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**ORGANIZATION OF STUDENTS' SELF-EDUCATION IN THE CONTEXT
OF THE DEVELOPMENT OF ORGANIZATIONAL CULTURE IN
MODERN EVENING SCHOOLS**

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Organization of Students' Self-Education in the Context of the Development of Organizational Culture in Modern Evening Schools

The article considers the interdependence between the processes of organization of self-education activity and development of organizational culture of the subjects of educational process in the context of the modern evening school organizational culture. Basing on analysis of the main features and peculiarities of self-education and the components of organizational culture, the author shows that the functions of organizational culture in educational institutions are deeply interconnected with the components and content of self-education.

Key words: organization of self-education activity, evening school, organizational culture in educational institution.

Nowadays evening schools' contingent of students is quite diverse based on their acquisition of knowledge, their skills, social experience and age. It requires a creation of organizational and pedagogical conditions for systemic changes in educational content, program-methodical supplying and so on. This social order can only be executed by changes taken in school's organization, its didactic paradigm, the professional competency of evening teachers, who are responsible for providing students with the ability to gain relevant knowledge by non-conventional and personalized approaches. One of these approaches is the organization of self-education activity of students in the context of development of modern evening school's organizational culture.

Self-educational activities include: a quick orientation in the information space, learning new techniques and methods of gaining and applying knowledge, favorable conditions for inner motivation development concerning acquiring and creating new

knowledge, brain work skills, activity planning, the ability to set goals, choose methods and time limits of one's own activity as well as the ability of self-organization, self-control, integration, effective communication and team spirit [3, p. 9].

The gaining and possessing such knowledge and skills primarily require the formation of organizational culture of educational process' subjects in a general education institution. The process of studying and applying new knowledge and skills as well as the way of interaction between a teacher and a pupil should be regarded not as an automatic knowledge transfer from one person to another, but as creating conditions possible for making a pupil gain knowledge by himself, developing his productive self-activity. Because what really matters nowadays is not the transfer of knowledge (it is impossible to transfer knowledge about everything anyway), but gaining knowledge and quick orientation in knowledge data by applying methods of self-education based on the organizational culture of a particular institution.

This understanding of the modern education itself is what inspired us to examine the problem of organizing self- education activity of educational process' subjects activity in the context of development of modern evening school's organizational culture.

The purpose of this article is to display the interdependence of self-education processes and the formation of organizational culture of educational process' subjects.

It should be noted that self-education as a pedagogical category has a tendency to develop and modify according to the transformations that occur in society. Such outstanding teachers as O. Wilman, P. Kapterev, M. Karev, O. Lebedev, V. Charnolusky and others were convinced that self-education is the foundation of development, as any successful education is actually self-education. In modern educational theory self-education is treated either as part of education system (A. Gromtseva, O. Kochetov), or as an addition to formal education (Y. Kulyutkin, T. Suhobska), its course (A. Aizenberg, B. Rogozhkin) etc. Developing a habit of constant mental work is really important to solve modern educational problems,

which has been drawn attention to by such teachers of the past as O. Deyngart, L. Obolensky, M. Rubakin and others. They point out that taking into account each person's individual characteristics and skills that determine the choice of the ideal pace of activity as well as affect its process is essential for developing the habit mentioned above. When we exploring the organization of self-education activity in the night school, we understand that self-education is the multiples-aspect in a process which are characterize self-improving and development of the student like a person. In the light of modern humanistic paradigm self-education is an integral part of identity formation, a process which determines the level of intellectual and professional development. Modern humanistic concept of education, on the one hand direct to personal development, and on the other – realize in the process of self-educational purposes, that is the meaning of educational activities of institution (organization).

In the science literature a lot of works devoted to problem of organization culture. D. Oldham, E. Shane, B. Z. Milner provide the characteristic of activity in organization and its members [7]. D. Hampton, D. Gibson characterize components of organizational culture [1]. M. Meskon treats the organizational culture like an integral category [4].

We will consider the organizational culture of the evening school by definition of native teacher-scholar G. P. Kanafotska, that claims that “organizational culture – is a complex of values, rules and norms of staff behavior and traditions that assist integration of all the categories of workers and has direct influence on the process and strategy of the organization” [2, p. 9]

School practice shows that the competitiveness of a graduate in society reflects the uniqueness and individuality of educational institution (organization). This, from the point of view of development of organizational culture, is the main direction is securing of the strategy of institutions (development of the organization). Russian researcher A. E. Steklov confirms [5], that the content of organizational culture of a particular organization, in this case, is defined by values which form its foundation

and appears in its functions: informative, value-molding, motivational , innovative, stabilization .

The exploring of self-education activity of students in night school in the context of development of the organizational culture of institution is determined by peculiarities and specificity of self-education activity. Self-educational activity as a special kind of activity has its own specific structure , the characteristic features of which are: 1) social, 2) personal, 3) cognitive, 4) pragmatics, 5) emotional-volitional. Thus, the social feature determines the capability to be ready to change and adapt to the new requirements of the labor market, to operate and manage the information under the new conditions of life. Personal feature provides a list of strengths and weaknesses of own activities. Cognitive feature provides the formation of understanding of social processes, awakening of self-education on the basis of knowledge. Pragmatic feature: a student granted understanding and realizing begins to act, find out the elements of self-organization, self-development in his behavior. Emotional - volitional feature: activates energies of behavior, creates an effective context in the formation of self- identity.

As a part of studying, we noticed that the function of organization culture of the institution [2] pass through components and content of self-education activity. So, the cognitive function of organizational culture (OC) contributes to the development of personality and cognitive figure of self-activities (SA). This function helps the employee (both a teacher and a student) to realize longing to self-cognition, desire to understand the world and person's purpose in it better, to find their place in a particular team, to know oneself, their own strengths and weaknesses, and so on. Value-forming function OC promotes the development of cognitive and active terms of self-educational activity (SA), which helps to form the views and attitudes towards meaning of life and understanding of the values, which are popularized in the world. This function helps the teacher to build a personal programme, it also helps a student to create an individual educational path aiming to further self-development, self-determination and self-affirmation. Communication function OC somehow promotes the development of SA activity, which helps to establish and to use an effective

communication processes. Meaningful communications create openness, when each teacher (student) sees himself as a full-fledged member of the team with a steadfast sense of loyalty to him and confidence to each other, when everyone is an individual and there are different points of view, special comfortable collective atmosphere, which flows into everyone in it and gets into it from the outside. Normative – regulatory function OC assists the development of social lines SA, which helps to identify employees from the institution (organization) , forms governing norms of behavior and makes it predictable and controllable . Thanks for the development of this function, there appears such kind of attitude to the institution, which leads not only to teacher’s satisfaction from work pupil’s from the learning process, but also to a commitment for institution as a whole. Motivational function (motive) OC promotes the emotional and volitional purview, which is a powerful motivating force to the creative growth, self-improvement, desire to act on behalf of and for the benefit of their institution for teachers, and to self-development and self-realization for pupil. Mission, strategic aims, friendly relations, an effective system of promotion and the procedure of control have huge motivation stimulus to the organization of self-education activity for all the students of the institution (organization). Stabilization function OC assists the support and development of CD activity features, which provides extending of the system of self-education activities in the institution (organization), getting to the general agreement based on the united action of the most important elements of culture. In a greater degree OC innovative function assists the development of SA society feature and orients to the needs of students (client) and to wiliness to introduce innovative forms and methods of work both in the context of self-education of teachers and in the context of organization of work with students. The result of this work is getting high authority among the students (client), parents and community. The main thing is socialization of graduates. As we understand today the meaning of T/E in development of personality, direct to self-development during the life, the result is – self-realization and self-esteem.

You can see it in table of matching of the SA (self-educational activity) characteristics to OC (organization culture) functions.

Table 1

**Matching of the SA (self-educational activity) characteristics
To OC (organization culture) functions**

Self-educational activity / its Characteristics	Organizational culture / its Functions
<p>Social characteristic: it determines the ability to change and adapt to the new needs of labor market, to operate and manage information under the new conditions of life.</p>	<p>Normative- regulatory function: it forms standards of behavior by making it predictable and controlled (self-managed);</p> <p>Innovative function: it is focused on students and teachers' needs as well as the willingness to introduce innovative forms and methods of work; it also has a social responsibility before society.</p>
<p>This results in having the highest authority among students, parents and in society and, what is more important, in graduates' socialization.</p>	
<p>Personal characteristic: consideration of one's own strengths and weaknesses in the particular activity.</p>	<p>Cognitive function: it allows a person to realize the desire for self-reflection, to determine one's place in a particular team, to understand oneself better as well as understand one's strengths and weaknesses etc.</p>
<p><u>Cognitive characteristic</u>: the formation of person's attitude based on specific knowledge; the development of self-awareness, the understanding of social processes.</p>	<p><u>Cognitive function</u>: it allows a person to realize the desire to understand the world and one's place in it.</p> <p><u>Value-forming function</u>: it helps to form attitudes and opinions on the meaning of life, to understand the values that are promoted in the world</p>

<p>Pragmatic characteristic: a student begins to act and find out the elements of self-organization and self-development in his behavior, with the help of understanding.</p>	<p>Value-forming function: it helps to set attitudes and views on the meaning of life;</p> <p>Communicational function: it helps to install and use effective communication flows.</p> <p>Stabilizational function: the extending of system of activities in the institution.</p>
<p>It results in building personal programs (for the teacher), Individual educational path (for the student); openness and the sense of trust in each other (both for teacher and for student), creating pleasant atmosphere.</p>	
<p>Emotional – volitional characteristic: it activates <u>psychodynamics</u> of behavior, creates effective context in formation of self-identity.</p>	<p>Motivational function: it is a powerful impelling force for teachers leading to professional self-improvement, the desire to act on behalf of his institution; and for the student – it leads to self-development and self-fulfillment in the future.</p>
<p>The purpose and the motive – are the central vector of self-education activity!</p>	<p>The mission and strategic goals are the central vector of OC!</p>
<p>The terms are: friendly relationship, democratic style and procedures of control, an effective system of encouragement and stimulation.</p>	

In our point of view, the degrees of professional skills of the teacher and competitiveness of graduates in society shows the originality, individuality of the institution (organization) in the context of development of organizational culture of educational institution. We are convinced that professional improvement and development of pedagogical skills promote self-education as a process of self-

cultivation in both professionally and personally. As this outstanding teacher of our time V. A. Sukhomlinsky once said, “A teacher is a teacher as long as he remains a pupil”. From our point of view, the competitiveness of the modern graduate in educational institution significantly affects student’s active involvement in self-education, which is the leading type of educational activity in the present conditions of intensive development. It is today that this thought of A. Disterveg has become most relevant: “Development and education cannot be given or informed. The one who wishes to receive them must reach them by their own activity, their will. It can only get motivated from the outside”. These two positions – “personality of the teacher” and “Work, labour, action” both for teacher and pupil – directly affect the strategy of the institutions (development of organization) and allow to ensure the effectiveness of the institution (organization) and to form an attachment to her customers (parents, students) thanks to its positive image.

So, the development of organizational culture of the night school enhances an effective organization of self-activity of educational process’ subjects. On the other hand, an active involvement in self-education activities of all participants of the educational process can be regarded as one of the essential mechanisms to develop the organizational culture of a particular educational institution.

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Лавриненко О. В.

Організація самоосвітньої діяльності учнів в контексті розвитку організаційної культури сучасної вечірньої школи

У статті розглянуто взаємообумовленість процесів організації самоосвітньої діяльності і формування організаційної культури суб’єктів навчально-виховного процесу в контексті розвитку організаційної культури сучасної вечірньої школи. Автор на основі їх аналізу, особливостей і специфіки показує, що ці процеси є системоутворювальними у функціонуванні та розвитку вечірньої школи як сучасного інноваційного закладу.

Ключові слова: організація самоосвітньої діяльності,вечірня школа, організаційна культура навчального закладу.

Лавриненко Е. В.

Организация самообразовательной деятельности учеников в контексте развития организационной культуры современной вечерней школы

В статье рассмотрена взаимообусловленность процессов организации самообразовательной деятельности и формирования организационной культуры субъектов учебно-воспитательного процесса в контексте развития организационной культуры современной вечерней школы. Автор на основе анализа особенностей и специфики самообразовательной деятельности и структуры организационной культуры показывает, что функции организационной культуры учебного заведения в значительной степени соответствуют характерным чертам самообразовательной деятельности и пронизывают все ее компоненты.

Ключевые слова: организация самообразовательной деятельности, вечерняя школа, организационная культура учебного образовательного учреждения.

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The article was received by the Editorial Office on 08.04.2013

The article was put into print on 26.04.2013