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## **THE EFFICIENCY OF ARRANGING INDEPENDENT LEARNING ACTIVITIES**

Independent educational activity should be organised in a higher education institution in such a way that the achievement of certain goals and the realisation of certain aspirations at each individual stage of study would encourage and stimulate the setting of new goals (of a higher and more responsible level) and the emergence of new aspirations (more diverse, and with each subsequent stage they should be more closely related to future professional activities).

The philological profession, provided that a young philologist is highly prepared for it, is able to create such requirements for a young philologist, and the system of training in a higher education institution is already designed to meet them. And it is in the course of independent educational activities that opportunities for students to develop creativity, independence and the ability to make bold decisions about solving certain theoretical and practical problems increase significantly.

The constant work of an individual on himself or herself leads to the emergence of qualitatively new personal qualities. If these qualities contribute to the harmonisation of relations between a person and the world around him or her, we speak of a process of self-improvement. Sciences believed that most people, or even all, feel the need for inner self-improvement, strive for it and are constantly looking for it. His own research showed that the urge to realise one's own potential is natural and necessary. And yet, only a very small number of people, usually gifted, reach the heights of self-actualisation. The state of affairs is so unsatisfactory mainly because

most people simply do not see or feel their own potential; they are unaware of its existence and do not understand the possibilities and benefits of self-improvement. They tend to hesitate, doubt, doubt, and even fear their own abilities, and thus, the chances for self-actualisation are reduced.

Let's analyse how the degree of students' desire for self-improvement affects the effectiveness of organising independent learning activities.

The analysis of our own pedagogical experience, the results of a survey of university teaching staff and students of pedagogical universities and institutes, conversations, debates, seminars on the topic of the problem under study convince us that insufficient and not quite satisfactory results of students in acquiring knowledge through independent learning are due to the inability of students to self-actualise, i.e. ignorance of their weaknesses and strengths, which leads to an incorrect distribution of their mental and physiological. Often students, even when they achieve some success, are unable to realise and develop it, which leads to a sense of helplessness in independent search, a sense of fear of the ever-increasing amount of information that requires an increasingly high level of independence to master it. What is the way out of this rather disappointing situation?

Firstly, students should be prepared psychologically for this type of activity from the first day of their stay in a higher pedagogical school (as has already been discussed in this paper). In other words, a student - a future teacher - should not be left alone with his or her own psychological problems. Secondly, during classroom lessons and consultative work aimed at assisting and activating independent learning activities, teachers should focus on the positive achievements of students that they have made in previous independent learning activities. This technique performs several important functions: it stimulates the organisation of independent learning activities, increases the level of student self-esteem, promotes self-actualisation and encourages self-improvement through organised self-education.

The latter point is supported by scientific research on the multifaceted impact of self-efficacy on students' academic achievements and the framework of personality theory. Their results demonstrate how such perceptions affect learning success in general and the success of independent learning in particular. It has been found that a learner's belief in his/her ability to manage learning leads to high academic performance, while providing high aspirations, prosocial behaviour and a lower tendency to feel helpless, useless and depressed.

Given the need to stimulate the processes of self-actualisation and the desire for self-improvement, the content of the educational material provided for self-study in higher pedagogical education institutions should meet the following requirements

- clarity and logic in its organisation;
- consistency and hierarchy (from simpler to more complex);
- scientific validity and objectivity;
- not being overly theoretical;
- availability of methodological literature aimed at explaining the most effective
- methods and ways of self-directed learning;
- availability of a developed system aimed at exercising quality self-control;
- sustainable projection on future professional and pedagogical activities.

Compliance with these requirements will greatly contribute to the desire of a student of a higher pedagogical educational institution to activate personal potential, as well as to the attempt to enrich and expand life experience, and will have a positive impact on increasing the opportunities for self-actualisation and self-realisation of a future teacher or philologist.

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