

SELF-KNOWLEDGE AND WAYS OF ITS IMPROVEMENT AMONGST UNIVERSITY LEARNERS

AUTOCONHECIMENTO E FORMAS DE SUA MELHORIA ENTRE OS ALUNOS DA UNIVERSIDADE

EL AUTO CONOCIMIENTO Y LAS FORMAS DE MEJORA ENTRE LOS ESTUDIANTES UNIVERSITARIOS

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ABSTRACT: In the prevailing era, to succeed in the professional area, an educator, in addition to a piece of particular knowledge should excel at the capacity to organize, examine and curb their actions separately, establish themselves extra educational assignments and resolve them, be keen on self-growth and able to boost it. The presented article is aimed at the improvement of self-knowledge amongst the students of pedagogical specialties. Considering the studies of the researchers of Russian, the writers of the survey illuminated the kinds of self-knowledge, and relevant kinds of educational assignments that are utilized in the expert preparation of prospective teachers. The complex comprises the subsequent parts: creating a positive, passionate atmosphere throughout training sessions with students; the application of reflexive pedagogical technologies in the process of education at the university, contributing to the improvement of self-knowledge between prospective educators and enhancing the status of their education.

KEYWORDS: Self-knowledge. Self-growth. Education. Pedagogical specialties. Reflexive pedagogical methods.

RESUMO: Na era vigente, para ter sucesso na área profissional, o educador, além de um saber particular, deve primar pela capacidade de organizar, fiscalizar e coibir suas ações isoladamente, estabelecer atribuições extra-educacionais e resolvê-las, estar ansioso por

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autocrescimento e ser capaz de impulsioná-lo. O artigo apresentado visa o aprimoramento do autoconhecimento entre os alunos das especialidades pedagógicas. Considerando os estudos dos pesquisadores de russo, os redatores da pesquisa iluminaram os tipos de autoconhecimento e os tipos relevantes de atribuições educacionais que são utilizados na preparação especializada de futuros professores. O complexo compreende as partes subsequentes: criar uma atmosfera positiva e apaixonada durante as sessões de treinamento com os alunos; a aplicação de tecnologias pedagógicas reflexivas no processo de formação na universidade, contribuindo para a melhoria do autoconhecimento dos futuros educadores e valorizando o status de sua formação.

PALAVRAS-CHAVE: Autoconhecimento. Autocrescimento. Educação. Especialidades pedagógicas. Métodos pedagógicos reflexivos.

RESUMEN: *En la era imperante, para tener éxito en el área profesional, un educador, además de un conocimiento particular, debe sobresalir en la capacidad de organizar, examinar y frenar sus acciones por separado, establecerse asignaciones educativas adicionales y resolverlas, estar interesado en crecimiento personal y capaz de impulsarlo. El artículo presentado tiene como objetivo la mejora del autoconocimiento entre los estudiantes de especialidades pedagógicas. Teniendo en cuenta los estudios de los investigadores de ruso, los autores de la encuesta iluminaron los tipos de autoconocimiento y los tipos relevantes de tareas educativas que se utilizan en la preparación experta de los futuros profesores. El complejo comprende las siguientes partes: crear un ambiente positivo y apasionado a lo largo de las sesiones de formación con los estudiantes; la aplicación de tecnologías pedagógicas reflexivas en el proceso de educación en la universidad, contribuyendo a la mejora del autoconocimiento entre los futuros educadores y mejorando el estado de su educación.*

PALABRAS CLAVE: Autoconocimiento. Crecimiento personal. Educación. Especialidades pedagógicas. Métodos pedagógicos reflexivos.

Introduction

Self-awareness is a skill that anyone can learn with the right practice and habits. Are there parts of your life or personality that you do not seem to understand? Do you have certain behaviors or tendencies that often appear in you despite the negative consequences? The ability to be self-aware is one of the most vital and, at the same time, the most difficult skills that people can achieve (HASSAN *et al.*, 2021). Many people feel that they have a healthy self-awareness, but it is better to look at it relatively and see how much you have this ability compared to others. Self-awareness provides an opportunity to affects one's behavior and beliefs. Also, this change in mental state changes your emotions and increases your emotional intelligence, which is an important factor in achieving success (ESPADA *et al.*, 2020).

When you are conscious, you can see that your thoughts and feelings are guiding you. It also allows you to control your actions so that you can make the necessary changes to achieve

the results you want (KOSTECKA *et al.*, 2018; KIM *et al.*, 2020). The ability to know ourselves provides us with valuable information that we can use to have a better life. Awareness seems to lead to better communication, improved self-esteem, and the ability to build stronger relationships. It also improves leadership ability and is a common skill among senior executives (BASTAMI; PANAHI, 2020; IASECHKO *et al.*, 2021).

Trying to see yourself as you can be a difficult process but knowing the truth about yourself can be very helpful if you make the right effort (LIM *et al.*, 2021; OSBORN *et al.*, 2020). Once you are able to see yourself objectively, you can learn how to accept yourself and find ways to improve it in the future. So, what is the easy way to do this.

- Think about the things you are proud of or the achievements you have had throughout your life.
- Encourage others to be honest with you about how they feel about you and to listen carefully to what they have to say.
- Think about your childhood and what made you happy at that time. Were you injured as a child? Do you feel they are affecting your life right now? What has changed since your childhood, and what has remained the same? What are the reasons for the changes?

One of the important components of self-awareness is self-esteem. Self-esteem is not something that is learned as a skill, but self-esteem is the result of a set of individual, social, and family factors. Self-esteem refers to a person's sense of self-worth, which is influenced by performance factors, successes, abilities, personal appearance, and important people's judgments (BOO *et al.*, 2021; MADER; GIBSON, 2019; PETRENKO *et al.*, 2020).

As a result of their reactions from others, especially important people, people acquire attitudes about their worth. High self-esteem reflects certain personal feelings that are not easily influenced by barriers, aggression, and negative attitudes about abilities or appearance. High self-esteem leads to self-confidence, which facilitates good and independent decision-making and proper handling of interpersonal conflicts. Support people's self-esteem in the environment and strengthen positively (CERVONE *et al.*, 2020).

Low self-esteem is one of the factors hindering social growth - however, people with high self-esteem (such as delinquent groups) also suffer from impaired social development. People's self-esteem is affected by their experiences, events and living conditions. However, self-esteem is something that people can control through experience. To have high self-esteem, people must first know what makes them feel good and then plan in such a way that these kinds of events happen in their lives (CHEN *et al.*, 2021).

Self-awareness skills include the following (CHERRIER *et al.*, 2020):

- 1- Self-assessment skills
- 2- Skills to identify your strengths and weaknesses
- 3- Positive thinking skills
- 4- Skills of creating self-image and positive body image

Characteristics of people who know themselves:

- 1- They know their positive characteristics, abilities and talents and are proud of them.
- 2- Recognize their negative characteristics and weaknesses, accept them and try to correct them.
- 3- They know their successes and failures, are proud of their successes and learn from their failures.

- 4- Respect themselves and others.
- 5- They try to achieve their goals.
- 6- They accept responsibility for their actions and behavior.

Benefits of self-awareness include the following (COLOMER *et al.*, 2018):

Self-awareness skills help you to (DE SOUSA; DA COSTA PADOVANI, 2021):

- 1- Identify your emotions, be aware of them and control these emotions. Inability to control emotions can lead to delinquency, addiction, violence, conflict with others, abuse and violence against others, especially children and adolescents.

- 2- Be aware of your weaknesses and strengths and reduce your weaknesses by relying on your strengths. Awareness of weaknesses allows a person to use this awareness to have more control over themselves.

- 3- Be aware of your needs and meet your needs in healthy ways. By knowing your needs, you can find a better way to meet your needs.

4. Set realistic goals for your life. In this way, avoid pursuing very idealistic, imaginative and perfectionist goals. Setting unrealistic goals leads to delinquency, failure, anger, suicide, slavery, and the like.

- 5- You can be aware of your valuable criteria and find your value in life. In this way, avoid pursuing false values and live your life with more satisfaction and peace.

- 6- Carry out your identification process in a healthy way. Achieving a healthy identity builds an adult life on a solid foundation.

The expansion of self-knowledge between prospective educators is the pillar foundation for promoting the essential features of a modern personality: an active life situation, thought, regard for other people, self-sufficiency, performance in the labor market (SEDIKIDES, 2020).

The following factors determine the urgency of self-knowledge development among the students of pedagogical specialties:

- Higher education modernization because of higher education developing paradigm shift and also the necessity to increase the education quality;
- Improvement of pedagogical as well as psychological preparation role amongst prospective educators thanks to the remarkable variations in the necessities for their expert qualities, which facilitates ensuring competitiveness in the labor market;
- The requirement to strengthen the abilities to freely prepare, examine, and manage professional actions between the pedagogical specialties students is to carry out self-knowledge.
- The procedure of self-knowledge through the case of internal mental states and acts.

The prevailing condition peculiarities analysis in the education system enabled the scholars to assume that improving self-knowledge amongst the pedagogical specialties' students is essential. The examination of scientific research reveals that over the past decades, the thoughts to improve self-knowledge has been increased in the practice and theory of training as in Russia (ROMANOVSKIY *et al.*, 2020). Nevertheless, now, self-knowledge has not been investigated profoundly at a pedagogical level. Thus, its power in future teachers has not been revealed entirely in a continually changing educational system. These circumstances altogether resulted in the selection of this study topic (KOSTECKA *et al.*, 2018; KITCHEN, 2020).

Study Hypotheses

The evolution of self-knowledge amongst pedagogical specialties' students will succeed in implementing the next range of pedagogical circumstances:

1. Creating affirmative emotional ambiance throughout training stages with students;
2. Applying a didactic techniques system intended to propel the students to a reflective position;
3. The application of reflective pedagogical measures in the university's educational process, helping the improvement of prospective instructor pedagogical reflection and improving their education quality.

Literature Review

Awareness of oneself and one's various characteristics helps one to become acquainted with one's strengths, weaknesses and other characteristics. Also, if you deal with the other party and form a better and deeper life together, face problems. This self-awareness shows the person how he can know his emotions, be aware of their existence and control them when necessary, so that it does not lead to any discomfort (ZHANG; WONG, 2021).

By informing the adolescent and introducing them to themselves, one can inform the person by completing the positive and negative points that he has. Self-awareness is the ability to know oneself and be aware of characteristics, strengths, weaknesses, desires, fears, and fears disgust. For most of us, describing our moral and behavioral characteristics to others is hard work (BASTAMI; PANAH, 2020).

Self-awareness means how one perceives oneself and how one feels based on that perception. Our type of self-awareness predicts our sense of satisfaction with ourselves and life (IASECHKO *et al.*, 2021; MADER; GIBSON, 2019).

One of the variables that is closely related to adolescence and self-awareness can also affect it is identity. Basically, in order to create a regular and fresh life, people need a regular and meaningful structure in life that includes problem-solving skills, decision-making, and interpreting information in a specific way in life (BOSACKI *et al.*, 2020; KIM *et al.*, 2020).

Identity and identification are not a new issue and has been discussed for a long time and we will go through this stage of life at any time and in any place because we are human. Identity is not something that is given to someone once and for all but is created and changed throughout life (HASSAN *et al.*, 2021). There are not many elements of identities that come into the world with our birth. Some physical characteristics, gender, color, etc., and not all of them are innate and congenital. This question has been asked since the beginning of the history of philosophy, that is, when Socrates said (know yourself), and all the masters have asked it in a way until we reach Freud (BOO *et al.*, 2021).

Identity means the same concept of the person and through it, the person achieves an integrated concept of himself and according to it makes value judgments in his life (LIM *et al.*, 2021).

Responsibility alone refers to a sense of conscientiousness, accountability, and commitment. In a general category, responsibility can be divided into types: responsibility to oneself, responsibilities to others, responsibility to God (CERVONE *et al.*, 2020).

Children learn a sense of responsibility from parents, school, friends, and the community, and by learning this valuable skill, they retain it for the rest of their lives, which makes them more successful in life. So, it is better to teach responsibility to children from childhood (WOO *et al.*, 2017; ZHENG *et al.*, 2021). And because developing societies need responsible and self-sufficient people, today's human beings must increasingly take responsibility for their own lives and destinies, and this will not be possible unless the basis of education is based on increasing children and adolescents' understanding of their role in building their destiny and quality of life and to achieve this goal requires effort and careful planning (HOA; TUAN, 2021). Responsibility education helps children and adolescents to accept their sense of responsibility, cognition, and behavior, as well as to accept that they themselves are responsible for health, success, communication with others, and communication with the environment (SHAMSI; SUFI, 2017; CHEN *et al.*, 2021).

Teaching children to take responsibility within the family is a great way to prepare them for the countless tasks and responsibilities they will face outside the family, and it provides the tools for their independence. For a child who is now growing up and later becoming a teenager, the ability to succeed in social responsibilities outside the family depends on the opportunity to experience valuable partnerships of self-respect, power, and social connection (CHERRIER *et al.*, 2020).

Students need to become self-aware of responsibility in the university and learn how to help each other to be able to solve their interpersonal problems in different situations (COLOMER *et al.*, 2018; KITCHEN, 2020).

Responsibility means that choices belong to us and that we treat honesty honestly. It also includes considering others and not blaming them for personal problems, and it is a process that a person must learn from at an early age to deal responsibly with the many tasks they face at different stages of life. The responsibility of individuals in any society is one of the values of that society and is one of the important indicators of mental health (DE SOUSA; DA COSTA PADOVANI, 2021; VISKOVICH; DE GEORGE-WALKER, 2019).

Methodology

The authors built the notion of the development of self-knowledge ideas among the students of pedagogical specialties on consistency, activity, humanization, individualization, feedback, and reflective activity. The study is on the basis of the subsequent techniques:

empirical (quantitative and qualitative analysis of research results, observation, conversation, testing) as well as theoretical (synthesis, systematization, modeling, analysis, generalization).

Results and Discussion

Proceeding from the reality that the appearance of self-knowledge, firstly, permits an individual to organize, plan and manage their thought consciously; furthermore, it enables one to assess the compatibility and precision of ideas; finally, it enhances the problem-solving ability, the article's authors make a conclusion regarding the intuitive nature of the pedagogical activity.

1. Personal self-knowledge related to self-determination and self-awareness of the character amongst the pedagogical specialties' students. It examines the subject's activities, the concepts of his own I as an individual are related to self-knowledge. The kind of self-knowledge is linked to abilities like the capability of analyzing their activities, defining their behavior's motives and reasons, analyzing the errors and the causes for their happening, the capability of understanding their skills and personal abilities sufficiently, the capacity of predicting potential choices for their growth. The primary objective of the individual self-knowledge growth amongst prospective educators must be their professional improvement, reconsidering personal cliches and adverse opinions in pedagogical activity, and generally, individuality growth.

2. Intellectual self-knowledge, its foundation is control-evaluative, significant contemplation of own reasoning actions peculiarities by students, intended to find the educational issues' solutions. This type of self-knowledge is on the basis of the subsequent abilities: the capacity of assessing one's situation, the capacity of foretelling the results of decisions taken. The following criteria can characterize the development of intellectual self-knowledge among the students of pedagogical specialties: how much a prospective instructor knows the techniques of the examined educational material procedure, understands the logic of its performance, owns the methods of data systematization, and, above all else, how much he can discover the efficient and logical means of pedagogical problem-solving.

3. Communicative self-knowledge is on the basis of analyzing the interpersonal connections that are developed among all members of the educational procedure both at school as well as the university. It serves as the vital element of interpersonal perception and communication, defined as a particular quality of a person's knowledge, based on the analysis of actions, behavior, emotions, and reactions of education subjects. Communicative self-knowledge is inextricably connected to the capacity of "taking the place of another individual",

knowing the causes for the other people's actions in the interaction process, analyzing experienced circumstances, and considering other people's actions in their behavioral strategies.

Considering the issue under examination, we have produced a complex of pedagogical circumstances that guarantee the growth of self-knowledge amongst the pedagogical specialties' students.

Implementing the initial pedagogical situation needs quick moves on the part of a teacher. They require to regulate the educational procedure to contribute to motivation level rise amongst learners regarding mastering pedagogical activity and generating successful situations in learning the examined material as well as interpersonal interaction. Decisive motive assists in creating a dialogic atmosphere in a classroom assume reciprocal regard among teachers and students and high-level interaction. A future teacher's self-esteem grows in such an environment, a desire for self-realization arises, and the dread of a potential error vanishes. The subsequent kinds of educational activity can enhance the foundation for a positive, enthusiastic environment production throughout training procedure with learners: engagement of all students in academic projects; Creating non-standard circumstances in the classroom; demonstrating each learner accomplishments at each course; providing a chance for prospective teachers to expose themselves.

The following pedagogical situation, contributing to improving self-knowledge amongst the pedagogical specialties' students, includes applying a didactic method system to inspire learners to a reflective status. Given their long-term practice of working with the students of pedagogical specialties, the writers have recognized the most effective didactic techniques that contribute to students' self-knowledge. These comprise:

"Questionnaire-reflection", comprising the inquiries generated by teachers and requiring learners to ponder the fundamental inquiries, for instance: "What can I do?", "What should I know?" This method assists prospective teachers to beware of themselves as the educational activity subjects.

"Reflective map", that is a kind of graphic reflection variant. Learners are requested to form a diagram of their interest development. Representation on reflective maps presents a valuable element for investigating and improving the educational means to prepare prospective educators.

"Sheet of Self-diagnosis on the lesson subject." At the beginning of the lesson, learners get acquainted with the content of the sheet of self-diagnosis. Next, using conventional signs, they show how accessible and assimilated one or another fragment of the topic was. Therefore, the instructor and learners obtain data for correctional work during the next courses.

"Phrase Completion." The instructor says an unfinished expression and aims to participants who attempt to perform it.

The third pedagogical situation, contributing to the growth of self-knowledge amongst the pedagogical specialties' students, is related to reflexive pedagogical means throughout the university's educational process. Educational means, made with the aid of reflexive communication devices in the "teacher - student" way, give students conscious investigation, plan, solve problems, and self-evaluate their activities.

The efficiency of the formed complex of pedagogical circumstances that guarantee the growth of pedagogical reflection amongst the pedagogical specialties' students has been approved due to an experimental study conducted through 2015-2021.

Conclusions

During the experimental study conducted, the authors gained the subsequent outcomes:

1. National and international action on developing self-knowledge amongst the pedagogical specialties' students has been organized.

2. The feature of self-knowledge improvement amongst prospective educators, its varieties, complementary abilities, and relevant sorts of educational assignments utilized in prospective teachers' professional practice has been defined.

3. The writers' collection of pedagogical circumstances has been experimented, and entered the educational manner, guaranteeing the growth of self-knowledge amongst the pedagogical specialties' students. Permission of the said collection of pedagogical circumstances occurs in the frame of a development test, in which 360 full-time learners of pedagogical specialties participated, separated into the two groups of control and experimental. The subsequent techniques have been utilized in the research: the process defining the reflection development level (A. V. Karpov), the process of examining the motive of studying at the university (T. I. Ilyina), the process of analyzing the motive of professional action (K. Zamfir, A. A. Rean).

4. In the experimental study, the outcomes have been acquired, showing that the self-knowledge improvement rose amongst prospective practical group instructors. Hence, before the experimental study, a low pedagogical reflection has been identified amongst nearly 26% of learners; later experimental study, amongst approximately 12% of learners.

The earlier mentioned features enable making the subsequent judgment: the growth of self-knowledge amongst the pedagogical specialties' students can be productive while

executing the next set teacher-student situations: building a positive, enthusiastic environment throughout practice sessions with learners; utilizing a method of didactic procedures intended to inspire learners toward a reflective status; applying reflexive pedagogical techniques in the university's educational process, assisting in the improvement of self-knowledge between prospective instructors and increasing their education quality, which fortifies the proposal recommended by the writers.

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