УДК 37

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COMPETENCE PROFILE OF STUDENTS' LEARNER AUTONOMY: ACTIVITY-BASED COMPONENT

The article analyzes the activity-based component of the students' learner autonomy, which corresponds to the level of competence development, providing the possibility of independent organization and management of the educational activity. The signs of low, medium and high levels of manifestation of this component are considered. Particular attention is paid to the role of self-development, self-improvement and the use of information and communication technologies in the process of forming autonomous educational activities.

Learner autonomy is a relevant and significant problem of modern pedagogical knowledge, a high level of activation of independent learning guarantees continuous development of cognitive thinking of students and educational activities, mastering and broadcasting innovative pedagogical experience, improving the quality of education.

We understood the content of the components of learner autonomy based on the ideas of Y. Gromiko on identifying the position of a student as a subject of activity and thinking, expressed in the category of academic competencies that ensure the formation of all aspects of the subject of learning [1]. The lack of a criterion basis for determining the level of formation of the competencies of students' learner autonomy created the prerequisites for constructing its profile. The profile of students' learner autonomy is presented using the example of the activity-based component and is structured as follows. The competencies that form the component are identified and three levels of their manifestation are described: low, medium, high [2].

Considering the activity-based component of the student's educational autonomy, it is necessary to pay special attention to the level of development of the competencies in its composition. These competencies are significant for the student. A low level of manifestation of the designated competencies will mean his inability to organize and manage his own educational activity, thus we can state that there will be no process of implementing autonomous educational activity and the student's awareness of himself as a subject of this activity. A low level of manifestation of the activity component is characterized by the performance of only prescribed actions, constant requests for instructions from the teacher, expressed disinterest in

constructing independent educational and cognitive activity, passivity in solving problem situations and the desire to relieve himself of responsibility for himself, when working with educational materials, experiences difficulties in selecting and transforming it [3]. A student, who makes the necessary efforts for self-development and self-improvement in the learning process, has an objective opportunity to achieve the average level of manifestation of the described component at this level. The student is focused on independence in setting goals and objectives in educational and cognitive activity, is keen on its design, determines the order of actions based on the teacher's advice. Student is able to independently model, plan and adjust educational activities, overcomes problematic situations concerning the organization of independent learning after consultation with the teacher, knows educational strategies and can apply them in familiar situations. He successfully and independently transforms information, uses various computer programs and computer technologies, but does not always know how to rationally and fully use their functional capabilities.

And only if the student is able to set goals and objectives of cognitive activity, is able to independently model, plan his own educational activities, actively organizes independent learning based on knowledge of strategies of autonomous educational activity, methods and techniques for solving non-standard situations, objectively evaluates himself and perceives criticism, bears full responsibility for the implementation of his educational and cognitive activity, builds a hierarchy of search sources for working with information, transforms it, using technical resources and their functionality in full, then it is appropriate to assert that the level of manifestation of educational autonomy of such a student, expressed through educational and managerial skills and skills in using information and communication technologies, corresponds to the mark «high» [4].

Thus, the formation of learner autonomy of students is important in the educational process. The student acts as an active subject of his educational and cognitive activity, realizing these abilities in his educational activity, which is an important sign of learner autonomy.

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2. Snopkova E. I. Formation of students' academic competencies in humanitarian education // Bulletin of education. 2021. № 9. P. 38–47. Вернуться к статье

3. Shatova A. V. Component composition of cadets' educational autonomy as a pedagogical phenomenon // Bulletin of the Magilion University named after A. A. Kulyashov. Ser. C, Psychological-pedagogical sciences (pedagogy, psychology, methodology). 2023. № 2 (62). P. 45–52. Вернуться к статье

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Компетентностный профиль учебной автономии обучающихся: деятельностный компонент

В статье анализируется деятельностный компонент учебной автономии обучающихся, который соответствует уровню сформированности компетенций, обеспечивающих возможность самостоятельной организации и управления учебной деятельностью. Рассматриваются признаки низкого, среднего и высокого уровня выраженности данного компонента.

Учебная автономия представляет собой актуальную и значимую проблему современного педагогического знания, имеющую непосредственное влияние на качество образования. Высокий уровень активизации учебной автономии способствует постоянному развитию познавательного мышления обучающихся, совершенствованию учебной деятельности, освоению и распространению инновационных педагогических практик. Это, в свою очередь, обеспечивает трансляцию передового опыта и улучшение образовательных результатов. Осмысление содержания каждого компонента учебной автономии осуществляется с опорой на идеи Ю. В. Громыко о выделении позиции обучающегося как субъекта деятельности и мышления, определяемой через категорию учебных компетенций. Эти компетенции формируют основу учебной автономии. Отсутствие критериев для оценки уровня их сформированности привело к необходимости построения профиля учебной автономии. Такой профиль был представлен через деятельностный компонент, структурированный по уровням: низкому, среднему и высокому.