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по теме
«...»

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of Omsk State
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Basic Approaches to Self-Education in the Context of Lifelong Learning

Abstract. This article examines methodological approaches to self-education as one of the manifestations of lifelong learning. It analyzes existing concepts of self-education, taking into account age-related characteristics and types of learning. The interdisciplinary nature of the concepts of "self-education" and "self-direction" is explored, as well as the scientific categories of "self-learning" and "self-organization" in higher education. The role of the mentor as a supporting link in the learning process is emphasized. Based on theoretical analysis and practical experience, the authors identify the potential and challenges of self-organization in education. The article discusses the advantages, criticisms, and prospects of using self-organization, developing self-organization as a key quality in learners, and integrating digital technologies into the self-education process.

Keywords: lifelong learning, lifelong education, self-organization in education, self-directed learning, self-directed education.

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Key Approaches to the Study and Implementation of Self-Education as a Form of Continuous Learning

Abstract. This article examines methodological approaches to self-education as a form of continuous learning. It analyzes existing concepts of self-education, taking into account age-related characteristics and types of learning. The interdisciplinary nature of the concepts of "self-education" and "self-direction," as well as the scientific categories of "self-study" and "self-organization" in higher education, are explored. The role of the mentor as a facilitator in the learning process is emphasized. Based on theoretical analysis and practical experience, the authors highlight the potential and challenges of self-organization in education. The article discusses the advantages, criticisms, and prospects of using self-organization, developing self-organization as a key quality for learners, and integrating digital technologies into the self-education process.

Keywords: continuous learning, continuing education, self-organization in education, self-directed learning, self-education.

Introduction

Current trends in the field require innovative approaches to the implementation of educational activities, recognizing the need for high-quality, capable of supporting their professional competence in all areas. A remarkable source of knowledge, the volume of information and within innovative technologies, they emphasize the necessity of self-education to enhance the potential. It is not just a matter of acquiring knowledge, but of mastering the necessary skills, which are necessary for the effective functioning of the organization in the context of the changing labor market and the professional environment. Research on the internalization of new technologies and the role of self-education in the professional environment. Research on the internalization of new technologies and the role of self-education in the professional environment. Research on the internalization of new technologies and the role of self-education in the professional environment.

The concept of self-education is based on the open model for periodic renewal of the professional competence. Thus, self-education is a model of their formation [1]. These approaches, however, require support in the ACT, which suddenly appears in the professional environment, which, in turn, fosters the ability to adapt to the nature of work and contributes to the quality of work. In this context, the essence of the profession lies in the ability to overcome professional challenges and strengthen professional competence.

Self-education is a general satisfaction with life. Formal education and non-formal education.

Self-education is associated with the development of skills, subjects, and other documents in the form of certificates and diplomas. The process regulated by the Commission on Higher Education, structures in specific fields, and is in accordance with the requirements of inter-university agreements, with the relevant provisions of the relevant laws, etc. Basic education is provided by the "Structure- a broad understanding of the subject, which leads to the development of professional academic competencies.

Informal interaction with children in the daily routine, without a specific educational approach—that is the key. In recent years, the Mexican government has adopted policies that promote the formation of a new generation of citizens, promote the development of a new generation of citizens, promote the development of a new generation of citizens, promote the development of a new generation of citizens.

As in the case of formal education, so too in the case of non-formal education, the success of the educational process depends on the ability to adapt to the specific conditions of the educational environment and the needs of the learners—the system of educational policy, which is based on the principle of educational development, and the self-governance of educational institutions in the field of

the educational process, etc. Internal and external factors, in turn, have a direct impact on the process of self-education and self-learning.

The idea of self-education and self-learning traces its origins to Confucius, Plato, and Aristotle, who associated it with the self-realization of the individual. Later, R. De Hart developed the concept of self-organization, which was further elaborated by I. Kant. This concept has been developed in pedagogy and other fields. In the 1970s, the concept of lifelong education gained new impetus from the phenomena of self-education, self-learning, and self-organization.

In the 1990s, The Organization for Economic Cooperation and Development (OECD) proposed to contribute to the development of knowledge starting from the primary level of education, thereby encouraging people to engage in self-education throughout their lives and to control their own educational process. In turn, the European Union has adopted the concept

"Lifelong learning" has become a key instrument in this context. The 1992 Maastricht Treaty provided a legal basis for this concept, while the establishment of a general directorate for education within the EC strengthened its organizational framework.

The 2000 Lisbon Strategy and subsequent initiatives, such as the New Skills Agenda for Europe and the Recommendation on Key Competences, emphasize the importance of self-directed learning, enabling learners to independently plan and manage their own learning process, adapting to the changing conditions of the modern world [2].

Self-directed learning enables people to independently determine when to study, thereby meeting the need for regular knowledge renewal. The coronavirus pandemic and rapid technological changes mean that the ability to self-educate is becoming a key factor in quickly acquiring the skills in demand on the labor market. Unlike formal education, which requires a lengthy process of adaptation, mastery, and completion of programs, self-directed learning offers the flexibility and responsiveness necessary in the modern world. From this perspective, self-organization becomes a key component of this process.

Methods

This study is based on theoretical approaches to self-education and self-organization in the context of lifelong learning. A literature review was conducted, including an analysis of existing concepts of self-education and self-organization, as well as their interdisciplinary content. A detailed study and critical analysis of scientific publications devoted to self-education, self-organization, and the role of teachers in the educational process were conducted. As part of a comparative analysis, various approaches to self-education and self-organization are compared. The analyzed scientific material is also systematized to identify the potential and challenges of self-education.

Literature Review

The aim of this study is to analyze approaches to self-education, which is one of the main

forms of continuing education, as well as a comparative analysis of various forms of self-organization in higher education.

Given the growing relevance of self-education, questions have arisen regarding its organization, specifically self-organization and self-motivation. The concepts of "self-education" and "self-organization" touch upon a wide range of fields, including philosophy, pedagogy, psychology, sociology, which contributes to their interdisciplinary significance. M. Hoyuz argues that self-education is not only a natural, innate ability but also a fundamental element of lifelong learning [3, p. 25].

The ability to self-monitor and self-organize allows one to assess the level of personal, intellectual, and professional development. According to research, self-organization is a key indicator of maturity and active participation in the process of planning, implementing, evaluating, and reflecting on educational goals tailored to the interests and needs of the learner [4, p. 772].

M. Narvaez and A. Flada argue that self-organization in education is identical to the concepts of self-directed, self-regulated, autonomous, and programmed learning. In all these forms, the primary driver of action is personal initiative, which initiates the setting of goals and the management of resources to achieve them [5].

Self-organization involves the ability to take personal responsibility for the learning process, set goals, select resources, plan, formulate strategies, monitor further development, evaluate results, and reflect on one's own actions.

Self-organization and self-education are the foundation for a continuous learning process and the constant acquisition of new knowledge. Self-control and self-motivation play a crucial role in stimulating the educational process throughout the entire period of study, allowing students to perceive themselves as lifelong learners and self-developers. Interaction in higher educational institutions contributes to the formation of the future professional's personality, while self-organization is actively developed through self-education.

Thus, a causal relationship can be observed: the capacity for self-organization serves as a predictor of an individual's predisposition toward lifelong learning and is linked to the nature of the educational process itself, which encompasses not only the acquisition of knowledge but also the development of skills [6, p. 13]. Obviously, a person endowed with the ability for self-management is oriented toward continuous learning [7, p. 10]. Internal motivation, personal interests, and self-reliance play a key role in stimulating the desire and ability for continuous learning. The ability to self-organize helps to realize the potential of the educational process, which is aimed at developing practical competence in various spheres of life.

Self-organization is necessary for self-education, but it is not identical to it, as it is linked to the nature of the individual. The individual's inclination toward independent learning, based on predispositions and educational values,

This can be identified through the use of special methods and tools [8, p. 331].

Experimental studies confirm that the capacity for self-organization develops naturally, transforming into the ability for responsible planning and management with a degree of autonomy. Research by B. Se, G. L. Nelson, H. Akharadhu, V. Kwo-ha, and A. Ko show that self-organization always proceeds freely and unimpeded, independent of the external environment, whereas the same cannot be said about the barriers arising in the course of formal communication [9].

At the same time, some authors argue that self-directed communication, as a result of self-organization, can develop to a limited extent within the formal educational context [8; 9]. At the same time, adult education fits successfully into non-formal educational models that promote self-learning. In essence, one of the key concepts of self-organization is the ability to learn independently and become "self-directed."

Nsaedova, L. Desaoriers, L. S. Magharti, K. Mil-her, K. Kaapagan, and D. They argue that in the traditional approach to education, the learner is perceived as a passive recipient of external information, situated in a depersonalized environment. In this context, the use of one's own methods and resources is not particularly encouraged [10]. However, modern educational technologies and the focus on the concept of lifelong learning require the implementation of innovative teaching methods.

An effective and well-developed educational system fosters independence and self-reliance, helping students make independent choices regarding their educational path. Such a system creates conditions in which students can develop their skills and abilities, utilizing modern technologies, including distance learning. In such an environment, according to T. Hoppnca, students gain freedom of action, which allows them to use resources and tools for self-directed learning outside the formal curriculum [11, p. 34].

I. Kasapecoweuae argues that an education model based on self-organization posits that teachers act as facilitators and mediators, guiding students toward the application of relevant knowledge and skills and the selection of learning strategies; they also help develop motivation through the use of available resources and technologies [12, p. 3].

Contemporary trends in self-organization in education contribute to the creation of an integrated model that includes cognitive, metacognitive, and motivational capabilities—

+strategies. This model fosters skills in emotional regulation, self-improvement, and personal growth, including the reinterpretation of experiences and the establishment of new life goals. The

modern concept of self-education is not merely a and self-organization incorporates key principles based on empirical data and theories of personality formation. In the adult education system, self-education becomes the central element of continuous communication. Self-organization, as a cornerstone of adult education, reflects the essence of the independent educational process. According to S. Loanga,

Self-directed learning is most effective when learners choose for themselves what they want to learn, and the teaching process is not imposed on them. Self-education appears to be effective only when a person independently learns what they could have learned [13, p. 5].

M. Noul notes that this self-organization in the educational process requires the learner to demonstrate initiative in the sense that it involves taking the lead in identifying their own educational needs, setting goals, determining the necessary resources, selecting and applying the most effective communication methods, as well as in the independent assessment of the results achieved [14, p. 7].

Contemporary educational theorists view self-organization as a way of life that underlies self-directed learning. Self-directed learning enables students to take on greater responsibility for educational decisions and is present at all stages of the educational process. It can encompass a wide range of activities—such as participation in class discussions, completing assignments, or independent study of the material [15]. Parents, as active participants in the educational process, play a leading role in fostering students' autonomous development—through constant dialogue, provision of necessary resources, assessment of achievements, and the development of critical thinking. Educational institutions promote self-organization through open learning programs and individualized study plans [16, p. 2].

R. Hemstra notes that the question of how to foster independence in students depends on the learning environment and the influence of intermediaries, such as teachers, tutors, and instructors [17, p. 25]. In different countries, they are called by different names, but they perform the same functions.

In the process of student self-organization, the mediator performs the following functions:

- helps structure learning materials and identify individual needs for independent, in-depth study;
 - facilitates independent study of specific topics by developing and coordinating an individual learning plan between the teacher and the student;
 - encourages the use of self-assessment and the selection of methods—
- teaching methods appropriate to the learning objectives;
- uses both traditional and alternative assessment methods, involving additional experts when necessary;
 - utilizes a variety of resources for in-depth engagement, including databases and online resources, which expand students' opportunities to achieve their personal goals;
 - creates a supportive educational environment, personalizing the learning process through the use of seminars, discussions, and working groups, online classes, focus groups, and supplementary materials, while ensuring feedback on the students' learning experience;
 - plans and conducts instruction, selecting methods, approaches, and class schedules tailored to students' needs, and adjusting attendance requirements and assessment methods accordingly.

Furthermore, the adoption of innovative (including digital) technologies enhances the ability of communities to self-organize, thereby unlocking their potential for autonomous communication throughout their entire lifecycle. However, the results of this study will be evaluated outside the organizational framework of a formal approach. Nevertheless, like any method, independent communication has its own advantages and disadvantages, which must be addressed during its implementation.

In today's world, self-directed communication is becoming an increasingly promising form of interaction. The variety of methods based on the latest technologies necessitates a shift in the form of communication. This expands students' opportunities to independently choose their means of communication [18].

It is necessary to note that self-organization in education, with its democratic approach and encouragement of independence, is characteristic of "Western" styles of education. In regions of Asia and Africa, the traditional authoritarian style with strict hierarchies and hierarchical control predominates. Students from these regions may not be ready for self-directed learning, so they require the teacher's assistance and pedagogical guidance.

Self-directed learning without clearly defined goals can disorient the learner, making it difficult to assess their progress. Questions arise: What should be assessed? How does this relate to the learner's current and future work activities, the content of the training, and social contexts?

Self-organization in learning is an innovative approach [19, p. 9]. It is particularly effective in adult education, as it contributes to the achievement of meaningful and competence-oriented outcomes. Self-organization also fosters a sense of cooperation for the benefit of all involved parties [4, p. 775].

Self-organization fosters independence and perseverance in students, boosts their self-esteem, and increases their satisfaction with their work and its results. It promotes informed decision-making, as students make choices based on their own ideas, aspirations, and needs, while increasing their responsibility for their decisions. Self-organization in the learning process guides students toward exploring topics in a broader interdisciplinary context compared to traditional disciplines. This approach allows the curriculum to be adapted to the goals and motivations of the instructor, but in a more flexible and democratic form, and contributes to a deeper and more comprehensive understanding of the material [20, p. 146].

Results and Discussion

The study has **shown** that this method offers a number of clear advantages:

1. Self-organization in the learning process helps students develop confidence in their abilities, initiative, and a focus on achieving goals. This leads to increased life satisfaction and satisfaction with learning outcomes, as well as an awareness of responsibility for the chosen path and methods of acquiring knowledge.

2. Self-directed learning, based on self-organization, allows for a re-evaluation of success and failure in educational activities.

It is important to note here that success or failure depends on the individual educational development of the student, i.e., it is the result of subjective factors. For example, certain methods of assessing knowledge, such as tests and other assessment methods, despite their objectivity, remain arbitrary and are filled with characteristics not fully consciously chosen by the students themselves; they do not contain elements of critical or even creative thinking. Unconscious answers to tests within the range of "yes"

"No," because choosing the correct answer from the options provided does not contribute to the full development of the learner's potential. These approaches belong to the realm of formal education, but not to self-education.

3. The drive toward self-organization, transforming into a continuous process of self-learning, enables students to broaden their range of interests much more effectively than in traditional education with a fixed curriculum and schedule. It is important to understand that traditional schooling cannot satisfy all the needs and interests of students.

Thus, the knowledge acquired by learners will be a reflection of their freedom of choice, rather than a result of being confined within predetermined boundaries. Freedom from rigid curricula allows them to independently choose, plan, and explore, engaging in creative activities and focusing on their own goals, values, and interests. This approach contributes to the development of self-organization skills and addresses the current trends in the modern educational process [18].

Contemporary approaches to self-organization in higher education emphasize a variety of tools and strategies. In the context of formal education, self-organization implies that students independently formulate goals, systematize knowledge, and master the material using selected methods for learning [21, p. 86]. The constructivist model of learning demonstrates students' independent control of the educational process, in which their individual abilities and available resources are utilized. The use of practical exercises in class contributes to the formation of practice-oriented knowledge. For example, at the University of Los Lagos (Chile), a student-centered competency-based model was developed, incorporating flexible and creative approaches to solving pedagogical problems, where the student takes center stage. The curriculum covers disciplines aimed at developing "transversal competencies for communication," providing cognitive, emotional, and social tools consistent with the constructivist model [22, p. 123].

Recently, social media and educational online platforms have been gaining popularity as tools for education and teaching. In our view, social networks and online platforms can facilitate self-directed learning—this is a separate topic for discussion. However, it is important to note here that users in the virtual space can create groups for collaborative work on educational and scientific projects, and also have access to social media applications and online platforms via mobile devices. For example, on the Moodle platform, it is possible to organize

se6-0opyMbl, where students can learn together in a collaborative environment.

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3aKpю leHHe (Conclusion)

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