

## Theoretical underpinning of the students' autonomy development pattern in higher educational institutions

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**Abstract.** In this paper, on the ground of analysis of wide range of psychological, pedagogical and methodical literature, the theoretical justification is given for the model of system of the development of student's autonomy which provides specification of the modeling method and type of the model by reference to its purpose, background and principles in terms of synergetic and competence-based approach, resulted in development of five interconnected blocks each of which is described with a help of different informational, organizational and procedural characteristics.

**Keywords:** modeling; students' autonomy; development of the autonomy of students of higher educational establishments.

**Problem statement.** The educative process provides the development of a person as integral biological and social creature, stimulates the formation of the subject's attitude to social environment and thus aids the development of certain traits of personality and their organization. Relationships, motives, needs, ideals appear in the sphere of educational activity on the basis of study content. Herewith, connections that arise between conditions of educative process and personality development, reflect upon the system of internal conflicts of person's mind (for example, between achievements and capabilities of a student). Also important is the attitude of student to educative process and interrelatedness between two components of the process: activity of educator (objective didactic tendency, didactic methods and system of demands) and activity of students, focus of their personality, cognitive capabilities, level of awareness and operational readiness.

**Recent researches and publications analysis.** In scientific literature, the issue of students' autonomy was researched by such authors as I. Malkina, N. Pidkasytyi, B. Yesypov, H. Shchukina, O. Malykhina, Y. Yastrebteva and others. According to analysis of psychological and pedagogical literature, there's no single approach to definition of students' autonomy. Some authors accentuate its educational essence (A. Hromtseva, N. Ivanova, L. Kovtun, I. Kolbasko, I. Redkovets, N. Khmel and others), close interdependence with self-education of personality (A. Kovaliov, A. Kochetov, B. Raiskyi and others), its improvement by systematic and purposeful activity related to social conditions (A. Aisenberh, V. Bondarevskyi and others). Students' autonomy is analyzed in some researches as a way to search and adoption of social experience (H. Serikov), as a process of using self-educational skills while adopting certain elements of social experience (Y. Kaluhin). The problem of creation of effective educational system has always been attracting wide range of researchers: model of developmental education (V. Davydov, D. Elkonin, V. Rubtsov and others); traditional model (Z. Kapel, Z. Mazho, C. Finn and others); rationalistic (P. Blum, R. Ganier, B. Skinner and others); phenomenological (A. Combs, A. Maslow, C. Rogers and others); non-institutional (L. Bernard, P. Goodman, F. Klein, J. Halt and others); system model of education (H. Aleksandrov, S. Arkhanhelskyi, V. Afanasiev, Y. Babanskyi, V. Bepalko, I. Blauberger, R. Vanderstern, L. Viktorova, V. Voronov, M. Miller, O. Novikov, P. Senge, Y. Yudin and oth-

ers).

**The aim** of the research paper is on the ground of analysis of wide range of psychological, pedagogical and methodical literature to justify the model of system of the development of student's autonomy.

**Basic material presentation.** Pedagogical model of the system of organization of autonomous educative activity of pedagogical higher educational establishments' students was created in his research by O. Malykhin, who sees it as schematized presentation of all pedagogical means that guarantee effectiveness of this process. According to the scientist, the object of pedagogical modeling is the system of organization of autonomous educative activity of pedagogical higher educational establishments' students broadly and narrowly defined. The topic is the system of pedagogical influence on self-education of pedagogical higher educational establishments' students and the purpose is creation of functional system of organization that helps students to adopt knowledge and means to get it on the level of motivational, organizational, procedural, estimative and analytic aspects. The pedagogical model of system of organization of autonomous educative activity of pedagogical higher educational establishments' students includes: level of actualization of self-educational processes which is the goal and projected result of organization of autonomous educative activity in pedagogical higher educational establishment; didactic system of organization of autonomous educative activity of pedagogical higher educational establishments' students that includes suitable forms, methods and means; complex of pedagogical conditions creation of which provides improvement of model effectiveness; methodic provision of autonomous educative activity and means of pedagogical support of pedagogical higher educational establishments' students; systematic structuring of content of autonomous educative activity based on professionalization and individualization that provides maximal usage of relatedness between subjects, considering specific peculiarities of this or that discipline; ordered complex of educational tasks for organization of the activity; mechanisms of materialization of interactive cooperation between educator and students[7].

As far as students' autonomy is developed under the conditions of limited contacts with pedagogical governance, it's easy to come to conclusion about responsiveness of the whole system of didactic management, about progressive advance of educational process and about the need for gener-

alization of didactic influences. As the autonomy develops, vicarious and direct students' actions are adjusted and changed which reflects on program of autonomy governance. Herewith, the content of educational material introduces certain restrictions into system of educator's actions.

With this background, we create the model of students' autonomy development in the environment of integration of educational and self-educational activity.

Fundamental principles of synergetic and competence-based approaches were taken as a basis when the model of system of students' autonomy was developed. Besides, we base ourselves upon general principles of didactic modeling that are part of works of leading Ukrainian and foreign scientists (S. Arkhanhelskyi, T. Dymtrekko, V. Sadova, M. Soldatenko and others). We've paid attention the fact that researchers mostly describe different qualities of models and macromodels and their characteristic features. But it should be mentioned that there're no global researches of scientific, theoretic and experimental type dedicated to modeling of students' educative activity under modern circumstances, researches based on real experiments and modeling.

The main organizational principles of the model of system of students' autonomy development include:

1) Entirety, orderliness and arrangement of system model. Orderliness speaks for possibility of regulation and management of connections between elements or structural parts of the system model and its connections with surrounding shell – didactic conditions. Arrangement of the model is driven by domination of substantial connections over accidental. I. Kharlamov stated that in pedagogics there are consistent and casual connections: “Casual are connections that meet certain demands [...] the most important of which is the demand for connection objectivity” [8, p. 11], which means it doesn't depend upon mood, priorities and tastes of pedagogical cooperation participants. In our research we call casual [8, p. 269] those connections that appear randomly between participants of educative process.

2) Objectivity of connections (between elements, components and stages of materialization). Consistent connections are those that are characterized by generality, repetition (ability to appear under similar circumstances) [9].

Model of the system of development of autonomy of pedagogical higher educational establishments' students absorbs autonomy development principles we defined in previous works. Besides, we define organizational principles of the model of students' autonomy development system. Such principles include: principle of nonlinearity (valuable educational information preserves its value, but is being divided into components and subcomponents that correspond to individual capabilities, requests and talents of modern students); principle of appealing to personal activity through value-based activity; principles of responsiveness and dialogueness of modern career education; principles of educational activity and independence of future specialist; principle of considering leading activities when choosing occupation and means of educational tasks fulfillment.

Concretization of basic principles and principles of model of system of students' autonomy development creates corresponding theoretical foundation. Developing the model of the system, we took into account stages of specialist's professional development.

With this background, we can state that the model of system of students' autonomy development in the environment

of educational and self-educational activity integration is descriptive characteristic developed in terms of synergetic and competence-based approaches, takes into account principles of autonomy development, contains requirements to structure and results of educational and professional activity, personal qualities of future specialist, concretizes means and methods of the development of autonomy of complex integral character.

We state that the model of system of students' autonomy development combines five syncretic blocks: block of goal-setting, value-oriented block, active-procedural block, corrective block and forecasting block.

Let's concretize characteristic features of all of them.

#### BLOCK OF GOAL-SETTING

Informational characteristics of the block. “... the top-priority areas in the 21<sup>st</sup> century are science, as it produces new knowledge, and education, as it humanizes knowledge and provides individual development of a person”, — says V. Kremen [5, p. 24].

The Ukrainian law “About education” sets precise classification of higher educational establishments. From now on, the name of educational establishment gives information about criteria and scale of its activity.

The main goals of higher educational establishment are:

- 1) establishment of high level educational activity that guarantees students higher education of corresponding level and chosen profession;
- 2) for universities, academies and institutes – provision of scientific activity by means of scientific researches and creative activity of educational process participants, training of top qualification scientists and usage of knowledge obtained due to educational process;
- 3) participation in provision of social and economic development of the country though the formation of human capital;
- 4) formation of personality by means of patriotic, legal, ecological upbringing, development of educational process participants' moral values, social activeness, civic position and responsibility, healthy way of life, ability to think freely and self-organize under modern circumstances;
- 5) provision of natural combination of educational, scientific and innovative activity in educational process;
- 6) creation of conditions that allow participants of educational process to deliver on their potential;
- 7) preservation and augmentation of moral, cultural, scientific values and achievements of the society;
- 8) expansion of knowledge among citizens, improvement of their educational and cultural level;
- 9) creation of international ties and provision of international activity in the area of education, science, sports, art and culture;
- 10) analysis of demand for certain professions on job market [4].

Functions of block of goal-setting are: constructive (forecasting and planning of further influences); selection of axiologically valuable content of educative information, adequate definition of performance benchmarks; technological (definition of methods that correspond existing goal – development of students' autonomy in the environment of integration of educational and self-educational activity); perspective-developmental (students learn to navigate in educational and professional activity, to see its goal and axiological meaning in structural connections and hierarchy of certain elements).

Procedural-organizational characteristics of goal-setting block. The block of goal-setting mostly activates motivational and incentive mechanisms: it defines existing educational interests, value intentions of students and puts them together with general purpose of professional education. It promotes the development of components of polycognitive and worldview fractals of students' autonomy. So, the goal-setting block comes down to designing desired results. As far as autonomy isn't a strictly fixed structure, but a dynamic composition, that reflects invariant (evolutionary of regressive) transitions to another level of professional self-organization and depends upon many factors, the goal is being set in a generalized way. It should consider tendencies of self-development of students, future specialists. It should also be pushed closer to specific educational situations and their personal experience and take into account possibilities of fluctuation, compound life, educational and professional trajectories. In such a way, motivation for assumption value orientation is being formed, just as the adoption of theoretical knowledge about essence of values.

#### VALUE-ORIENTED BLOCK

Informational characteristics of this block of model of system of students' autonomy development is driven by value orientation of higher education process subjects: at this stage students start obtaining knowledge about essence of certain disciplines, besides certain influence on the emotional sphere of future specialists starts. The last one is closely related to development of imagination, conceptual thinking as creative individuality. Emotional-value and informational-value spheres in this block are developed within single context with certain succession that looks as follows: educational and axiological motivation: pedagogical process in higher education has precise professional orientation, which means it provides possibilities of overstepping the boundaries of educational activity and motivation, actualization of motives important for future educator, as M. Fitsula states [10, p. 131], so the problem of motivation in educational process is about formation of educational and professional motivation aimed for establishment of the personality of future specialist; adoption of system of specialized humanitarian knowledge; development of valuable professional skills and talents; creation of foundation for professional values adoption.

Level and peculiarities of students' creative potential display is viewed as certain index of the ability of future specialists to feel the level of their work ideality.

Procedural-organizational characteristics of value-oriented block result in the usage of value inspiration, explanation of the importance of the formation of skills and talents necessary for autonomous activity, formation of positive motivation of students. Let's recall that modern psychology and pedagogics base the majority of conclusions on the notion of steadiness and indefiniteness of personality development, so value inspiration performs orientational functions and the effective connection here is axiological irradiation – the spread of axiological influence of educator (the target of influence is one of the students, while other students of the group are present, who are in the state of active perception of knowledge and peculiarities of the dialogue between educator and student). Besides, value inspiration via axiological irradiation can be used with propaedeutic purpose (prevention of deviation from the notion of “professional behavioral norm”).

#### ACTIVE-PROCEDURAL BLOCK

Informational characteristics. The aim of this block is to provide optimal formation of components for polycognitive, worldview, instrumental and corrective-reflective frames. Both competent-based and synergetic approach demand new understanding of the notion “education content”, which, besides the complex of educational information, contains the experience of well-known methods, experience of creative activity, experience of value-emotional activity (I. Lerner, M. Skatkin, Z. Kurliand, R. Khmeliuk).

When projecting the system model, educational programs are developed as the major didactic method. According to these programs the autonomous educational activity is being conducted. Ukrainian researcher L. Voronets has studied the issue of curriculum formation in educational establishments of 3<sup>rd</sup> and 4<sup>th</sup> level of accreditation and defined didactic principles of this process, especially within the framework of professional and scientific orientation; of consistency, of considering the relations between subjects, fundamentalization and systematic nature; of dosed succession, rational usage of educational time; of accessibility; of unified diagnostics and states that adherence to principles of relations between subjects, accessibility, systematic nature and dosed succession in the proves of curriculum formation actualizes the issue of choice of the way to regulate and fill its content block. “Actualization of the principle of rational time usage broaches a question of definition of type and succession of classes that would give maximal educational effect within the minimal time frame. Thereat, following tasks arise: search for way to divide the curriculum content block into separate informational doses; establishment of “saturation moments” in the process of studying of certain educational doses the solving of which would be the basis for actualization of principles of dosed succession and rational time usage. Practical actualization of the principle of unified-identificational diagnostics is aided by definition of tests types for each level of students' subject mastery” [3, p. 11].

Each individual quality, as internal value of personality, needs time to get formed, says I. Bekh [2, p. 100]. On this way, a student must get over contextuality, when under certain circumstances he actualizes some moral value in corresponding actions, while under other circumstances he won't be able to do that. That's why in this block we activate the demand to created integral space of integration of educational and self-educational activity.

Procedural-organizational characteristics of this block take shape of “explanation of advantages of autonomous activity” and “autonomous actions”: identification of factors, actions, social phenomena, cultural and historic events (concentration of knowledge about values). Such actions are conducted in accordance with laws of influence of educational activity on individual (student), articulated by Ukrainian scientists: (I. Bekh, O. Otych): sensorimotor entirety that demonstrates ontogenetic unity of perception processes and emotional excitement; directing force of primary emotional reaction: it's possible (and necessary) to direct the process of emotional excitement related to results and effectiveness of educational activity in professionally effective way; “emotional excitement”: explains psychological mechanisms of the uprising of the wish to feel those positive emotions again that the student feels when successfully overcoming studying difficulties, solving difficult problems, to interiorize those emotions as values that are stable, strong and directed; “posi-

tive influence” that demands from educator to create such conditions for cooperation between him and students, under which even failures in educational activity obtain enough emotional strength and emotional coloring and are attached to certain educational context; impetus significance: strong emotions that dominate consciousness and result in certain emotional reactions, can be caused only by strong impetus [2, p. 15].

#### CORRECTIVE BLOCK

Informational characteristics. Welfare of a person must be the top criterion for higher educational establishment when it estimates its work, while equality principles, justice and humanness must be normal in relationships between people. Educational process provides approaching the inner world of other people and needs constant correction and development of reflective instruments.

Basically, the dynamics of autonomy formation is guaranteed by corrective-reflective fractal of autonomy. Works of famous psychologists and philosophers in which the deep meaning of interpersonal communication and inner dialogue of a person are defined, created theoretical foundation for development of content and mechanisms of actions within the corrective block. Reflection is one of the most important qualities of the consciousness and the possibility of its appearance is formed as a part of the process of learning of the world, society, different activities and ways to communicate with other people. “Reflectivity of the consciousness appears only on the level of ideal form of reality reflection”, – says B. Lomov [6, p. 188]. Corrective block must provide such form of reflection.

Procedural-organizational characteristics of corrective block come down to appliance of value analysis of certain interpersonal educational situations. Reflective mechanisms must provide the “supporting character of career education”, reduce spontaneity of interpersonal influences that rule students’ society. In practical projection, such measures must be concretized into achievement of group unanimity on the ground of socially important moral values. Humanistically directed unanimity is a demonstration of corresponding group interpersonal relationships. These relationships originate from social and pedagogical influence on the process of group cooperation, “pedagogical and reflective mediation of

group interpersonal relationships” [2, p. 108]. To achieve the value group unanimity, one needs considered dialogue of educator with every student on personal private level. Such reflective dialogue, probably, promotes personal moral and spiritual changes.

This block also includes monitoring actions aimed to follow the dynamics of students’ autonomy formation in the environment of integration of educational and self-educational activity.

#### FORECAST BLOCK

Informational characteristics. Formation of students’ autonomy is the way from primary motivation, understanding and acceptance of the essence, major norms and notions to practical actualization. Social demand for future specialist is important summary of higher education.

Procedural-organizational characteristics. Students’ professional potential is unlocked on the ground of personal meaning formation via common discussions, in creative activity. For future specialists, very important are issues concerning adoption of professional and universal cultural context for the purpose of development of the own creative individuality, aesthetics, labor and professional style.

The important activity direction within the forecast block is the formation of the ability to conscript all your power to achieve planned result, to be ready to act in accordance with your own system of values and sometimes – contrary to your colleagues’ opinion. These behavioral qualities speak for professional and personal maturity and effective autonomy formation. According to K. Abulkhanova-Slavskaya, true personal activeness is not about adoption of all social requirements, and not about creative “projection” of these requirements on yourself, but about being able to notice inconsistencies, solve problematic issues and thus turn objective capabilities into skills and advantages [1, p. 222].

**Conclusions and recommendations.** Theoretical justification of the model of system of students’ autonomy formation, that provided concretization of the modeling method and model type, by reference to its designation, basic principles and principles on the ground of synergetic and competence-based approaches, each of which is described with a help of informational and organizational-procedural characteristics.

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