions of becoming a complete person. Education and intelligence are more and more classified as national treasures and versatility of human development, the breadth and flexibility of professional competence and the ability to solve non-standard problems become a major factor in realization of the resource of self-education activities. Such a vision now allows implementing a series of transitions in the reformed and developing education in an innovative mode.

These problems are not unique to Russia. Modernity as a problem in the age of globalization becomes a problem to be solved by all countries. No country has a privilege of the present: the only opportunity is scientific and creative renewal.

At the time of such epochal social and cultural shifts the educational paradigm changes. The latter one stimulates and determines the formation of new qualities of public consciousness and practice, a new type of culture, scientific thinking and principles of teaching. It is education and above all - innovation, that tries to solve the problem of recreating the human in a man not in a utilitarian way, but to the point. We are talking about an unprecedented objective set for education: it must become a universal form of formation and development of basic, generic abilities of a person that allow being a human and defending proper humanity; being not only the material and resource of social production, but above all, the true subject of culture and historical action. Scientists are unanimous in asserting that "reforms and innovation in education are unlikely to take place, if they do not "fit" in the paradigmatic dynamics and will be "incompatible" with the paradigms dictated by modern life through science, art and philosophy" [3].

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The requirement of modern time for young researchers is to be ready for self-educational activity, self-learning, self-development and implementation of education based on their own goal-setting. This requirement is fully applicable to the young researchers of pedagogical problems.

The experience of creative activity in the field of scientific pedagogical research involves the transfer of previously learned knowledge to new situations, independent vision of the problem and alternative solution; it suggests expertise in conducting independent theoretical research on the increasingly complicating issues [4]. We believe that the top priority in their preparation is the focus on the development of skills of setting up their goals in self-education activities and enhancing and incorporating the knowledge into action. If the knowledge of researchers is in unity with their thinking (abstraction, generalization, reflection), it becomes a "power" [5].

As a phenomenon, culture is related to the educational process at social and individual levels, because it has "comprehensive features and functions of the development of society, creativity and human's abilities" [6]. The world of culture is the world of "a human" from start to finish created by him. Culture accumulates human experience of being and adopting the world by perception, thinking, emotions and actions, as well as in the form of knowledge, values, norms, goals and meanings, storing and reproducing the experience of spiritual and practical activities; and education is its alive "interpreter" and translator. Modern culture has ceased to be sectoral, as social and cultural development is characterized by the deepening integration: integration of sciences (discoveries appear at their junction, many of the tasks require the efforts of scientists from various disciplines and a common language is required). In this regard, in modern culture, a new type of rationality is formed. If the classical rationality directed the thought through a series of tightly interconnected concepts, stages and judgments, the thought in modern culture moves on "random" paths. The dominant feature of thinking, according to C. Levi Strauss, is associativity. Of the utmost importance is the precedent, the ability to understand the new, appeared here and now and most important, the ability to enter this new into proper activities, abandoning the existing stereotype.

The formation and development of culture is associated with the person (as opposed to the concept where culture is viewed as the sum of achievements, which procedural side is underestimated), his or her active creative activity whose objects are not only nature and public relations, but also the subject of cultural process. In other words, changing the world, people change themselves, improving their abilities and needs and enriching knowledge, ideology, social sense, i.e. their essential powers (L.A. Volovich, V.L. Benin and L.N. Kogan).

The principle "a person must always be the goal and never be the means" was proclaimed at the beginning of the XIX century by I. Kant, but it is for the modern culture that this principle becomes the regulative idea, rather than just a humanistic dream. Modern culture is "not focused on the benefit but on the intrinsic value of the person as uniqueness, as an individual and as the sole source of productive actions."

The identified characteristics of knowledge and culture are valuable because they allow considering the latter ones as a ground of interdependency of teaching and self-educational activities.

The culturological approach in conjunction with the competency and activity approaches allows the researcher to consider self-educational activities of the *researcher of educational problems* in the system "human-human" from the point of view of: a / an ever-changing reality and b / as an integral epistemological ordered and self-organizing system of principles, methods and research position.

It should be emphasized that the relationship between culture, the educational process, the *researcher* (master, PhD student) and the professional activities of a teacher, has an individual character. The teacher of post-graduate course and magistracy has to arouse in future researchers in education the need in self-educational activities, their willingness and ability to act in accordance with culture, to use knowledge as a criterion for obtaining the correct output and an action in a situation of choice. It should be remembered that the teacher can create the conditions for a young researcher searching of the truth, if the teacher himself has mastered the methods of obtaining new knowledge, the ways of creating a new culture and skills of working with the student's consciousness, i.e., has an intellectual ability and active reflection.

Self-educational activities are regarded by scientists as "the deliberate, systematic cognitive activity, controlled by the person, that serves to improve an individual's education;" "the activity, during which, the knowledge about the world and the laws of its development is acquired based on self-learning and systematic and targeted work with information;" and

"a complicated form of educational activity as it relates to the procedures of self-reflection, self-esteem, self-identification and development of skills to acquire and construct knowledge and transform it into practice" [7]. We believe that self-educational activity of young researchers focuses on designing their personal achievements and enhancing their research competence.

The essential characteristics of the phenomenon of activity, including self-education, reveal the sources that contribute to the formation of personal characteristics of young researchers:

- From the knowledge about the world of culture they consciously distinguish and select the areas that have become particularly important in view of the circumstances of their lives (observations, lessons learned and communication with a certain circle of people);
- Focus makes activities productive, filling it with a high sense (scientific, practical, social and personal);
- Realization of the target conditions finding the rational methods of its implementation and evaluation of results.

Qualitative transformation of the educational activity is due to the connection with self-educational activities. Self-educational activity arises in the space of learning activity, because in training activities, there are self-reflection, self-esteem, self-identity, development of skills to independently acquire and construct knowledge and to transform them into practical activities [8].

Self-educational activity of a master and post-graduate student allows finding a way out for their individual needs, showing their skills, developing creativity and satisfying the educational interests. The relationship between different types of activities that are included in the educational process is manifested in various combinations. It is important to keep in mind their unity that is inherent to activity as a common phenomenon: the essential features (focus, objective, deliberate and transformative character) and the commonality in its structure (the relationship of components of goal setting and motives, subject content and methods, the process and its outcomes).

The objective of the teacher is to include young researchers in the active process of reflection of experience in their educational practices, formulation and solving of problems, active use of self-education methods, thereby approaching them to the position of the subject of activities, a man of culture.

The study of the structure of activity allows defining a resource of self-educational activities in the preparation of masters and post-graduate students as a pedagogical system, including ideas, concepts and categories, their ability to reflection (intellectual, activity and personal). Usage of the resource of self-educational activity gives them additional benefits in the educational process, because:

- Self-educational activity satisfies the requirements of those who delve into the process of cognition and those who seek to directly see the results of their scientific research;
- Independence develops the educational interest of researchers, intelligence and creativity, fosters the development of general culture and enriches it;
- the relationship of labor, knowledge and culture equips the researchers with a whole set of cognitive, artistic and practical ways and means of using them in the scientific research practice.

Researchers' training in the framework of self-educational activities includes:

- Development of methods, techniques and procedures for the implementation of self-educational activities;
- Study and development of methods and procedures for working with an array of scientific information;
- Mastery of information and humanitarian technologies;
- Accumulation of experience in planning and organization of self-educational activity during educational, research and scientific and production practices.

Authors studying self-educational activity, indicate the need to increase the degree of freedom of post-graduates, master, or competitors in terms of selecting content and the personally important area of self-educational activities, providing the possibility of a wide choice of training programs, teaching materials, information resources based on personal abilities and interests. One of the basic principles of organizing self-education in post-graduate school and magistracy is orientation to fundamentalization of education, the methodology of subjectivity design in educational processes, the technology of realization and expertise of innovative educational projects of different scales and gradual introduction of design and innovative educational practices to the content of the educational culture.

The current approach to evaluation of the results of professional education through competence allowed introducing the concept of "self-educational competence." According to the experts of international organizations (UNESCO, World Bank), in order to become a competent expert in a particular area, including the self-educational activity, you need to master the core basic and special competencies. Be competent in self-educational activity, according to I.A. Zimnyaya, means to be able to mobilize the knowledge, skills and experience in this situation. I.S. Zaire Beck details this approach highlighting self-educational competence as a leading quality of the personality of post-graduate student and master [9]. The question of competence is addressed in the works of English psychologist J. Raven. In his view, competence is a specific ability necessary for the effective implementation of concrete action in a particular subject area, including highly specialized knowledge, a special kind of subject skills, ways of thinking and the sense of responsibility for the actions. In his studies, J. Raven specifically distinguished the concept of "superior competences" [10]. These competencies, regardless of a particular area of their occurrence, suggest the presence of high-level initiative in a person, the ability to organize others to achieve the goal and the willingness to evaluate and analyze social consequences of their actions. In contrast to social and cognitive psychology, which focuses on interaction in specific situations, J. Raven orients the study to the value aspects. For us it is important that speaking of the nature of competence, the scholar associates its manifestation with personal values and interests of the person, identifying the main condition of this manifestation as a deep personal interest in the activities, where the person is involved.

We attribute self-educational competence to the high-level competencies. In this case, the self-educational competence should be seen as an integral component of general and professional education of the subject that meets the following criteria:

- *Motivation - value* (the desire to master the skills of self-education, a focus on self-educational activities as a value);
- *Information - Gnostic* (knowledge of the essence of self-educational competence, methods of its self-development; knowledge of logic and methods of scientific and pedagogical research, methods of critical thinking and work with scientific information);
- *Activity criterion* including the ability to adequately understand the author's idea, the essence of the notion, theories and concepts and to compare paradigms from different areas of general and professional culture, "to underlay practice under the concept", "to desobjectivate the concept."

The subject characterized by self-educational competence is ready to:

- Solve the problems in the subject domain of knowledge;
- Use modern technologies for collection, processing and interpretation of the theoretical and experimental knowledge;
- Master modern research methods that are used in the professional field;
- Diagnose the proper level of education [11].

It can be argued that:

- Self-educational competence is the activity category, that is, it occurs only in certain activities; self-educational competence is not limited to the knowledge or skills, but incorporates them; to determine the self-educational competence the very important is context, i.e. a person competent in one activity may be incompetent in self-educational activities.

In the educational process, self-educational competence makes real the interaction between the teacher and the young researcher as equal subjects of self-education, *whose essential properties are the value goal-setting, objectivity, awareness, transforming character and the result.*

We work for current post-graduate students and masters to link knowledge with the methods of its acquisition, with the processes of learning and understanding. Each of them in the process of working with scientific information creates a system of "new" ideas (personal thesaurus of S. Bryzgalov), considering the content of the concept, on the one hand, as a result of mental operations, which implicitly contains them and on the other hand - as the process for obtaining this result. Knowledge allows realizing the pedagogical contradictions as problemtaic situations, correctly formulating the goal, object, subject, hypothesis and tasks, selecting appropriate research methods, acting according to their logic and essence and obtaining new results (new knowledge).

Thus, the problem of realization of self-educational competence of young researcher of pedagogical problems arose as a reaction to the scientistic model of education and the poor quality of research (monitoring of HAC: publications by V.M. Rozin, A.P. Tryapitsyna and D. Feldstein). Among the main prerequisites for solving the problem we should mention the following:

- *Philosophical and methodological* (availability of the system of scientific and philosophical knowledge that bridges the gap between the knowledge and practical pedagogical action; the recognition of subjectivity and freedom of choice that define the subject domain of the innovative self-educational activities);
- *Socio-cultural* (the formation of the zone of European Higher Education, a variety of cross-cultural contacts, the recognition of competence as the key competitive advantage of the person);
- *Psychological and educational* (deepening humanization of education, forming the humanistically oriented concepts and theories: the pedagogy of understanding, nonviolence, creativity, self-development, personalized training, rand realization of the resource of self-educational activities).

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