Theoretical Aspects Of The Organizational And Pedagogical Conditions Of Creative Self-Development Of Distance Learning Students

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Summary
The purpose and hypothesis of the article was the need to solve the following research tasks:
Analysis of psychological and pedagogical literature on the research problem. To identify and experimentally test the effectiveness of organizational and pedagogical conditions affecting the creative self-development of a distance learning student.
Research methods: analysis of philosophical and psychological-pedagogical literature on the problem under study; pedagogical experiment; modeling, questioning, testing, analysis of the products of students' creative activity (essays, creative works, creative projects) and the implementation of educational tasks, conversations, observations.
Key words:
distance learning, distance education, higher education, local network communications.

1. Introduction

The modern stage of development of society presupposes the need to respond quickly to a changing situation and constantly improve itself. The joint efforts of a teacher and a student are no longer enough to achieve an excellent result; the process of creative self-development of students, especially distance learning, comes to the fore. At the same time, new technologies are being created, the integration and application of which is the main task of a competent specialist.

The teacher's creativity presupposes a complex and variable use of the entire body of knowledge and practical skills, it consists in the vision, comprehension and solution of emerging problems, readiness for subject-subject interaction, the ability to reflect, and the recognition of their future students as subjects of the educational process.

Increasing attention to the problem of self-development is associated with an understanding of its decisive role in the development of personality, the presentation of higher requirements for such human qualities as independence, initiative, activity, and the ability to self-development. Changes in socio-political, socio-economic conditions of life, democratization and humanization of education necessitate creative self-development of a person. In this regard, the problem of self-development and the use of personal potential is currently acquiring a qualitatively new level.

In mass practice, the training of future specialists is mainly focused on a teacher who is able to transmit educational information and control its results, and not on a teacher who is able to create an educational development environment for his students. The problem of developing individuality, creative abilities, activity, independence, responsibility in students can be solved by a teacher who has these qualities, who is aware of his own subject-creative position. Thus, the socio-educational situation requires the teacher to be able to live and work in a constantly changing world, to be ready to solve psychological and pedagogical problems in teaching and educating students as subjects of the educational process.
Like nowhere else, a similar approach is characteristic of the distance learning system. The development of a student is determined by his inclusion in various activities and in the system of interpersonal relations. But it is not always possible to do it directly. Therefore, today it is necessary to identify and actively use those types of educational and cognitive activities that contribute to the process of self-development.

2. Theoretical Consideration

Thus, in studies addressing the problem of creative self-development, E.E. Polat and to accept value-oriented attitudes towards mastering the mechanism of creative self-development within the framework of the subjective

position to one's own life [4]. The process of creative self-development of an adult, according to scientists, should be considered within the framework of a systemological approach, which makes it possible to study not only the mechanisms, internal structure and main components of the phenomenon, but also the conditions and factors that influence the dynamics and direction of self-development. The pedagogical literature reveals the essence of self-knowledge and self-development, certain aspects of the creative self-development of future teachers in educational activities. The relevance of the study is due to the need of pedagogical science in the development of effective pedagogical conditions for the creative self-development of distance learning students.

The purpose of the study is to theoretically substantiate the effectiveness of the organizational and pedagogical conditions for the creative self-development of distance learning students.

3. METHODS

Research methods: analysis of philosophical and psychological-pedagogical literature on the problem under study; pedagogical experiment; modeling, questioning, testing, analysis of the products of students' creative activity (essays, creative works, creative projects) and the implementation of educational tasks, conversations, observations.

Concentration of the research: one of the effective pedagogical conditions for the formation of the ability for creative self-development is the introduction into the educational process of the special course "The use of infocommunication technologies in distance learning."

At the same time, very often, especially among modern scientists-educators, one had to hear arguments that pedagogy as a science with its own subject of study does not need any philosophical, psychological foundations and justifications, except for pedagogical ones. The limitation of this reasoning, as well as the absence in many domestic textbooks of pedagogy of the sections "Philosophical Foundations of Pedagogy", "Philosophy of Education", can be explained by the fact that we cannot but go to adjacent territories in order to rise to the level of philosophical comprehension of the most complex and global pedagogical problems At the same time, as one of the deeply and large-scale thinking teachers of the 20th century, S.I. Gessen, wrote, "... even particular and specific questions of pedagogy are raised in their last foundations to purely philosophical problems, the struggle of various pedagogical currents between itself is only a reflection of deeper philosophical opposites ".

The philosophical and pedagogical strategies of creative self-development include axiological, culturological, anthropological, humanistic, synergetic and hermeneutic methods.

The methods listed above will allow, as will be shown below,

not only to philosophically comprehend many pedagogical problems, but also to build in a new way, significantly correct the professional and personal philosophy of creative self-development and creative self-realization of a modern teacher.

With the development of control theory, its basic concepts - the subject and object of control - entered the pedagogical theory. In authoritarian pedagogical systems, the teacher was unambiguously endowed with the subjective property, and the pupil was assigned the role (position) of the object, i.e. experiencing pedagogical influences and passively rebuilding his activities in accordance with the requirements from the outside. However, the property of subjectivity is inherent in all people. Believes that subjectivity develops already at three months, but it is clearly manifested only in subject-manipulative activity, when, for example, a child places one cube on another, i.e. solves the problem and understands whether he has solved it or not. In the traditions of humanistic pedagogy, as already noted, equally interested subjects - teachers and pupils - function in the pedagogical process [4-7].

A subject is a person whose activities are characterized by four qualitative characteristics: independent, objective, collaborative and creative. Noted that personality formation is a process consisting of continuously changing stages, the qualitative features of which depend on specific conditions and circumstances. If at first the formation of a personality is due to its connections with the surrounding reality, the breadth of its practical activity, its knowledge and learned norms of behavior, then the further development of a personality is determined by the fact that it becomes not only an object, but also a subject of upbringing [2].

Solving this or that pedagogical task, the educator encourages the pupils to certain activities or prevents unwanted actions. In order for the pupils to begin to show appropriate activity, this influence (external stimulus) must be realized by them, turn into an internal stimulus, into a motive for activity (conviction, desire, awareness of the need, interest, etc.). In the process of upbringing, an important place is occupied by the internal processing of external influences by the personality. Mediation of external influences through internal conditions (S.L. Rubinstein) occurs in the process of direct or mediated relationships with various people in the system of social relations. This dialectical conditioning in relation to children was shown by L. Makarenko. He noted that with the whole world, the surrounding reality, the child enters into an infinite number of relationships, each of which invariably develops, intertwines with other relationships, "is complicated by the physical and moral growth of the child himself."

A person from the moment of birth becomes a social being. The formation of his character, behavior, personality as a whole is determined by the totality of social factors (the attitude of people around him, their example, their ideology, experience of their own activities) and the laws of physical

development. That is why it is important to know the combined effect of all factors that determine personality development at different age stages. It is equally important to penetrate into the deep mechanisms of this process and understand how the industrial, moral and scientific experience accumulated in society becomes the property of an individual and determines his development as a person. Here we should talk about a specially organized counter activity of the individual, which is called self-education.

When raising an infant and a preschooler, the question of self-upbringing hardly arises, although the preschooler himself conceives his own game and plays himself, reflecting in it his understanding of the reality he perceived.

At primary school age, there are significant shifts in the child's activity towards intrinsic motivation, which contributes to the restructuring of activities on the basis of setting goals for him to overcome his weaknesses and form his best human qualities.

Work on oneself - self-education - begins with the awareness and acceptance of an objective goal as a subjective, desirable motive for one's activity. The child's subjective setting of a specific goal of behavior or his activity generates a conscious tension of will, the definition of a plan of activity for tomorrow. The implementation of this goal is inevitably accompanied by emerging obstacles, both objective and subjective.

"Orientation to creative self-development" is teaching that contributes to the student's personality becoming more consciously and purposefully mastering the methodology and technology of self-knowledge, creative self-determination, self-improvement and creative self-realization.

According to the concept, the priority of modern education, which guarantees its sufficiently high quality, should be training that ensures the self-development of the individual. For this, training should be built, firstly, on the awareness of self-worth, uniqueness, inexhaustibility of development opportunities, the priority of inner freedom - freedom for the creative self-development of each personality - and, secondly, on the understanding of the nature of self-development as an integral characteristic of "self", system-forming components of which are self-knowledge, creative self-determination, self-government, self-improvement and creative self-realization of each individual.

Self-development-oriented education is based on the implementation of the law of the phase transition of development into the creative self-development of the individual. The founder of this law V.I. Andreev characterizes it by the fact that personality development, being determined by external and internal factors and conditions, at a certain stage of the personality's life in the process of positive quantitative and qualitative changes in the "self" can, at a certain stage, go into the phase of conscious, purposeful, predominantly internally determined activity and is transformed into the creative self-development of the

individual . At the same time, the author points to the need to build training that contributes to the student's personality becoming more consciously and purposefully mastering the methodology and technology of self-knowledge, creative self-determination, self-management, self-improvement and creative self-realization. These components of the "self", as the activities of students, must be taught in the educational process. Taking into account the fact that this approach has received a harmonious system only in recent years, there is a need for special training of teachers to implement its provisions. Teachers must master the principles, forms, methods, teaching aids aimed at developing pedagogical competence, based on focusing on creative self-development. There is a need for a special subject - "Infocommunication technologies in distance learning".

Thus, at a certain stage in the development of the personality, its intellectual abilities and social self-awareness, the child begins to understand not only the goals external to him, but also the goals of his own upbringing. He begins to treat himself as a subject of education. With the emergence of this new factor, very peculiar in the formation of the personality, a person himself becomes an educator.

So, self-education is a systematic and conscious human activity aimed at self-development and the formation of one's basic culture. Self-education is designed to strengthen and develop the ability to voluntarily fulfill obligations, both personal and based on the requirements of the collective, to form moral feelings, necessary behavioral habits, volitional qualities. Self-education is an integral part and result of education and the entire process of personality development. It depends on the specific conditions in which a person lives. Forms and methods of self-education; self-criticism, self-hypnosis, self-commitment, self-switching, emotional-mental transfer to the position of another person, etc. And the art of education in connection with the problem of self-education is to awaken the child's desire for self-improvement as soon as possible, and help him with advice in achieving his goals. The support of adults in this matter is the child himself, who always and everywhere wants to be strong and good, to be better.

The introduction of new information and communication technologies based on the Internet today is one of the most important reserves for increasing the effectiveness of lifelong education and self-education of teachers.

To what extent are university students ready to use the opportunities provided to them by infocommunication technologies for self-education?

Pedagogical conditions are understood as a set of interrelated conditions necessary for the creation of a targeted upbringing and educational process using modern information technologies that ensure the formation of a personality with given qualities. These conditions include the following:

1. Operational readiness to use information and

communication technologies for self-education.
2. Motivational readiness of future teachers to use informatization tools for self-education.

-Reflective readiness to use information and communication technologies for self-education.
-Students' willingness to work in a computerized environment.
   Creation of conditions for improving the professional level of future teachers in the field of computerization and informatization.
-Providing the process of informatization of education with scientific, educational and methodological literature on this problem.

The pedagogical aspect of the issue is due to the need to determine those conditions that most contribute to the implementation of the most important targets for the use of modern information technologies as a means of research and self-education.

In addition to the pedagogical aspect, psychological, physiological, valeological and realizing aspects have a significant impact on the use of infocommunication technologies in self-education. The psychological aspect is considered from the standpoint of the formation of the needs of future teachers in self-educational activities using infocommunication technologies, ensuring self-regulation, activity, motivation, cognitive interest of the student's personality, taking into account mental processes, properties and states of the personality.

The physiological aspect includes the study of the patterns of cognition of those changes in the body that occur when using infocommunication technologies.

The valeological aspect is associated with the definition of conditions and requirements that contribute to the preservation of health in the process of a student's activity in a computerized environment. The realizing aspect considers the issues of introducing information technology tools.
Depending on the identified indicators of creative self-development of distance learning students, a system is built to form the need to use the means of infocommunication technologies for creative self-development. The main components of the need formation include the following: content, motivational, organizational.
The content component includes:
- development of adaptive curricula that provide training for students and stimulate them to use infocommunication technologies in creative self-development;
- creation of educational databases based on modern information and communication technologies containing scientific, methodological, psychological, technical, reference literature and other materials.
The motivational component is associated with the creation of conditions conducive to overcoming internal barriers, restructuring the student's consciousness, his psychological

readiness to work in a computerized environment, improving the student's qualifications in the use of infocommunication technologies. This is achieved through the formation of attitudes, interest, strong motivation, increased activity of students in the use of infocommunication technologies in their activities. The study showed that the need of students to engage in self-education using the means of infocommunication technologies should bring them satisfaction, not cause great efforts to organize classes with computer support.

The organizational component is related to the issues of professional training, taking into account the level of the formed internal need (value orientation) and factors influencing the active use of infocommunication technologies in self-education.

Based on the research carried out, the following ways of forming the need for using infocommunication technologies can be proposed:
- development of targeted software and methodological support for different categories of students;
- ensuring self-actualization of students' needs in the use of infocommunication technologies;
- organization of training in various types of courses using adaptive curricula;
- creation of favorable conditions for advanced training of students in the field of using the means of infocommunication technologies;
- development of future teachers' ability to accumulate and transfer practical experience of using infocommunication technologies in various conditions;
- development of a system of incentives for the active use of infocommunication technologies;
- creating comfortable conditions for working in a computerized environment.
Today, the fundamental tasks of education at a university can be formulated as follows: the formation of a personality capable of living and working in an "information society". Self-education in the context of the "information society" assumes that each individual must:
- be able to access databases and information services;
- understand the different forms and ways of presenting data in verbal, graphical and numerical forms;
- be aware of the existence of publicly available sources of information and be able to use them;
- be able to evaluate and process the data available to him from different points of view;
- be able to analyze and process statistical information;
- be able to use the available data in solving the tasks facing him [7].

It is possible to solve the problem of forming such a personality in the process of joint intellectual work of the participants in the pedagogical process (students and teachers) using modern information and communication technologies that help develop memory, various types of

thinking, teach to make the right decisions, etc.

The results of the study showed that incomplete integration in infocommunication technologies is observed not only among students but also among teachers. Only a small number of higher school teachers are ready to form students 'creative self-development, are able to stimulate students' interest in independent cognitive activity, to activate and intensify their educational activities, which cannot but affect the quality of education.

Equipping teachers with knowledge and skills in the formation of creative self-development among students involves:
- activation of the subjective position of the teacher's personality, the development of his motivation;
- assimilation by teachers of integrated theoretical, methodological and practical knowledge, possession of skills in the formation of creative self-development among students;
- strengthening the role of the research element [8-13].

4. Conclusions

Distance learning should be considered in the general education system (certainly in the system of continuous education), while assuming the continuity of its individual links. On the other hand, distance learning must be distinguished as a system and as a process. As in other forms of education, distance learning presupposes a theoretical understanding of the stage of pedagogical design, its content and pedagogical (in terms of pedagogical technology, methods, forms of education) components. Consequently, the tasks of the pedagogical design stage are: the creation of electronic courses, electronic textbooks, complexes of teaching aids, the development of pedagogical technologies for organizing the learning process in networks.

There are a number of characteristics of distance learning. Distance learning courses imply a careful and detailed planning of the student's activities, its organization, a clear statement of tasks and learning goals, the delivery of the necessary training materials that should ensure interactivity between the student and the teacher, feedback between the student and the training material, and provide the opportunity for group learning. The presence of effective feedback that allows the student to receive information about the correctness of his progress along the path from ignorance to knowledge. Motivation is also an essential element of any distance learning course. To increase it, it is important to use a variety of techniques and tools. And it is also necessary to provide for invariant components when developing distance learning courses.

In recent years, scientists developing various aspects of the problem of the formation of creative self-development among students in the educational process have proposed various approaches to identifying pedagogical conditions that

contribute to improving the process of forming creative self-development among students of different specialties in the context of modernization of higher professional education.

Creative self-development as an integrative quality of a person is determined by the motives, attitudes, goals of a particular person and is one of the main sources of activity, giving the activity direction, strength and subjective significance. In our research, we proceed from the assumption that the process of formation of creative self-development among students of distance learning will proceed more efficiently if during this process the individual and personal characteristics of students are taken into account and a constant search, assessment, updating of techniques and methods of independent cognitive activity. The above allows you to include an innovative orientation in the formation of creative self-development among students studying in a distance form into pedagogical conditions that ensure the effectiveness of the process of forming creative self-development among students studying in a distance form.

Pedagogical conditions are understood as a set of interrelated conditions necessary for the creation of a targeted upbringing and educational process using modern information technologies that ensure the formation of a personality with given qualities. These conditions include the following introduction of a special subject "Infocommunication technologies in distance learning" aimed at student-centered learning.

It is possible to solve the problem of forming a self-developing personality in the process of joint intellectual work of the participants in the pedagogical process (students and teachers) using modern information and communication technologies that help develop memory, various types of thinking, teach to make the right decisions.
The results of the experimental study carried out among distance learning students confirmed the advantage of the proposed complex of pedagogical conditions that contribute to the improvement of the process of forming creative self-development among students studying remotely.

As a result of the study, the goal of the final qualifying work was achieved, the tasks were implemented, the hypothesis was confirmed. At the same time, it should be noted that the issue under discussion has enduring relevance and requires further research.

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