THE PROCESS OF SELF-EDUCATION IN THE OPINION OF STUDENTS OF THE ACADEMY OF APPLIED SCIENCES IN LOMZA

Anna Brojek, Anhialina Hryshko

Lomza State University of Applied Sciences,
Faculty of Health Sciences, Poland

E-mail: abrojek@ansl.edu.pl

Abstract

Self-education is the core value of any education. It is a process in which a person independently acquires knowledge and skills. He is involved in the process of self-education outside educational institutions without the supervision of an educator. The aim of the work was to determine the self-education process of students of physical education at the Academy of Applied Sciences in Łomza. The study used the method of diagnostic survey, which was carried out using an original questionnaire designed for the purposes of this work. Self-education plays an important role in human development. Through elf-education, a student can improve himself, broaden his horizons and acquire new knowledge. An individual who wants to increase his intellectual potential should also develop outside the educational institutions. Comprehensive knowledge and skills acquired through various channels are aimed at future professional activity at a high level. Creativity, an active and creative attitude of the individual serve this purpose. The data obtained from the conducted research allowed the following conclusions to be drawn. The main method of students' self-education is understanding the problem with analysis, discussion and solving tasks. On the other hand, when verifying knowledge, the learners most often use continual repetition of the material and check the level of knowledge by colleagues. Not all students study systematically and on an-ongoing basis. Most study when they have to and before exams. For the vast majority of respondents, the main source of knowledge is the Internet. Expanding their knowledge, they also use books and textbooks, which are the basic sources of information in the opinion of students.

Introduction

The modern world is developing very significantly. Every day, new technologies are created that make life much easier for modern people. New knowledge and skills contribute to the creation of innovative technological solutions. In every historical period, science determined the quality of human life and determined the position of an individual in society [1].

Education plays a significant role in the development and life of every human being. Due to comprehensive knowledge and skills, an individual has much greater opportunities to get a lucrative job and to achieve set goals and achieve success [2].

In today's world, the knowledge and skills acquired in educational institutions are often insufficient to become a professional in one's field. Therefore, modern society should show deep interest in the self-education process contributing to the enrichment of personality in many dimensions [3].

Self-education is the core value of any education. It is a process in which a person independently acquires knowledge and skills. He is involved in the process of self-education outside educational institutions without the supervision of an educator. Self-education is an important part of the full development of a person's personality. The aim of self-education is to prepare a person to live in the changing socio-economic and political conditions and for self-development. There are many different ways of personal and professional development, self-education is one of them [4].

Self-education, being a form of lifelong learning, plays an important role in human development. A mentally mature, intellectually developed person with a desire to acquire new knowledge and skills should participate in the self-education process. The process of self-education has two conditions to be effective.

- Human independence - consists in planning activities, achieving one's goals, choosing the best form and method of self-education, controlling the course of one's activities, and evaluating the results of one's work.
- Striving to implement a clearly formulated task [5].

The effectiveness of the human self-education process is influenced, among others, by psychological maturity. A person must be self-reliant, have willpower, be able to control themselves and believe in his own strength. An important condition for self-education is the thorough reading of literature, the ability to master the content, isolating what is most important and necessary, and the ability to use the newly acquired knowledge. It

is important in the process of self-education to assimilate and adapt self-education methods to one's needs as well as the possibilities of self-education methods [6].

A method is a continually repeated way of acting, these are interconnected activities that lead a person to achieve the goal he has set for himself.

The literature on the subject distinguishes the following self-education methods:

Observation, lecture, discussion, working with a book, taking notes, doing exercises as part of practical classes, and formulating and solving problems are all ways students learn [7].

The methods of the self-education process help in supplementing the missing knowledge and raising the level of human skills. This gives the opportunity to improve professional qualifications, which is helpful in achieving multifaceted success. In addition, self-education allows the student to acquire a new base of knowledge, thanks to which the person will comprehensively develop [8].

In self-education, emotional and motivational processes that control the cognitive process of an individual are important. They affect one's actions, efforts, setting goals, and also indicate the value of this goal. "Motivation is a process of psychological regulation that influences the formation of human aspirations. Aspirations regulate human activities in such a way that they lead to a specific result or goal consistent with the intention" [9, p. 113].

For the motivational process to be effective, it is necessary to be convinced of its benefits.

Motivation guides a person and stimulates him to act. The motives of human activity are based on his internal needs and external stimuli. On this basis, two types of motivation are distinguished: internal and external [10].

Intrinsic motivation is the process that drives an individual to act. This type of motivation is based on satisfying one's own „I", i.e., personal interests and the need for development. A person does work for himself, for his self-realization and satisfaction [11]. Internal motivation is influenced by such factors as: the content, forms and methods of acquiring new knowledge and the certainty that the acquired knowledge will be useful.

Extrinsic motivation occurs when a person engages in action to receive a reward or avoid punishment, to gain privileges, as well as a higher social position and prestige or social approval [12].

Purpose of the work and research method

The aim of the work was an attempt to determine the self-education process of students of physical education at the Academy of Applied Sciences in Łomza.

In the course of the research, answers to the following research questions were sought:

1. What self-education methods do the respondents use?
2. What mental operations do the respondents use in self-education?
3. What sources of knowledge do students use?
4. Do the respondents use the help of other people in the process of self-education?

Material and methods

The study used the diagnostic survey method, which was carried out through a research survey using an original questionnaire designed for the purposes of this work. The author's questionnaire consisted of two parts. The first contained the metrics, and the second part contained questions about self-education. The research was anonymous. It was carried out in the academic year 2021/2022 enlisting physical education students of full-time studies at the Academy of Applied Sciences in Łomża. Fifty people participated in the study, which include 11 women and 39 men.

Results

On the basis of research on how students absorb new material, it is concluded that the main way is to understand the problem with its thorough analysis. This is what 42% of respondents say. A large group of respondents (26%), in order to assimilate new material, must learn by heart. The method of reading the text aloud is selected by 16% of the respondents, and repeating the text aloud by 14%. The smallest group of students (2%), if they do not understand the problem, do not learn it (Fig. 1).
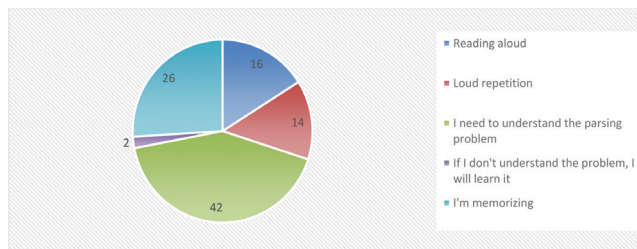

Fig. 1: Self-education methods

The basic method of verifying independent learning among the subjects is the repetition of new material. This is the opinion of 50% of respondents. Next 20% chose solving tasks and the next group chose discussion. The least popular method of verifying knowledge in the opinion of the respondents (6%) is checking the level of knowledge mastered by colleagues (Fig. 2).
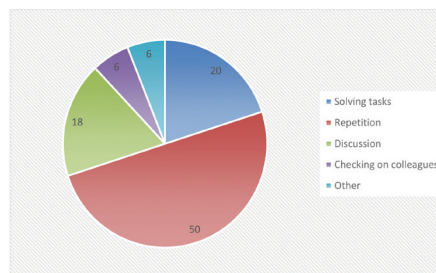

Fig. 2: Knowledge verification methods

Mental operations are a basic element in human intellectual development. They also determine the quality of acquired knowledge. Research shows that the majority of respondents

(48%) analyse while learning. Nearly a quarter of respondents (24%) learn new material. 10% of respondents selected generalization, 8% of students make comparisons, 6% synthesis and 4% abstract (Fig. 3).
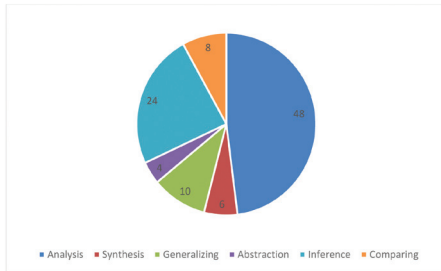

Fig. 3: Mental operations

Research on the sources of knowledge of students' self-education work proves that the vast majority of respondents (76%) use the Internet to broaden their knowledge. Other sources of knowledge ranked lower with a small number, and these are: the library (12%), academics (10%) and scientific journals (8%) (Fig. 4).
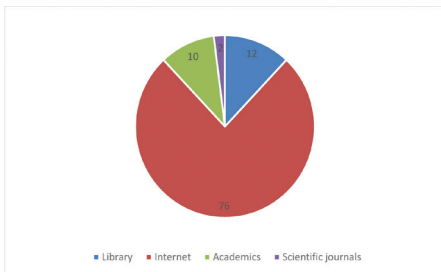

Fig. 4: Sources of knowledge in self-education work

Information sources, i.e., various materials and devices used to record data, information or the content of documents on them, play a key role in the modern didactic system. The conducted research shows that books are the basic source of information during studies. This is the opinion of most respondents - 38%. Slightly fewer people (34%) chose online texts. Video and other information sources were chosen by 14% and were the least used (Fig. 5).
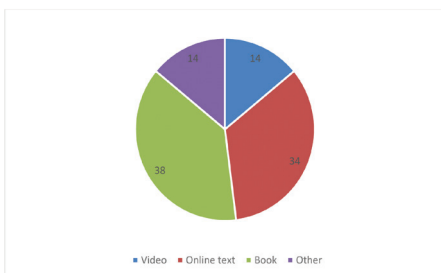

Fig. 5: Information carriers of self-education work

When asked whose help students use while learning, the majority (48%) admit that they sometimes use the help of colleagues, and a large group (34%) even often. Only a few turn to researchers for this help (Fig. 6).
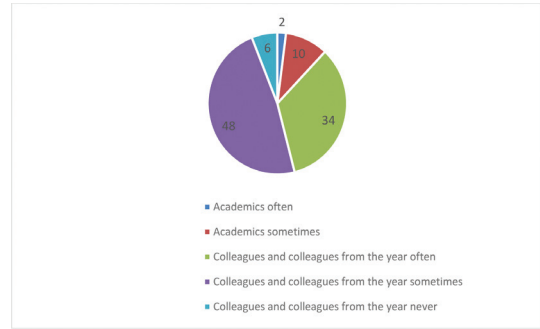

Fig. 6: Recommendations regarding people helpful in self-education work

When analysing the ways students' self-educate, it is found that the vast majority of them (84%) learn on their own. The remaining students, constituting two groups of 8% each, prefer to study with a friend and take advantage of the teacher's consultations. (Fig.7).
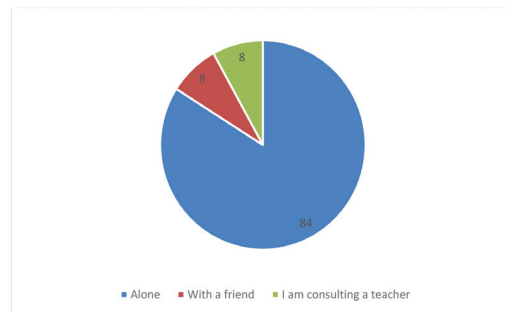

Fig. 7: Forms of self-education work

Developing a student's own learning system plays a very important role in students' self-education work. The obtained data on this subject indicate that 27% of respondents study only before exams. A significant group of respondents (25%) learn when they have to, and 22% of students do not do any additional learning because in their opinion, the knowledge acquired during didactic classes is enough for them. The same quantitative group of surveyed students emphasizes the essence of learning on an ongoing basis. The fewest respondents (4%) learn when the conditions are favourable (Fig. 8).
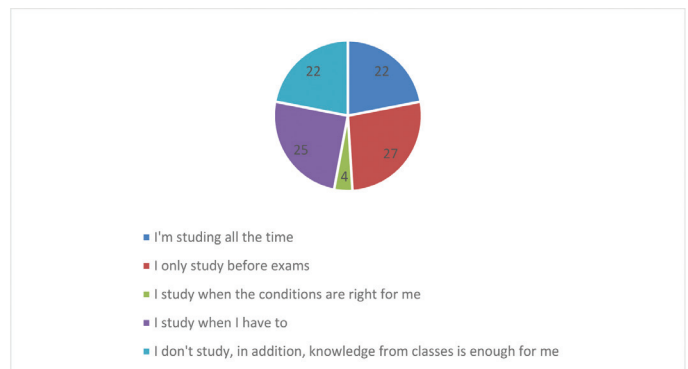

Fig. 8: Learning system

Summary and Conclusions

Self-education plays an important role in human development. Thanks to self-education, a person can improve himself, broaden his horizons and acquire new knowledge. An individual who wants to increase his intellectual potential should also develop outside the walls of educational institutions. Comprehensive knowledge and skills acquired through various channels are aimed at future professional activity at a high level. Creativity, an active and creative attitude of the individual serve this purpose.

The data obtained from the conducted research allowed the following conclusions to be drawn:

1. The main method of self-education work of students is understanding the problem with analysis, discussion and solving tasks. On the other hand, when verifying knowledge, the respondents most often use repetition of the material and checking the level of knowledge by colleagues.
2. Not all students study systematically and on an ongoing basis. Most study when they have to and before exams.
3. For the vast majority of respondents, the main source of knowledge is the Internet. To expand their knowledge, they also use books and textbooks, which are the basic sources of information in the opinion of students.
4. For the majority of respondents, their self-education work is based on analysis and reasoning. In addition, ANS students in Łomża mostly prefer independent learning, but there are also those who use the help of colleagues.

Literature

[1] Aleksander T. Andragogika. *Podręcznik akademicki*, Wydawnictwo Naukowe Instytutu Technologii Eksploatacji ,Wyd. Uniwersytet Rzeszowski, Rzeszów 2013.

[2] Frąckowska A., Półturzycki J. *Kształcenie ustawiczne podstawą nowoczesnej edukacji*, Wydawnictwo Naukowe Instytutu Technologii Eksploatacji, Toruń 2011.

[3] Piwowarski J., Stanek L. *Rozwój osobowości i samorealizacja jako istota bezpieczeństwa w wymiarze indywidualnym i społecznym. Kultura Bezpieczeństwa.* Wyd. Difin, Warszawa 2015.

[4] Ziółkowski P. *Teoretyczne podstawy kształcenia*, Wydawnictwo Wyższej Szkoły Gospodarki w Bydgoszczy, Bydgoszcz 2015.

[5] Zimbardo G. Philip, L. Johnson Robert , MacCann V. *Psychologia,* Wydawnictwo PWN, Warszawa 2012.

[6] Urbańczyk F. *Sukces edukacyjny*, Wyd. UJK, Kielce 2020.

[7] Gasiul H. *Metody badania emocji i motywacji,* Difin SA Warszawa, 2018.

[8] Kordziński J. *Motywacja – tajemnica szkolnych sukcesów*, Wydawnictwo Verlag Dashofer, Poznań 2007.

[9] Matulka Z. *Metody samokształcenia,* Warszawa: Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1983.

[10] Reykowski J. P*rocesy emocjonalne, motywacja, osobowość*, Wydawnictwo naukowe PWN Warszawa 1992.

[11] Morańska D. *Kształtowanie motywacji do nauki w społeczeństwie informacyjnym – zarys problemu*, Chowanna 2, Wydawnictwo Uniwersytetu Śląskiego, Katowice 2007.

[12] Michałowski R., Myka W. *Jak wdrażać kształcenie na odległość w kształceniu ustawicznym krok po kroku* ,UJK Kielce 2019.