

 <https://doi.org/10.31651/2524-2660-2024-1-121-126>

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УДК 378.041-057.875:811-027.63(045)

DIDACTIC ASPECTS OF STUDENTS' SELF-ORGANIZATION AND LINGUISTIC PERSONALITY DEVELOPMENT

The article reveals the essence of students' independent work as the basis of self-organization and linguistic personality development. It is noted that this type of students work should be aimed at enhancing independence in educational, scientific and professional activities.

It is substantiated that the formation of independent work skills ensures fosters the student's linguistic personality. This is manifested in developing qualities necessary for the student for future professional activity.

Keywords: *self-organization of students; competence formation; self-educational activity; independent work skills; didactic conditions; language personality.*

The relevance of research. Currently, during the period of martial law in Ukraine, the formation and development of self-organization skills of all students throughout the country is a very important factor, regardless of how far the educational institution is from the front line. Because of the war, students, schoolchildren, and cadets are forced to switch to distance learning using computer technology and the Internet.

The skills of self-organization are especially relevant in the conditions when the educational process takes place offline in the educational institution and the air alarm sounds during the class and in this connection the usual daily routine has to be changed. Despite a significant number of studies focusing on independent work, namely, the didactic aspects of the organization of independent work of students in the conditions of martial law in the country were almost not considered.

In addition, the world is now moving into an informational, or post-industrial, digital culture, which places new demands on a graduate of a higher education institution: to be able not only to apply their knowledge in a familiar situation, but also to have the appropriate competence to independently acquire knowledge, skillfully apply it to practice to solve various problems that arise,

generate new ideas, think creatively (Stoof, Martens, & van Merriënboer, 2004).

It is clear therefore that it is almost impossible to acquire knowledge in the modern world without a high-quality command of a foreign language. Ukraine's aspiration to become a member of the European Union and NATO also requires knowledge of a foreign language from students seeking higher education. The situation in which the country and its citizens found themselves needs students to make the most effort and ability to study independently, including mastering a foreign language. The trend towards self-education is currently developing in many countries, even where there is no war.

In most of the developed countries of the world, a new socio-economic and political situation has emerged, the features of which have become integration trends in all spheres of activity of representatives of different cultures. Therefore, the practical mastery of a foreign language has become a need of people, and the need to satisfy these needs stimulated the creation of a flexible system of means of teaching foreign languages, the development of various methodological approaches (Shevchenko, 2017).

The European Union (EU) believes that European identity, that is, the willingness of people in Europe to feel as one, can only be formed when everyone finds their native language again in a united Europe, and not only within their own national borders.

But to feel at home in a multilingual world, you need to learn foreign languages yourself. Actually, the language policy of the EU is aimed at encouraging people to learn many languages, which have become necessary for everyone today. Foreign languages open up new worlds, develop a new perspective on one's own world, and significantly help mutual understanding between different peoples (Kupchyk, 2014).

“To approach the process of language acquisition in a meaningful way allows only linguistic didactics, because it provides both a description of the mechanisms of language acquisition and also the specifics of managing these mechanisms in educational settings” (Reinicke, 1979).

The concept developed by Werner Reinecke is based on the idea of the existence of three interrelated scientific disciplines that make up the theory of foreign language learning:

- 1) the theory of language acquisition, or linguistic didactics;
- 2) didactics of a foreign language;
- 3) a method of teaching a specific language.

The conclusion can be made that the subject of interest of the scientist who deals with learning foreign language problems is the linguistic personality.

Linguistic didactics makes it possible to identify objective regularities, according to which a model of foreign language learning should be built, at the center of which is a poly-lingual linguistic personality (Shevchenko, 2017).

The formation of the above-mentioned linguistic personality skills is possible with a change of priorities in education – from the assimilation of ready-made knowledge in the course of educational activities to self-educational activities, the purpose of which is the students' self-organization skills formation (Horbach, 2015). This goal is set at the education modernization new stage, which includes the development and implementation of new educational standards aimed, first of all, at a linguistic personality capable of self-education, active transformation of the world and self-development. This, in turn, requires from the student not only flexibility and mobility of thinking, but also the skills of self-education, self-organization skills (Bogomolova, 2019).

The analysis of recent research and publications on the theory and practice of the competence formation in students' self-educational activities shows that the possibilities of the educational process in their formation are not sufficiently revealed, the composition of the students' self-organization skills is not identified, the criteria and corresponding indicators of the formation of students' self-organization skills are not determined, they are not researched and the factors affecting the formation of these skills have not been identified, the model of self-organization competence formation and didactic-methodical support for the implementation of this model has not been developed, the issue of special practice-

oriented training of teachers has not been considered.

The problem of forming the competence of self-educational activities of students requires further understanding, systematization, correlation of this process with new realities in society and education (Stoof, Martens, & van Merriënboer, 2004).

In modern psychological and pedagogical literature, there are different approaches to defining the concept of independent work of students. Some researchers define independent work as "any active students' activity organized by the teacher, aimed at fulfilling a didactic goal in a specially allocated time" (Chesnakova, 2010).

The study of the outlined question showed that self-education is based on the activation of educational and cognitive interests (Parshakova, 2010) and the independence and creativity of the future specialist (Horokhivska, 2011).

The organization of students' independent work is a problem of pedagogical theory and practice that has a long history, and a wide range of researchers was engaged in its study. But today the educational situation (social attitude, conceptual foundations, real conditions, the very subjects of the educational process) has changed significantly. There is a transition to multi-level training of specialists, which requires the peculiarities of independent cognitive activity at different levels study and the determination of ways to increase the efficiency of students' independent work, forms and methods of its organization (Strilets, 2012).

The core of independent work is a cognitive and problematic task, because the existence of a task determines the entire process of independent work. A cognitive task is one in the process of solving which students come to new knowledge or a new way of acting (Stoof, Martens, & van Merriënboer, 2004).

Identified discrepancies are explained by the presence of contradictions between:

- the need of modern society for a person who is able to independently acquire knowledge and skillfully apply it in practice, and the insufficient development of the mechanism of skills formation of self-educational activities at the stage of higher education;
- the orientation of the educational process in the formation of students' self-educational skills and insufficient theoretical and methodological support;
- the need to ensure the unity of linguistic and didactic conditions for the formation of the competence of students' self-educational activities and their fragmentary use in education.

The identified contradictions made it possible to actualize the research problem: what are the theoretical prerequisites and pedagogical conditions for the formation of students' self-organization skills.

The purpose of the research is to solve the specified problem: to identify, theoretically substantiate and experimentally verify the didactic conditions for the formation of students' self-organization skills when learning a foreign language.

The research method is the process of forming the competence of students' self-educational activity, and **the research material** is the didactic conditions for the formation of students' self-organization skills.

Research results and their discussion. In the course of the work, a hypothesis was put forward, based on the assumption that the formation of students' self-organization competence will be ensured if:

- students' motivational and value attitude towards self-organization is formed;
- students are trained in the technology of searching and working with information sources;
- interaction of students' educational and research activities is organized;
- educational process has a humanistic focus;
- practice-oriented training of teachers for the process of self-organization competence formation is carried out.

In accordance with the problem, goal, object, subject and hypothesis, the research tasks were set.

1. Analyze the problem of self-organization competence formation and determine its initial prerequisites.

2. Identify the composition and content of students' self-organization skills; determine criteria, indicators and levels of their formation.

3. To determine the set of factors affecting the formation of the relevant skills of students.

4. Develop and experimentally test the model of students' self-organization competence formation and pedagogical conditions for its implementation;

5. Develop practical recommendations for the formation of these skills in students.

The scientific novelty of the study is that:

1) the initial prerequisites of the study of the problem of forming the competence of self-organization of students are revealed: orientation to a person as a subject of his own development, to his activity and independence; the need to rethink the previous didactic experience in order to identify new approaches and means of self-organization competence formation that

would work effectively when learning a foreign language in the modern socio-cultural situation;

2) on the basis of generalization, the concepts are clarified: self-education, as a voluntary, self-governing process of cognition, aimed at the self-development of the linguistic personality, the quality of self-organization of the linguistic personality; "Self-educational activity" – motivated, systematic, purposeful, cognitive activity, managed, controlled and evaluated by the student himself; "Skill of self-educational activity" - the willingness and ability of the subject to set self-educational goals and tasks, to find ways to solve them, to be able to control and evaluate their actions;

3) a composition of students' self-organization skills was revealed: information search and processing; self-control and their content is determined;

4) a complex of factors influencing the formation of students' self-organization competence was identified and taken into account: personal and psychological: value orientations (desire to prepare well for the state exam and further education); socio-pedagogical: procedural (various methods, methods and methods of work); substantive (ideas, facts, laws, theories and methods of science);

5) a set of criteria for the formation of students' self-organization skills (motivational, value, cognitive, operational, personal) was developed; determined levels of their formation among students,

6) a model of student self-organization competence formation was developed and implemented, which includes target, content-operational, evaluative-effective components;

7) identified, theoretically justified and tested in the experiment pedagogical conditions that ensure the successful implementation of the model of formation of these skills: motivational and value provision of the process of formation of students' self-organization skills (use of methods, forms, methods, means; development of interest and positive attitude towards it; accumulation personal experience of this activity in the process of joint work in micro groups); implementing the interaction of students' educational and research activities; the use of the humanistic orientated educational process in the formation of students' self-organization skills; teacher practice-oriented preparation to implement the students self-organization forming the competence process (Bogomolova, 2019).

The theoretical significance of the study is: in the expansion of theoretical ideas about

the self-organization of the linguistic personality when learning foreign languages, the use of linguistic didactics in substantiating the characteristics of the skills of self-educational activity of students, which is a consequence of the formation: awareness, completeness, the sequence of performing the actions of information search and processing, self-organization, self-control; in identifying their composition and content; in the development of criteria and indicators of the formation of these skills; in identifying a complex of factors affecting their formation; in the theoretical substantiation of linguistic didactic conditions for the formation of students' self-organization competence. The practical significance of the research is: in the development and implementation of language-didactic conditions for the formation of students' self-organization competence; approbation of the model of their formation.

The main aspects are defined:

1) We consider the student's self-educational skills as the willingness and ability of the subject to set self-educational goals and objectives, to find ways to solve them, to be able to control and evaluate their actions. The composition of skills was revealed: information search and processing; self-organization; self-control and their content is determined.

2) The model of students' self-organization competence formation includes the following components: target, content-operational, evaluation-resultative.

3) The formation of the competence of self-educational activities of students takes place in the educational process of an educational institution and is considered as a holistic and step-by-step process that reflects the dynamics of the development of its components and transitions from a low level to a higher one. 1st stage – preparatory: students are introduced to the concept of self-educational activity, the formation of a motivational and valuable attitude towards it is ensured; students are taught the technology of searching and working with information sources; 2 stage – purposeful formation of the ability to search and process information using the interaction of educational and research activities of students in the course of problematic lectures, practical, laboratory-practical classes.; 3rd stage – formation of self-organization and self-control skills by introducing problem-searching tasks into educational disciplines; 4th stage – final – active use of students' self-organization skills

when they perform research works, creative projects, participation in scientific and practical conferences.

4) The criteria for the formation of students' self-organization skills are: motivational and value (the presence of students' attitude to self-education as a value; the need for its practical assimilation; value orientations for social and individual-personal self-development); cognitive (formation in students of a holistic idea of self-educational activity, understanding of the need to master self-organization skills); operational (qualitative mastery of self-educational skills: awareness, completeness, sequence of actions: search and processing of information, self-organization, self-control); personal (development of linguistic personality qualities: activity, independence, desire for self-education, adequate self-esteem).

The didactic conditions for the formation of the competence of self-educational activity and self-organization of students are:

- motivational and value provision of this process due to the use of methods, forms, techniques, means aimed at the active inclusion of students in self-educational activities, the development of interest in them, the accumulation of personal experience of this activity in the process of joint work in micro groups, which is built on the basis of the principles of cooperation, co-creation, dialogical communication;

- interaction of students' educational and research activities, in which the systematic search activity of students is optimally combined with the assimilation of ready-made knowledge;

- humanistic orientation of the educational process using methods and forms of education that ensure the disclosure of the student's individuality, his personal qualities;

- practical-oriented training of teachers to implement the formation of students' self-organization competence.

The validity and reliability of the research results is provided by the initial methodological and theoretical provisions, the use of systemic and self-organizing personal-active approaches; using a set of research methods adequate to its subject, purpose and tasks; a combination of quantitative and qualitative analysis of experimental data, confirmation of the proposed hypothesis by research results.

Conclusions. The study of the problem of forming students' self-organization competence determined the need to use different approaches to studying the essence of this phenomenon: systemic (synthesizing different knowledge about the object into a

single whole); personal and active (consideration of the formation of the competence of self-organization of students from the position of a linguistic personality); creative abilities (development of the motivational sphere, personal qualities).

On the basis of the analysis of literary sources, we summarized and clarified the main concepts of the studied phenomenon: self-education is a voluntary self-governing process of cognition aimed at the self-development of a linguistic personality, the quality of a linguistic personality (a set of views and beliefs of a person, which became guiding in his active activities aimed at achieving life important goals for him); self-educational activity is a motivated, systematic, purposeful cognitive activity, managed, controlled and evaluated by the student himself. The ability of self-educational activity is the willingness and ability of the subject to set self-educational goals and objectives, to find ways to solve them, to be able to control and evaluate one's actions. The formation of the competence of self-educational activity is a holistic process of pedagogical interaction between teachers and students based on systemic, personal and active approaches, aimed at students' mastery of the ability to use self-educational activity. Based on these interpretations, we discovered the composition and content of students' self-organization skills, developed criteria for their formation.

The criteria for the development of students' linguistic and didactic self-organization skills are identified: motivational-value, cognitive, operational, personal and their corresponding indicators, and the levels of self-organization skills development are determined: high, medium, low and very low.

Prospects. In accordance with the identified criteria and indicators, a set of diagnostic didactic methods was determined, which opens up the prospects for further scientific research to determine the most effective ways and linguistic didactic means of forming the competence of self-organization of students in learning a foreign language. Despite the fact that many issues of the theory and practice of self-organization and self-educational activity have been studied to date, it can be stated that there are not enough studies that reveal the process of formation of linguistic didactic skills of self-educational activity. We noted only a few works in which the problem of forming the competence of self-organization

of students when learning a foreign language is considered.

The relevance of didactic research is due to the need to create an objective scientific basis for evaluating the effectiveness of teaching methods and their further development, based on the idea of the formation of a linguistic personality.

For this, it will be necessary to carry out an additional analysis of modern linguistic and didactic literature in order to reveal the factors affecting this process.

The urgency of this problem, its social significance in the conditions of martial law in the country is an incentive for further research.

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ДИДАКТИЧНІ АСПЕКТИ САМООРГАНІЗАЦІЇ ТА ФОРМУВАННЯ МОВНОЇ ОСОБИСТОСТІ СТУДЕНТІВ

Анотація. Актуальність дослідження полягає в тому, що в даний час, в період воєнного стану в Україні, надзвичайно важливим фактором є формування і розвиток навичок самоорганізації всіх учнів у всій країні, незалежно від того як далеко знаходиться навчальний заклад від лінії фронту. Так як через війну студенти, школярі, курсанти змушені переходити на дистанційне навчання із застосуванням комп'ютерної техніки та інтернет-зв'язку. Але здобувати знання в сучасному світі без якісного володіння іноземною мовою майже не можливо. Прагнення України стати членом Європейського союзу та НАТО також вимагає знання іноземної мови від здобувачів вищої освіти. Ситуація в якій опинилася країна та її громадяни вимагає від студентів прикладати здебільше зусиль та умінь навчатися самостійно, в тому числі, опанувати іноземну мову. Тенденція до самоосвітньої діяльності зараз складається у багатьох країнах, навіть там де немає війни.

Мета дослідження становить рішення означеної проблеми: виявити, теоретично обґрунтувати та експериментально перевірити дидактичні умови формування вмінь самоорганізації студентів при вивченні іноземної мови.

Методом дослідження виступає процес формування умінь самоосвітньої діяльності студента, спрямований на саморозвиток мовної особистості.

Основні результати дослідження. В ході роботи була висунута гіпотеза, що базується на припущенні про те, що формування умінь самоорганізації студентів буде забезпечено, якщо сформується мотиваційно-ціннісне ставлення студентів до самоорганізації; буде проводитися навчання студентів з технології пошуку і роботи з інформаційними джерелами; організується взаємодія навчальної та дослідницької діяльності студентів, буде проводиться практико-орієнтована підготовка викладачів до здійснення

процесу формування умінь самоорганізації, спрямований на саморозвиток мовної особистості.

Наукова новизна дослідження полягає в тому, що виявлено вихідні передумови проблеми формування умінь самоорганізації студентів: орієнтація на людину як на суб'єкта власного розвитку, на його активність і самостійність; потреба в переосмисленні попереднього дидактичного досвіду з метою виявлення нових підходів і засобів формування умінь самоорганізації, які були спрямовані на саморозвиток мовної особистості та ефективно працювали при вивченні іноземної мови в сучасній соціокультурній ситуації.

Висновки. Дослідження проблеми формування умінь самоорганізації студентів визначило необхідність використання різних підходів до вивчення сутності цього явища: системного, особистісно-діяльного, творчих здібностей, розвитку мотиваційної сфери, особистісних якостей.

Актуальність дидактичних досліджень обумовлена необхідністю створення об'єктивної наукової основи для оцінки ефективності методів навчання та їх подальшого розвитку, в основі яких лежить ідея формування мовної особистості. Для цього треба буде провести додатковий аналіз сучасної лінгвістичної та дидактичної літератури, щоб виявили фактори, що впливають на цей процес. Актуальність даної проблеми, її соціальна значущість в умовах воєнного стану в країні є стимулом для подальшого дослідження.

Ключові слова: самоорганізація студентів; формування умінь; самоосвітня діяльність; навички самостійної роботи; дидактичні умови; мовна особистість.

Одержано редакцією 28.02.2024
Прийнято до публікації 15.03.2024