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THE CONCEPT OF SELF-EDUCATION: A THEORETICAL ASPECT

In modern society, the requirements for the quality of work of a specialist, the presence of a creative attitude to their professional activities and the level of professionalism are significantly increasing. The modern labor market requires,

especially from a specialist with higher education, not just a certain set of knowledge and skills, but also be able to constantly improve themselves and their own activities, show willingness to quickly update knowledge, expand skills, learn new areas, be independent and an enterprising person.

An important condition for the implementation of the idea of continuing education is the active self-educational activities of people of all ages. Self-education is focused on the purposeful involvement of man in the development of social experience based on the development of his abilities, individual characteristics, motives and interests.

The formation of students' readiness for self-education occurs in the pedagogical process. And the effectiveness of the pedagogical process depends on the ability of teachers to pedagogically and competently manage students' self-education, on the readiness of students for self-education and on the appropriate means. The structure and functions of all components of a holistic pedagogical tool are determined by teachers – the direct executors of the social order. Each teacher purposefully acts on the student's personality, ie carries out internal (pedagogical) management of students, their education, development, training and more.

Considering self-education as a means of finding and mastering social experience through which a person carries out their own education, development and training in accordance with the goals and objectives, we note the naturalness of this approach. The effectiveness of self-education is largely due to the presence of a pronounced desire and willingness to self-improvement, formed motives and clearly set goals, skills of self-organization and independent implementation of the educational process, where the individual acts as a subject of educational activities and its object.

Thus, self-education means cognitive activity of man, aimed at transforming his physical strength, mental qualities and social qualities, which is based on the direct

personal interest of man, in accordance with his ideas about the socially acceptable model of personality. The purpose of self-education is to ensure the constant growth of professional and pedagogical skills in solving professional problems. A necessary prerequisite for self-education is the desire to improve themselves in the profession, which involves conscious work to develop professionally significant personality traits in three areas:

- a) adaptation of individual and unique features to the requirements of professional activity;
- b) constant increase of professional competence;
- c) continuous development of socio-moral and other personality traits.

It should be noted that self-education is an important component of personal and professional development of students-future teachers, and their preparation for self-education is a very important factor in their professional training.

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TEACHER AS A LEADER IN CHINA

Are teachers leaders? In China, this term is rarely recognized because Chinese people understand the word «leadership» from the level of administrative management, that is, leadership is the concept of administrative officials.