

## ASPECTS OF ORGANIZATION OF FUTURE SPEECH THERAPIST SELF-EDUCATION

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**Abstract:** *the article discusses the opinions and conclusions of domestic and foreign scientists who have made the definition of self-education, the organization of self-education of the future speech therapist. The article concretizes the concept of self-education. In addition, the analysis of the definitions of self-education, self-education, self-development. the problem of self-education is the need for continuous education. Therefore, it is the main means of obtaining knowledge for any specialist. Self-education in accordance with the requirements of the time is the main task in improving the knowledge of the individual.*

**Keywords:** *self-education, education, speech therapist, specialist.*

## АСПЕКТЫ ОРГАНИЗАЦИИ САМООБРАЗОВАНИЯ БУДУЩЕГО СПЕЦИАЛИСТА-ЛОГОПЕДА

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**Аннотация:** *в статье рассматриваются мнения и выводы отечественных и зарубежных ученых, давших определение самообразования, вопросов организации самообразования будущего специалиста-логопеда. Статья конкретизирует понятие самообразования. Кроме того, проведен анализ определений самообразования, самовоспитания, саморазвития. проблема самообразования - это необходимость непрерывного образования. Поэтому оно является главным средством получения знаний для любого*

*специалиста. Самообразование в соответствии с требованиями времени является главной задачей в совершенствовании знаний личности.*

**Ключевые слова:** самообразование, образование, самовоспитание, логопед, профессионал.

Self-education is considered as an important professional quality of the specialist nowadays.

Today the obtaining of new knowledge is in the first place. Formation of creative thinking and innovative education, abilities of self-education and self-development is mandatory phenomenon.

Current paradigm of education actualizes the key objectives for senior school: in the condition of learning activity strengthening there is a goal to improve the quality of specialists training, to form the readiness of University graduates to lifelong learning and self-education.

Nowadays it is crucial to know how to be consummate professional, who can independently work for society, be an open minded and think big, set goals himself and reach them in a creative way, can apply innovative methods and tools in his work. The basis of education that aimed to develop such kind of personality is the process of self-search, self-education and self-improvement. Today we can observe a great demand to well informed and competent specialists. The level of education system development is the indicator of the level of society development.

Now in the agenda is the preparation of competitive specialist who can form himself the creative thinking, can effectively apply the tools that will promote to reach results of professional actions and its efficiency. For this it is of high importance to form up to date professional competence of future speech therapist who will improve and educate himself continuously.

Due to the fact of predominating the field of “future speech therapist self-education” today the new requirements are set for XXI century specialists, therefore setting of these requirements is proper. One of them is search of the answer to the question “What makes a good speech therapist”. There are a variety of traits that a speech therapist should possess: highly developed qualities of morality, be compassionate, initiative, resourceful, intellectual, thinking, communication abilities, pedagogical alertness, interest to memory, training and creativity capacities, work and collaborate well with people, have good scientific aptitude, have good verbal communication skills, be empathetic, sensitive and persistent and many others.

Moreover, self-education is the main form of future speech therapist for upgrade of professional knowledge. It includes advanced training and improvement of pedagogical experience through independent work with methodological literature and materials systematically.

In order to research fully the notion of sel-education it is necessary to deal with the history of development such categories as “self-upbringing”, “self

teaching”, “ self organization” in philosophical, psychological, pedagogical and social aspects. They have deep historical root and reflected in such ancient writings as Holy book Koran.

Self-education is basically formed without the help of a teacher through independent self-teaching [1].

Self-education is the social function, so the personality should realize himself. Actually, it carries into effect autonomously and is one of complex form of learning activity. As it is related with self-demonstration, self-assessment, self-cognition, self-obtaining of new knowledge and turning self-actions into skills in a practical way.

The issue of self-education is researched in various aspects in psychological and pedagogical literature:

a) as direction of self-education (V.V.Bondarevskii, A.G.Kovalev, B.F.Raiskii and others);

б) as objective and cognitive activity (A.K.Gromtseva, N.D. Ivanova, L.G.Kovtun, I.I.Kolbasko and others);

в) as tool of social experience mastery (T.A.Ilina, Yu.A.Podovetnaya, G.N.Serikov and others) [2].

г) as knowledge, education.

There are several definitions to notion “Education” in scientific works. *Firstly*, Education – basis of moral development, in particular, translation or enlarging the knowledge, so it is non-dependent field with its own functional laws based on labor tool and item specification. *Secondly*, Education – system of personality formation influenced both by teacher and graduate. *Thirdly*, Education – universal tool of knowledge enlarging technology and formation of scientific mindset. *Fourthly*, Education – is element of culture. *Fifthly*, Education – is a huge socio-cultural and socio-economical phenomenon [3].

We can obviously see the different understanding of the notion “Knowledge” in Kazakh and Russian languages. For instance, in the work «Dictionary RWCT» «Knowledge – is known as “erudition and formation”, in other words creation of definite feature. In Kazakh language the meaning of this word is “educate”, in English it means development of haven knowledge or taken from the knowledge of the learner” [4, p. 90].

I.P.Podlasyi gives the definition as “General Education forms scientific basis of nature, society and human being, form dialectical and materialistical worldview, develop cognitive abilities. In general knowledge is necessary training for each person and explains the notion of basic patterns such as labor skills, different practical skills, development of person in the surrounding” [5, p. 28].

According to B.S. Gershunskii the value of the category “Education” natural and inseparable right of each person – taking into account individual abilities of the person, to realize the policy of Education development that will give an opportunity to satisfy fully the right of obtaining the knowledge [6].

In explanatory dictionary of Pedagogics and psychology the following definition is given: “Education – the continuous process of upbringing and teaching that set a goal to reach a high level of morality, intelligence, cultural and physical development and professional competence” [7, p. 56].

Therefore, it is clear that through continuous obtaining the knowledge of the person, self-improvement, development, self-education is formed.

Self-education – one of the self-upbringing tools. As it was mentioned in encyclopedia, “self-education – complex part of continuous education – basic education and periodical improvement the qualification of specialists, re-training is seemed like the connection link” (8, p. 307).

According to V.I. Dobrenkov self-education – is type of education that are not similar to anyone’s training plan and out of training forms, individual, obtaining of the knowledge by the person in a stable and systematic way without any another person’s management (9, p. 153).

L.S.Kolesnik in the basis of self-education sees: “purposeful and systematic actions of the personality to replenish knowledge and skills, to improve personal qualities himself during self-education” [10].

Kazakhstan scientists of pedagogics and psychology are interested as well in research of the notion “self-education”, mostly they consider it in the individual and separate degree and in connection with the factors as self-improvement, self-development, self-organization.

For instance, in the opinion of scientist psychologist B.A. Ospanova self-realization is the process that gives an opportunity to person to realize as much as possible the creative potential, to realize the main creative thought in order to achieve the goals that will solve important issues. The definitions of B.A.Ospanova are below. Self-education is connected with the search and mastery of the knowledge in the interested field by the person, active, purposeful, cognitive activity. Self-assessment is assessment of personal qualities, achievements and shortcomings, the place among other people [11].

According to A.K. Kussainov point of view self-education is one of the self-upbringing tools. There is a big variety of the main patterns of self-education. The aim of people’s self-education is to raise the level of knowledge or qualification. Institutions play a big role in formation of self-education skills. Out of class and different sections, lessons in clubs and lecture rooms, experimental works and others contribute to formation of learners’ self-education skills. The skills of self-education, that were obtained in the secondary school, are deepened and improved while the learning process in the Universities. Participation of future specialists in seminars, scientific clubs, mastery classes, scientific research works in the society, expeditions, that are in educational process of Universities, is of high importance [12].

M.S.Akhmetova in her works proves that one of the main areas of pedagogical sciences is to instill self-education and without self-education it is impossible to study well [13, p. 41].

According to A.R.Boranbayeva the main purpose of self-education is teaching efficiency and quality improvement, that is obligatory condition for professional function of the teacher. Current teacher has to improve his knowledge and skills continuously, to do self-education, to be interested in different fields. The society always put high requirements to teachers and it will be continued further. In order to teach others, teachers have to not only know own discipline and master teaching methods, but also should be aware of other scientific fields, society life, present policy, economics and etc [14, p. 337].

N.A.Rubakin is a scientist, bibliographer, public character who contributes to theory and practice of self-education. Textbooks “Letters to people who do self-education”, “Experience of self-education”, “Among books” (1-3 parts) were widespread in the beginning of XX century. In his opinion the basis of self-education lays in making actions to obtain the knowledge by himself and for him it is the highest feature of education. He developed several principles of self-education (personalization, connection with learning, connection with life, etc) and also, he developed the system of self-education [15].

Cognitive activity of self-education is defined as the pattern of object-personal of active relationship to know the individual and directed to get new knowledge, propensity, to get new skills, to improve own skills, to develop thinking abilities and opportunities, to vary the intellectual level of professional knowledge. In its turn adapting to changeable content of professional work and conditions, so it gives an opportunity to develop own achievements of the individual.

Main *goals* of self-education of competitive specialist: to understand the meaning of life, to form the necessity, to find own moral principles – to create himself; to develop creativity, professionalism, spiritual world of an individual; self-education, self-upbringing, to activate the process of an individual creation; to improve personal qualities.

The important components of all professional training given above, gives an opportunity to see new sides of training issues of self-education organization of the future speech therapist.

In conclusion, current development model of education is defined by paradigm of self-education activity. Only that specialist who does self-education continuously and gets professional knowledge and skills in the high level can reach social and economical achievements and be competitive specialist in the labor market.

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