

PEDAGOGICAL SCIENCES

THE ROLE AND IMPORTANCE OF SELF-EDUCATION IN THE FORMATION OF PERSONALITY

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Abstract

The process of personality formation occurs as a result of the complex interaction of biological heredity, social environment and purposeful upbringing. However, one of the most important conclusions of the sciences of pedagogy and psychology is that all these external factors become effective only through the internal activity and self-education of the individual. Self-education is a level of personality development in which a person consciously strives to improve himself, eliminate shortcomings in his character and acquire useful qualities for society. The role of this process in the formation of personality is manifested, first of all, in the strengthening of will and character. Through self-education, a person puts his inner world in order, learns to overcome laziness, lack of will and negative emotions. This turns the individual from a being who simply responds to external influences into an active subject who builds his own destiny and character. The importance of self-education for the personality is also associated with the deepening of the process of self-awareness. As the personality begins to work on itself, it begins to see its capabilities, abilities and spiritual potential more clearly. This system, called "Self-Concept" in psychology, is the sum of the ideas that the personality forms about itself. If an individual engages in self-education, these ideas about himself become more real and objective. This objectivity allows a person to set the right goals in life and mobilize internal resources to achieve these goals.

Keywords: system, personality, person, external influences, the right goals

In the absence of self-education, the formation of personality is spontaneous, and a person remains defenseless against the random influences of the environment. The role of self-education is indispensable in terms of ensuring moral and ethical maturity. In the process of education, certain ethical norms and rules of behavior are instilled in children and young people. However, these norms become an integral part of the personality only when the individual filters them through self-education and turns them into his inner convictions. For example, when qualities such as honesty or patriotism are perceived as an internal need, not under external pressure or fear, the personality is considered to have reached spiritual maturity. Self-discipline replaces external discipline with a sense of internal responsibility. This ensures that the individual takes a worthy place both in the collective and in society, and accelerates the process of social adaptation.

The dynamic requirements of the modern era have further increased the importance of self-discipline in the formation of personality. In the information society, it is inevitable for the individual to constantly renew himself, acquire new knowledge and skills. A personality with self-discipline habits does not lose heart when faced with any difficulty, but on the contrary, continues to develop by working on his mistakes. As noted by prominent educators, the main success of education is to create a need for self-education in the student. The freedom and self-realization of the personality begin from this point. A person who can control himself and act with his inner will is able to do more useful and creative things for himself and his state. Thus, self-education is both the engine of personality formation and the highest moral result.

In the process of personality maturation, self-education also serves as a filter. Thus, as a person develops, he does not perceive every information or educational influence coming from the environment as it is; he compares these influences with his internal value system. At this point, self-education acts as the most powerful shield protecting the individual from "mass psychology". An individual who educates himself prefers to remain true to his principles rather than fall under the influence of others, which is an indicator of the internal independence (autonomy) of the personality. Pedagogical studies show that students with self-education habits make calmer decisions in difficult life situations and are more resistant to stress. Because they set themselves the task of controlling their emotions and maintaining internal balance.

In addition, the importance of self-education is also clearly visible in the manifestation of the creative potential of the personality. As a person works on himself, he discovers his hidden abilities and shows the will to develop them. The famous teacher P.F. Kapterev noted that "true education and upbringing are self-education and self-discipline". This means that if any knowledge or qualities given from the outside are not combined with the internal efforts of the individual, they remain just an artificial shell. Self-discipline, on the other hand, breaks through that shell and penetrates the essence of the personality. Thus, self-discipline in the formation of personality is not just an auxiliary tool, but the main driving force of development, the most conscious step taken by the individual towards his spiritual elevation. The correct organization of this process will lead to the formation of a self-confident, socially integrated and spiritually n ensures the growth of rich citizens.

The process of self-education is not a random act, but requires the systematic application of certain methods and tools. In pedagogical literature, self-education methods are understood as the ways in which an individual influences his consciousness, feelings and will. The choice of these methods depends on the age, individual characteristics and the goal set. The most important and fundamental method of self-education is self-analysis. Before a person starts working on himself, he must be able to analyze his actions as an outside observer. Through self-analysis, an individual examines the reasons for his actions during the day, determines at what moments he shows lack of willpower or what negative characteristics (for example, quick temper, laziness) hinder him. This method helps a person to have an objective idea of himself and to form a real self-assessment.

Another important method after self-analysis is the method of self-promise (self-contract). This is when a person makes a commitment to himself to solve a certain problem or acquire a positive habit. For example, a student makes a firm promise to himself to be more responsible in his studies or to manage his time effectively. However, making a promise to himself is not enough; in order to control the fulfillment of this promise, the method of self-control must come into play. Self-control is the process of comparing an individual's behavior with the "ideal plan" he has determined. If an individual deviates from the promise he made to himself, he experiences internal anxiety, which reorients him to the goal. This process is often completed with self-reporting. At the end of the day, week, or month, a person evaluates his performance by asking himself the question "To what extent did I fulfill the task I set for myself?" One of the most "tough" and will-requiring methods of self-discipline is the method of self-command (self-control). This is a sharp activation of a person's will against his negative tendencies or momentary weaknesses. The method of self-command plays a decisive role, especially in difficult and unpleasant, but necessary, tasks. Another method close to this method is self-pressure. Sometimes a person puts himself in a situation where it is impossible to retreat and he must definitely show willpower. These methods strengthen the belief in the personality that "I must be able to do it." At the same time, self-reward applied after successful steps or self-reproach accompanied by a feeling of internal regret in case of failure are also effective means of influence. Self-reward creates positive emotions in a person and arouses the desire to continue self-education activities. As for the means of self-education, this includes external auxiliary resources that an individual uses to influence himself. One of the most important means in modern times is self-education and reading. Reading the life paths of great personalities, turning to books on ethical and psychological topics creates a kind of "educational standard" for the individual. Another means is keeping diaries. Writing a diary helps a person to systematize his thoughts, look at events calmly, and monitor the dynamics of development. Also, sports and physical labor are considered powerful means of self-education, because they require discipline and physical will. Thus, the complex application of methods and

means removes self-education from a mass of random attempts and turns it into a system of planned and effective development of the personality.

Although self-education is an internal matter of the individual, this process does not form spontaneously or spontaneously. Especially in school-age children and adolescents, since the criteria for self-assessment are not yet fully formed, they are in great need of professional pedagogical guidance. The teacher is the architect and coordinator of the self-education process. His main task is not to see the student simply as an object of education, but to create in him the need and desire to educate himself. In modern pedagogy, this is carried out within the framework of "subject-subject" relations. The teacher's role in this process begins, first of all, with helping the student discover his potential. The student perceives his strengths and aspects that need to be developed more honestly through the teacher's objective opinion and stimulating approach.

One of the most important factors that stimulate self-discipline in the school environment is the teacher's personal example. The teacher creates a "standard" in the eyes of students as a person who is constantly learning, able to admit his shortcomings and working on himself. If the teacher demands compliance with discipline and is late for class, then it is impossible for the student to develop a sense of self-control. At the same time, the teacher should set such difficult but manageable tasks for the students that they must demonstrate willpower when performing these tasks. Each successful difficult task strengthens the student's belief that "I can control myself". Pedagogical management here also includes teaching the student self-discipline methods (self-analysis, daily retention, planning). The teacher should teach the student that failure is not a disaster, but a stage from which it is important to analyze and learn.

The school team is also a powerful tool for self-education. A healthy competitive environment, ethical norms within the team and public opinion force the individual to look at his own actions from the outside. Various associations and self-government bodies created by the school (for example, the school parliament) practically teach students to take responsibility and regulate their own activities. The teacher should play the role of a hidden leader in this process; instead of giving direct orders, he should put the student in situations where the student has to give orders himself. This approach is called "pedagogical stimulation" and encourages him to develop without violating the inner freedom of the personality.

In addition, the teacher and school psychologist should regularly monitor whether the student's self-esteem is adequate. Some students may be overly demanding of themselves (low self-esteem), while others may be overly confident (high self-esteem). Both cases reduce the effectiveness of self-education. The teacher helps the student to draw the correct trajectory of self-education by bringing his ideas about himself closer to reality. Thus, the guiding role of the teacher is to transform the student from a passive executor into an active builder of his own life. The school should create an environment where "self-improvement" is perceived as the highest value. In this case, the educational

institution becomes a center that not only imparts knowledge, but also cultivates a true personality. The teacher's guiding role in the process of self-education is also closely related to the upbringing of a sense of individual responsibility in students. The teacher should instill in the student that every success or failure is the result not only of external circumstances, but also of the individual's own efforts. For this purpose, "self-analysis hours" or discussions on spiritual topics organized under the guidance of the teacher in schools serve to enrich the inner world of students. School management and teaching staff should create a psychological climate where each student is not afraid of their mistakes, but rather views them as an opportunity for self-discipline. A student brought up in such an environment is able to maintain internal discipline without external pressure, which is the

highest peak of the school's mission of personality development.

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