Postmodern Openings
ISSN: 2068-0236 | e-ISSN: 2069-9387
Covered in: Web of Science (WOS); EBSCO; ERIH+; Google Scholar; Index Copernicus; Ideas RePeC; Econpapers; Socionet; CEEOL; Ulrich ProQuest; Cabell, Journalseek; Scipio; Philpapers; SHERPA/RoMEO repositories; KVK; WorldCat; CrossRef; CrossCheck

2022, Volume 13, Issue 4, pages: 216-230 | https://doi.org/10.18662/po/13.4/515
Submitted: May 17th, 2022 | *Accepted for publication:* June 21st, 2022

Teacher Self-Education in a Pedagogical Context: Posthistory

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Abstract: The importance of the topic of the article lies in the fact that in our time there is a need for innovation of the educational process, the use of innovations in teacher self-training is therefore important teacher self-education in a pedagogical context. The purpose of the article is the need to explore and substantiate the importance of teacher self-education in a pedagogical post-historical context. The article provides a theoretical foundation of the concepts of self-education and self-development of the teacher in the pedagogical context the conditions of the effectiveness of self-education of teachers in the current system of education are highlighted; the structure of readiness for self-education of teachers in a postmodern society, as the present period of modernization of education, undergoing reforms of different parties, makes higher demands on the professional competence of teachers is presented. Today it will be obvious that society needs a constantly learning mobile teacher and his improvement of personal and professional qualities. It is important to note that the training of a teacher who meets the requirements of today's professional activity is continuous, not continuous only during basic training, but also during continuing education courses and self-study, because the knowledge and skills acquired at university are no longer sufficient to solve new school problems.

Keywords: *modernization of education; self-development of personality; improving the quality and effectiveness of the educational process, self-improvement of the teacher; professional development.*

How to cite: Pasternatskyi, V., Nosachenko, V., Hrechanovska, O., Bilozerska, S., Railianova, V., & Zabudkova, O. (2022). Teacher Self-Education in a Pedagogical Context: Posthistory. *Postmodern Openings, 13*(4), 216-230. https://doi.org/10.18662/po/13.4/515

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Introduction

The relevance of the topic of the study in the international context of similar studies in this area is to confirm that the modernization of the educational sphere requires teachers not just understanding and acceptance of the purposes and content of this process, but above all, effective self-development of teachers themselves, which can provide real change in teaching practice.

The importance of the topic of the article lies in the fact that in the system of today's renewed education is particularly necessary to actualize the personal and professional potential of teachers, but not all teachers show a willingness to self-development in professional activity and active self-education. Often some of them express dissatisfaction with the initiatives introduced by the administration, who are reluctant to master information technology and innovative techniques.

Many teachers are not psychologically prepared to constantly revise the content of disciplines, to develop new courses. Meanwhile, only a teacher who is in active self-development can ensure the development of the student. Thus, there is a contradiction between the requirements for professional self-development of the teacher, and, in particular, self-education, and insufficient psychological and pedagogical provision of this process.

Post-historical aspects of teacher self-education in a pedagogical context were studied by the following scientists: Demchenko (2019) proved that self-educational competence is an integral part and emphasized the need to introduce the experience of foreign scientists on this issue. Kuzhelnyi (2012) highlighted the problems of today's teacher training, features of the organization of independent work of future teachers and suggested ways to eliminate these problems in the posthistorical aspect. Savko & Dudash (2020) investigated creative freedom, possibilities of self-development and activation of activity in the work of foreign researchers and concluded the need for creative freedom of teachers and implementation of foreign experience in Ukrainian education. Thornton (2010) noted the need for teacher self-education and suggested ways to improve teacher self-education in his writings that could be used in national pedagogy.

The purpose of this article is the theoretical substantiation of the concepts of self-education and self-development of teachers in the pedagogical context: the conditions of the effectiveness of self-education of teachers in the current system of education, the structure of readiness for

self-education of teachers in a post-modern society, as the present period of modernization of education, undergoing reforms in different parties, puts increased demands on professional competence of teachers.

Theoretical justification of the concepts of self-education and self-development of the teacher in the pedagogical context

The Dictionary explains that self-development is the mental or physical improvement of a person. This improvement is possible if this person is engaged in self-development, exercise. Personal development takes on special significance in the context of current scientific concepts, in which this phenomenon is seen as a fundamental problem of personal and professional growth of a person and is the reason for successful life activity.

Professional self-development is interpreted as a process of personal development, focused on a high level of professionalism and professional achievements. Professional self-development has at its core a complex system of motives and a special source of activity (Vatolina, 2019).

The driving force and source of professional self-development of a teacher is his conscious need in this process, caused by the desire to be better, more successful, to have recognition of others, to enjoy the process and results of professional activity. The main directions of personal self-development are self-education (education of will, character qualities, a certain model of behavior) and self-education (learning new things, comprehension of information, its integration with existing knowledge, intellectual enrichment).

At the stage of different approaches to the definition of self-education make it possible to consider this concept as a process of development of intellectual qualities and abilities, and as a type of cognitive activity, and as a means of self-development (Garvis, 2012).

Self-education is characterized by:

1) a special angle of research activity;

2) self-improvement of a personality, acting in an organized independent cognitive process;

3) a component of the system of continuous professional education.

In the framework of the latter approach self-education is considered as the driving force of the system, which has a feature that drives the effectiveness of its functioning at different stages of human life. The meaning of self-education is expressed in the satisfaction of cognitive

activity, the growth of the teacher's need for self-actualization through continuing education.

In pedagogical works on professional development self-education is recognized as one of the most dynamic forms of raising the level of a specialist. Self-education is more effective in comparison with other forms of learning, because knowledge and experience, become the rebirth of the person on the way to improvement, which were obtained independently by own knowledge, discoveries and mistakes (Thornton, (2010).

We consider self-education as an integral part of personal self-development. Under self-education we understand voluntary activity aimed at mastering the general culture, current pedagogical ideas and technologies, contributing to the quality and effectiveness of the educational process and self-improvement of the teacher.

As the main characteristics of self-education we distinguish its consciousness, purposefulness and systematicness (Vakula & Plotnikova, 2013).

The intensive development of information technology is changing the conditions for self-education. The Internet with its possibilities of communication by e-mail, participation in chats, forums, master classes, thematic videoconferences, seminars contributes to the virtual unification of teachers in addressing issues of self-education.

The needs for self-education of each teacher has its own, specific, because they are influenced by different factors, namely: the structure of personality, interests, scientific, psychological and special training, general educational level; teaching experience, place and results of work, the level of development, etc.

The analysis of the considered approaches to the definition of the concept "self-education" allows us to assert that, despite significant differences in its interpretation, it is possible to identify a number of the most common essential characteristics of this phenomenon. Since we are interested first of all in professional self-education and how its essential characteristics can be distinguished (George, 2016):

– harmonious unity of cognitive and personally developing activities aimed not only at acquiring the necessary professional knowledge, abilities, skills and practical experience, but also a qualitative change in personality, which provides the optimal professional adaptation and further improvement of himself as a professional;

– independence of organization and regulation of self-education process, which implies that the subject of self-educational activity

determines its target settings, plans actions for their implementation, monitors the implementation of the planned actions;

– continuity and systematic of self-education process, consistently carried out throughout life (the entire period of work activity);

- purposeful, which implies designing self-education, building its individual route, taking into account personally and socially significant goals, professional requests;

- personal motivation and subjective importance of self-education, based on awareness and acceptance of the requirements of society and the profession, individual needs to achieve personal and professional success, self-actualization and self-improvement;

– activity, based on the subject's own initiative of self-educational activity and manifested in the active regulation of the process of professional and personal development, mobilization, transformation and distribution of personal resources to achieve the goals.

Conditions for the effectiveness of self-education of teachers in the present system of education

Self-education of the teacher will be effective, when the need of personality in self-development is realized, the teacher is able to assess himself, owns the methods of self-knowledge and self-analysis, is ready for changes, has the ability to reflection, aimed at awareness of their own actions, feelings, analysis of his activities.

It is also important to have a self-education program that includes general education, subject matter, science, psycho-pedagogical and methodological areas (Demchenko, 2019).

In the self-education of the teacher should be the results of improving the quality of teaching the subject, teaching interaction with students, writing manuals, articles, textbooks, programs, conducting research, development and implementation of new forms, methods and techniques of teaching, preparation of reports, speeches, didactic materials, tests, methodological recommendations, etc.

Savko & Dudash (2020) named the reasons that make the process of self-education difficult: lack of time, lack of information sources, material resources, lack of incentives, etc.

Teachers noted the great importance in the process of self-education of a positive atmosphere in the team, the ability of managers to support the creative initiatives of teachers.

Working on oneself is a complex, creative process that cannot be rigidly regulated and requires assistance (Gibbons, 2002).

Self-education plays an important role in expanding the professional competence of teachers and educators. There are several definitions of this concept. One of the definitions that can be found in the scientific literature is a form by which the cognitive activity of a person is carried out.

We can also say that it is a component of the system of continuing education. There is an opinion that self-education is an individual-personal process, purposefully aimed at the improvement of personality, at professional development (Samaras, 2006).

In order to make it pedagogically expedient to organize professional development, a scientific and methodical center is needed (in a preschool educational organization it is a methodical room), where teachers and educators can learn about new methods, technologies and programs of school and preschool education and upbringing.

There are such forms of methodological work to improve the qualifications of teaching staff (Moradi, 2018):

1. Pedagogical councils.
2. Personal and group consultations.
3. Teaching seminars and business games.
4. Psychological trainings.
5. Open viewings of lessons or classes.
6. Educational hour and other.

For the professional development of teachers in each educational organization should be created conditions, namely:

- establishment of a library;
- organization of a reading room;
- providing access to periodic scientific and pedagogical and scientific-methodical publications;
- availability of technical systems;
- organization of opportunities to participate in seminars, conferences, pedagogical readings in order to mutually beneficial exchange of professional experience.

Trukhin (2018) identifies such functions of self-education:

- extensive function - improvement of existing and new knowledge, necessary for effective implementation of professional activity of a specialist;
- orientation function - awareness of expectations from the profession, determination of one's

- role in professional activity, formation of an individual professional concept, individual style of activity;

- compensatory function - overcoming professional deficiencies

- the function of self-development - consolidation of a stable attitude towards self-knowledge and self-improvement, development of personality changes, which are in demand in the chosen profession.

- creative function - stimulation of creative thinking, development of innovative culture, formation of creative approach to fulfillment of professional tasks.

- adapting function - optimizing the process of a specialist's entry into professional environment, increasing adaptation potential, minimizing the risks of professional distortion.

Kuzhelnyi (2012) identifies the following results of teachers' self-educational activities: ensuring the continuity of professional growth; increasing competitiveness in the labor market, real and virtual mobility of economic specialists; development of cognitive activity potential, fixation of cognitive case to reality; acceleration and optimization of the process of professional formation of a specialist; increase in the level of adaptability to changes in working conditions, and complex professional situations; prevention of professional stagnation and deformation; increase in the level of information culture; development of innovative thinking and innovative activity, strengthening the orientation to a creative approach to the performance of professional tasks.

The structure of teachers' readiness for self-education in a postmodern society

According to George (2016) readiness for self-education can be considered as an integrative measure of the formation of personal indicators necessary for effective implementation of the key goals of self-education.

Yerakhtorina (2013) takes a slightly different approach and believes that readiness for self-education reflects the degree of mastering the basic components of self-educational activity. At the same time the scientist singles out as the main signs of readiness for self-education:

- The inclusion of the following components in its structure: - information-analytical skills, organizational skills, emotional-personal apparatus;

- the dynamic nature of readiness for self-education, the tendency to its constant change;

- reflection of readiness for self-education as a set of certain states of the student.

Hiemstra (1994) proposes to consider readiness for self-education as a holistic mechanism represented by a set of two aspects:

- psychological aspect - a measure of personal readiness for effective independent and systematic self-education activity;

- pedagogical aspect - a measure of procedural-activity form of manifestation of corresponding characteristics: motivational complex of self-education, skills of professional self-education, reflexive position.

The given definitions of readiness for self-education are of certain scientific interest and reveal new facets of the studied phenomenon.

However, we believe that it is more appropriate to consider readiness for self-education as an integrative personal characteristic.

Within this approach, Towle & Cottrell (2016) interprets readiness for self-education as a dynamic integrative quality, including: motivational and value attitude to independent professional development through self-education; system of skills and abilities, providing incremental knowledge, necessary for implementation of labor activity at high professional level.

Wagner (2011) includes the following components in the structure of readiness for self-education as an integrative, holistic professional and personal quality:

1. Informational and cognitive component - professional knowledge; special knowledge necessary to conduct self-education activities.

2. Motivational component - motives of self-education activity; awareness of importance of professional growth; interest in mastering methods of professional self-education; understanding of the role of readiness to self-education in professional activity.

3. Creative-activity component - the ability to carry out self-education activities through mastered analytical, predictive and projective skills; mobilization of personal and professional opportunities for the implementation of actual and prospective goals of self-education.

4. The analytical-reflexive component is a set of skills and abilities to work with information sources, control independent activity, self-assessment and determination of the optimal ways of self-education.

We are closest to the opinion of Chapman (2008), according to which readiness for self-education should be understood as a personality property, characterized by dynamism and integrality, the unity of cognitive, motivational and practical readiness for self-education activity based on the desire for professional self-fulfillment.

Based on the analysis of the studied approaches to the definition of the essence and structure of readiness for self-education we offer the author's interpretation of this term.

Readiness for self-education of teachers acts as an integrative characteristic of the personality, providing a stable efficiency of self-educational activity taking into account the sustainable desire for professional self-fulfillment.

The structure of readiness for self-education of students-economists is represented by a set of the following components: - motivational-valuable; cognitive-evaluative; procedural-activity; emotional-volitional.

Thus, today the problem of professional development of teaching staff in educational organizations is one of the most pressing in the educational system of our country. The state creates mechanisms for change in education, one of the main objectives of this concept is to create conditions for the development of lifelong learning. A priority issue is the use of information and communication technology at all levels of education (Vatolina, 2019).

A special place in the composition of the motivational-valuable component is given to the system of motives that ensure consistency, consistency and productivity of self-education.

In our opinion, this set of motives should include:

- Motivation to succeed as a desire to achieve high results in professional activity through continuous self-education.

– awareness of personal and professional importance of self-education, the emergence on this basis, the constant need for self-education as a means of achieving personal and professional success and as a means of self-education, which contributes to the development of purposefulness, internal organization, diligence and other skills demanded in modern society;

– cognitive interest - an individual need to acquire knowledge, expanding the idea of reality (cognitive attitude to reality), selective purposefulness and emotionally colored attitude to the expansion and deepening of knowledge necessary for productive professional activity (Garvis, 2012).

The process-activity component is represented by a set of self-education skills, by which we mean the ability of teachers to rationally implement self-education activities from the definition of goals to obtain specific results and their evaluation. At the same time during the implementation of self-educational activity the relationship between its goals, conditions, and ways of implementation is established.

The first group of skills includes the actions connected with each stage of self-education act and includes the skills connected with determination of priorities and goals of self-education; correlation of available resources with the set tasks; selection of suitable ways and receptions of self-education; development of an individual program of self-education; forecasting of results of self-education, possible difficulties in its realization and measures on their overcoming; control and evaluation of activity on self-education.

The second group of skills concerns the constructive allocation of time for the organization of self-education activities (time-management). We have identified the main skills of time-management with the support of developments:

- the ability to analyze the rationality of time allocation for self-educational activities; to identify the causes of irrational use of time resources;

- the ability to model strategies for action, taking into account the rational distribution of working time;

- the ability to prioritize self-educational activities in accordance with the available time resources, to plan the schedule of its implementation;

- the ability to competently use time-management techniques is the most optimal for achieving the goals of self-education.

The third group of skills involves aspects of independent work with information sources. We turned to the research of Kuzhelnyi (2012) who proposed a generalized system of information-analytical skills:

- Information retrieval skills: determining how to obtain the necessary information and its sources, choosing the most appropriate sources of information to solve the problems of self-education, assessing the reliability of the chosen source of information, information retrieval and preservation, including with the help of ICT;

- Information analysis skills: formulation of a problem, selection of information relevant to the problem, differentiation of information according to the criterion of materiality, analysis of reliability and objectivity of information, identification and search for insufficient information;

– Information evaluation skills: evaluation of information from the position of its application to solve the problems of self-education, interpretation of information on the basis of formed notions, knowledge and personal experience, making value judgment;

– The ability to process information creatively: compressing information, recoding it and presenting it in a new form, recording the results of working with information, including with the help of ICT.

Cognitive-evaluation component in the content, which includes: adequate assessment of himself as a future professional and subject of self-education activity, objective assessment of self-efficacy; availability of ideas about the essence and specificity of self-education, its role in the future professional activity; individual professional concept; professional thinking (Hanzha, 2005).

Professional self-realization largely depends on self-esteem, since the degree of adequacy and stability of self-esteem influences the activity of the subject in self-educational activity. Therefore, it is important that teachers have an established critical position regarding their own professional and personal potential and the possibility of its implementation in the process of self-education and in professional activity.

Conclusions

The topic of the article contributes to the scientific-theoretical as well as practical progress in the field of the indicated studies, because the article theoretically substantiates the concepts of "self-education" and "self-development" of the teacher in the pedagogical context, identifies the conditions for the effectiveness of self-education of teachers in the current educational system, presents the structure of readiness for self-education of teachers in a postmodern society.

Thus, the article provides a theoretical basis for the concept of "self-education" and "self-development" of the teacher in the pedagogical context, highlighted the conditions of effectiveness of self-education of teachers in the current system of education, the structure of readiness for self-education of teachers in a postmodern society. Also presented are works of research on post-historical aspects of teacher self-education in the pedagogical context in the works of Demchenko (2019) on self-educational competence as an integral component; Kuzhelnyi (2012), who highlighted problems of teacher training, features of organization of independent work of future teachers and suggested ways to address these problems in the posthistorical aspect; in the studies of Savko & Dudash (2020), who investigated creative freedom, opportunities for self-development and activity activation. Thornton (2010) argued for the need for teacher self-

education and suggested ways to improve teacher self-education in his work that could be used in national pedagogy.

The article proves that self-education becomes a part of professional self-development of a university teacher to the extent that it is the object of reflection (self-analysis) and active comprehension of the state and actions of the teacher). For self-education to be the basis for effective work and to improve the quality of the educational process in higher education, teachers need support and assistance.

The problem of continuous self-education is ambiguous and multidimensional. At the present time there are many approaches to the interpretation of the term "self-education". Based on their analysis, we define self-education of economics students as a continuous conscious activity, aimed at active independent professional development in accordance with personal needs and current professional requirements for economic specialists.

The study also allowed to give a detailed description. continuous self-education of teachers, which includes a description of its components, the essential characteristics, the main functions and results.

Further theoretical analysis of the research problem requires addressing the concept of "self-readiness for self-education", as self-readiness for self-education of teachers acts as an integrative characteristic of the personality, providing a stable efficiency of self-educational activity on the basis of a sustainable desire for professional self-actualization.

Acknowledgement

The Author 1 carried out a critical review of existing publications on the problem of research, theoretically substantiated the concept of self-education and self-development of the teacher in the pedagogical context.

The Author 2 in the article highlighted the conditions of the effectiveness of teacher self-education in the current system of education.

The Author 3 dealt with an important issue: presented the structure of teachers' readiness for self-education in a postmodern society, as the present period of education modernization, taking place in the context of reforms of different parties, puts increased demands on the professional competence of teachers.

The Author 4 worked on editing the text of the article.

Authors 5, 6 selected and compiled a list of literature.

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