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FORMATION OF STUDENTS' ACMEOLOGICAL COMPETENCE THROUGH SELF-EDUCATION

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The changes which are taking place at the current development of our society require that educational establishments of the National Guard of Ukraine train future specialists who are able to solve complex professional problems, constantly self-improvement in order to achieve the maximum level of personal and professional development. The organization of activities for self-education of acmeological competence plays an important role in solving such problems. Acmeological competence of the future specialist is defined by us as a complex characteristic of the cadet of educational establishments, which reflects the formation of acmeological motives, values, knowledge, skills, important personal and professional qualities, provides mastery of self-development, self-improvement to effectively solve complex problems in the personal and professional spheres of his life. Its structure according to the results of our study is represented by the unity of four components: motivational, personal, cognitive, activity. The formation of acmeological competence of cadets of the National Guard of Ukraine (hereinafter – NGU) is associated with their desire for self-development, self-improvement, with the formulation and solution of acmeological problems. In this regard, it can be assumed that the self-education of the personality of the future specialist may be one of the most important conditions that affect the desire and gradual movement of the individual to the acme peaks.

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Analysis of psychological and pedagogical sources of the concept of «self-education» revealed that in the Great Explanatory Dictionary of the Modern Ukrainian Language «self-education» is interpreted as «acquisition of knowledge by independent learning outside the educational establishments, without the help of a teacher» [1, p. 129]. Ukrainian scientist S. Honcharenko notes that «self-education – education that is acquired in the process of independent work without taking an independent course of study in an educational institution», calls it an integral part of systematic learning, which contributes to deepening, expanding and mastering knowledge [2, p. 296].

The purpose of the article is to substantiate self-education as a condition for the formation of acmeological competence of the NGU cadets in educational establishment.

The acmeological competence as one of the types of professional competence of future specialists is characterized by a set of features: purposefulness, organization, consistency, multidimensionality, subjectivity, independence, etc. The purpose of self-education of a cadet of the NGU in the process of formation of acmeological competence is the transition from one level of its formation to another – higher. It is self-education that allows you to predict, diagnose, plan, prevent, and correct this process. The self-education is motivated by the needs of future professional activity to acquire new knowledge, skills, abilities and their continuous improvement. It gives cadets the opportunity to systematically revalue their own potential, to methodical work with the educational and scientific sources, analyze, verify, use information in practice, master professional activities, take into account individual characteristics, solve educational problems, carry out research activities. The self-education of cadets as a condition for the formation of acmeological competence in higher education institutions was based on the following conceptual provisions: the inseparable relationship of educational, research, practical, recreational activities; constant desire for it. The self-education is implemented in the process of professional training of cadets with their active participation in various forms of work and activities. The scientist Chebotareva O. S. developed and substantiated the technology of formation of acmeological competence [4, p. 180-182], which included the gradual steps of the self-education organization: 1 – motivation for independent work, choice and goal setting, awareness of the need for self-education and its results; 2 – acquaintance with specific information, sources that promote self-education; 3 – acquisition of skills to use

different methods of self-education; 4 – awareness of the accumulated theoretical information, reports on the progress of self-education; 5 – summarizing self-education, substantiation of results and determining the prospects for further self-educational activities.

The implementation of the process of formation of cadets' acmeological competence in higher education institutions took into account the conditions of cadets' self-education. The observation of this process and analysis of its results helped to identify positive indicators of this condition. Thus, at the preparatory and organizational stage of the technology with the help of interviews, questionnaires, cadets' desires and capabilities for self-education were analyzed. At this stage, the teaching and learning materials were developed, which included: requirements, tasks, tips, questions to check the results of independent activities in the disciplines of humanities and professional-practical cycles («Psychology», «Psychology of Extreme Conditions», «Management» and etc.).

At the content-procedural stage of the technology there was an activity on development of internal motivation to achieve success in professional training, on formation of value orientations on self-affirmation, focusing on the maximum disclosure and realization of own potential. The cadets make themselves familiar with theoretical sources on self-education. The positive results were achieved during self-regulation classes in the training of attention, memory, imagination, self-suggestion, self-control.

The methods of personal reporting, practical tasks on personal planning skills, project development, simulation of the events of future activities were involved at the analytical and control stage in order to correct the levels and indicators of cadets' acmeological competence. The methods of studying and analyzing creative works, life projects, comparing portfolio results, compiling self-characteristics, mutual characteristics of formation of indicators of cadets from a platoon, self-assessment and mutual assessment of formation of complex characteristics of acmeological knowledge, skills, professional and personal qualities were also used.

Thus, the indicators of the motivational criterion of sufficient level increased by 8.7%, high level – by 5%; the indicators of the personal criterion of sufficient level increased by 12.4%, high level – by 2%; the indicators of the cognitive criterion of sufficient level increased by 10.3%, high level – by 3.4%; the indicators of the activity criterion of sufficient level increased by 15.7%, high level – by 3.4%. The results obtained during the experimental work showed that the implementation of self-

education has increased the levels of formation of acmeological competence.

The research does not cover all aspects of the problem. The study of modern ways of self-education and the conditions of cadets` self-education activities could become the priorities for further research.

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PECULIARITIES OF TEXT SELECTION FOR HIGH SCHOOL STUDENTS

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Working on texts is an essential part of learning a foreign language. Unfortunately, modern teaching of the foreign language, especially in Ukraine, provides insufficient attention to texts as objects that have a direct connection between the country and its language.

The purpose of the study is to summarize the requirements that the texts for reading must meet during foreign language lessons and transforming them into a template.

Firstly, let's focus on the official programs of MON of Ukraine. «Curricula in foreign languages for secondary schools and specialized schools with in-depth study of foreign languages, grades 10-11» indicates that at the end of the study period students of 11 grade should have the following results in texts reading [1, p. 37]:

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