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TÍTULO: Verificación experimental de la efectividad de las condiciones pedagógicas en la preparación para la autoeducación de los cadetes.

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RESUMEN: El artículo presenta los resultados del estudio de la efectividad de las condiciones pedagógicas en la preparación para la autoeducación de los cadetes: formación de motivación para la autoeducación y desarrollo de habilidades organizativas; formación de competencia informativa; organización efectiva del trabajo independiente; y actualización de la autoeducación en el proceso educativo. 112 cadetes de la Academia Nacional de Asuntos Internos de Ucrania participaron en el estudio. La prueba de efectividad de las condiciones pedagógicas se realizó de acuerdo con criterios motivacionales, cognitivos, organizativos y reflexivos. Al final del experimento, se determinó un

aumento en el número de cadetes de EG con un alto nivel de preparación para la autoeducación por todos los criterios que atestiguan la efectividad de las condiciones pedagógicas propuestas.

PALABRAS CLAVES: condiciones pedagógicas, autoeducación, cadetes.

TITLE: Experimental verification of the effectiveness of the pedagogical conditions for the training of self-education of cadets.

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ABSTRACT: The article presents the results of the study of the effectiveness of pedagogical conditions for cadets' self-education readiness formation: formation of motivation for self-education and development of organizational skills; formation of information competence; effective organization of independent work; and actualization of self-education in the educational process. 112 cadets of the National Academy of Internal Affairs of Ukraine participated in the study. Testing the effectiveness of pedagogical conditions was carried out according to motivational, cognitive, organizational and reflexive criteria. At the end of the experiment it was determined an increase in

the number of EG cadets with a high level of readiness for self-education by all criteria that testifies to the effectiveness of the proposed pedagogical conditions.

KEY WORDS: pedagogical conditions, self-education, cadets.

INTRODUCTION.

The current process of the education sphere reforming in Ukraine also requires a change in the structure of future law enforcement officers training, so one of the main tasks of improving their education is to create pedagogical conditions necessary to effective building of the educational process in order to form cadets' readiness for self-education in the higher education institutions (HEIs) of the Ministry of Internal Affairs (MIA) of Ukraine (Aleksandrov, Okhrimenko, & Drozd, 2017; Bloshchynskyi, 2017; Prontenko, Plisko, Griban, & Bondarenko, 2019; Prontenko, et al. 2019).

The problem of human self-education is relevant, complex and multifaceted, therefore, training of law enforcement cadets is a necessary component of Ukrainian society transformation into the European space, whereas the role of human capacity for self-education and self-development is increasing and requires more detailed study in the current conditions of education system updating and reforming (Bondarenko, 2018; Posokhova, 2016; Sahuichenko, 2019; Sergienko, & Andreianov, 2013).

In modern scientific literature, the concept of self-education is interpreted differently. As noted in pedagogical and psychological researches, the problem of self-education plays an important role in various fields of pedagogical theory and practice (Baysal, & Araç, 2019; Laura, Hernández, & Salinas-Amescua, 2012; Neuner, 1986; Zimmerman, 2006). However, the analysis of psychological and pedagogical sources showed that there is no single definition of the concept of "self-education". According to N. S. Mihaylova (2009), self-education is considered in two different meanings: firstly,

self-education is regarded as an independent mastery of knowledge; in this case, the concept is synonymous with self-study and has a narrower, more practical meaning; secondly, as a broad, humanistic phenomenon (it is a self-teaching, that is the construction, conscious cognition of one's personality). M. Knowles (1980) considers self-education in the context of self-determination and self-responsibility.

Learning in the field of education promotes personality development and allows learning to learn and contributing to new knowledge and skills acquired from the beginning and throughout life (Janzakova, et al., 2019; Zhukevych, 2013). L. E. Sighajeva (2010) states that self-education is a self-responsible learning i.e. adult learning in order to make the right decision and take responsibility for it. A. A. Semenov (1999) believes that self-education is a self-determination of learning goals, time, place, content of learning, learning methods, self-assessment of learning success. Under self-education, he understands the learning process, during which students independently determine the time, course and purpose of the educational process. This gives the opportunity to "learning to learn", that is, to develop further.

Self-education is always realized in a particular social context and responds to society events (Sydorenko, 2006; Uluçınar, & Arl, 2019; Zhukevych, 2013; Prontenko, et al., 2019; Lee, 2019). In our study, we consider self-education as a purposeful and systematic independent activity related to raising general and professional levels, and aimed primarily at meeting the needs for self-fulfillment in future professional activity, improvement of professional knowledge, skills and abilities necessary for successful completion of professional tasks.

According to the Decree of the Cabinet of Ministers of Ukraine No. 1410 of December 15, 1997 "On Creation of the Unified System of Military Education", the Higher Education Institutions (HEIs) of the system of the MIA of Ukraine belong to the Higher Military Educational Institutions (HMEIs). Therefore, the peculiarity of the functioning of these HEIs is that they are subordinated to

both the Ministry of Education and Science of Ukraine and the MIA of Ukraine. In addition to laws of Ukraine "On Education" and "On Higher Education", the structure and functioning of the HEIs of system of the MIA of Ukraine is defined by: the Regulation on Higher Educational Institutions of the MIA of Ukraine No. 982 dated 15.10.2013., the Regulations on the Organization of Educational Process in Higher Educational Institutions of the MIA of Ukraine (Order of the MIA of Ukraine No. 69 dated 14.02.2008); Rules of Conduct and Professional ethics of Ordinary and Commanding Staff of Law Enforcement Bodies of Ukraine (Order of the MIA of Ukraine No. 155 dated 05.10.2000); Regulation on Organization of Professional Training of Ordinary and Commanding Staff of Law Enforcement Bodies of Ukraine (Order of the MIA of Ukraine No. 318 dated 13.04.2012); Board Decisions, Orders and Instructions of the MIA of Ukraine, the Regulations on Psycho-Pedagogical Support of Educational Process in Educational Institutions of the MIA of Ukraine; the Disciplinary Statute of Law Enforcement Bodies of Ukraine, the Charter of HEIs of MIA of Ukraine, etc. Therefore, the HEIs of the MIA of Ukraine are classified departmental institutions characterized by the statutory relations of educational process participants that consequently affects the educational process and self-educational activity of cadets.

Taking into consideration that the activity of cadets is regulated by time, the cadet needs to use every minute sparingly, purposefully and rationally. There is practically no time for cadet to go about their business. The cadets live in a barrack regime where they are accustomed to military discipline, constant readiness for unforeseen situations. While in a barrack living, they are required to fulfill all military official responsibilities provided for in the statutes, daily schedule and training program. Therefore, due to difficult living conditions, cadets need to develop such professional skills as: ingenuity, ability to make quick decisions, determination, courage, resilience, etc. Some cadets study in reading rooms, acquire knowledge, others practice learning in their free time by reducing sleeping time.

Commanders who manage the self-training of cadets control only the external manifestations and are guided by such criteria as the presence of a platoon in the audience, adherence to the form of clothing, regardless of the quality of cadets' independent learning and activity. In addition, scheduled self-study classes are often canceled. Therefore, it is possible to optimize self-educational activity according to the cadets by limiting cases of cadets' diversion to cleaning the territory, repairing barracks, participation in unplanned training, public order protection etc. The limited ability to plan their self-educational activity complicates cadets' self-education. First of all, it concerns those cadets who live in hostels. They are more often involved in various activities. Absence or lack of motives for self-educational activity, artificial obstacles, skeptical instructors, chores involving cadets reduce the desire and opportunity to engage in self-education.

In cadets of the HEIs of system of the MIA of Ukraine, the time for independent preparation for classes is also regulated. Therefore, it is important for cadets to quickly adapt, mobilize themselves for the dynamic use of study time, engage in an informational and operationally saturated learning rhythm, master the skills of intellectual work, and the methods of rational and expedient use of time in independent activities. So, the order of training and life activities of the cadets of the HEIs of the MIA is strictly regulated, significantly affecting the organization of the educational process as a whole and, especially, the organization of self-education of cadets. Thus, the above makes it necessary to implement pedagogical conditions for the formation of cadets' readiness for self-education.

DEVELOPMENT.

Methodology.

The aim of our study is to verify experimentally pedagogical conditions for the formation of cadets' readiness for self-education.

To test the level of readiness of cadets of the Ministry of Internal Affairs of Ukraine for self-education, we have conducted an experimental study. The experiment, which covered 112 cadets, was carried out at the National Academy of Internal Affairs of Ukraine in 2016–2018. The experiment involved cadets studying in the specialty "Law Enforcement" at the higher education level "Bachelor". An experimental group (EG, n=58) and a control group (CG, n=54) were formed. The formation of EG and CG was carried out by random selection methods.

The CG cadets were taught according to the traditional methodology: teaching material was presented in the form of lectures or seminars; research work was carried out under the direct supervision of the teacher. Teachers in the CG have rarely used such active teaching methods as discussions, heuristic conversations, modeling of problem situations, and etc.

In the EG, the educational process was organized using pedagogical conditions for the formation of cadets' readiness for self-education. A special course "Fundamentals of self-education of cadets of higher educational institutions of the Ministry of Internal Affairs of Ukraine" was additionally implemented into the educational process of EG cadets. The experiment involved teachers, methodologists, and course's officers of the HEIs. The formation process effectiveness of cadets' readiness for self-education depends on the quality of cooperation between scientific and pedagogical staff and officers.

The experiment was carried out in the educational process in three stages: ascertaining, formative, and control ones. The ascertaining stage of the pedagogical experiment was carried out in order to identify the initial level of cadets' readiness for self-education. At this stage, the scientific, theoretical, methodological and empirical basis of the experimental study was determined. At the first stage of the experiment, the following tasks were identified: setting objectives for experimental work; formation of the control and experimental groups; selection of questionnaires, research methodologies; determination of the level of readiness of cadets of the HEIs of system of the MIA

of Ukraine for self-education. Processing, analysis and generalization of the results obtained at the ascertaining stage of the study allowed us to determine the pedagogical conditions for the formation of cadets' readiness for self-education.

At the formative stage of the experiment, the following tasks were completed: the implementation of pedagogical conditions for the formation of cadets' readiness for self-education; development of guidelines for organization of cadets' self-educational activities; implementation of a special course "Fundamentals of self-education of cadets of higher educational institutions of the Ministry of Internal Affairs of Ukraine" in the educational process. During the formative stage of the experiment, the determined pedagogical conditions for the formation of cadets' self-education readiness were realized.

The aim of the control stage of the experiment was to analyze and generalize the obtained data, their statistical evaluation and verification, formulating conclusions and practical recommendations. To this purpose, the following tasks were realized: analytical processing of the obtained data and interpretation of the results to determine the effectiveness of corrective actions; comparison of the results of the EG and the CG cadets; formulation of conclusions.

During the experiment, we used the methodologies of many scientists (Babich, et al., 2019; Korobeinikov, 2002; Korolchuk, & Kraynyuk, 2006), as well as author's questionnaires. Among the research methods there are the following ones: analysis of scientific literature, regulatory documents, educational and methodological documentation; pedagogical observation; questionnaires; pedagogical experiment; statistical analysis. To analyze the results obtained in the process of the pedagogical experiment, the statistical method of the χ^2 -Pearson criterion was used.

To determine the level of cadets' readiness for self-education properly there had been arisen the task to determine and justify the relevant criteria and indicators. In our study, we proceed from the fact that the criterion for the level of formation of cadets' readiness for self-education is a means for

determining its effectiveness and efficiency. Taking it into consideration we can argue that the aim of scientific research has been achieved. A study of the scientific literature (Herdem, 2019; Laura, 2012; Mirzayeva, Kerimova, & Adigozelova, 2019; Prontenko, et al., 2019; Shkola, et al., 2019) made it possible to develop criteria and indicators of the level of formation of cadets' self-education readiness in the learning process (Table 1).

Table 1. Criteria and indicators of self-education readiness of the cadets of the HEIs of the Ministry of Internal Affairs of Ukraine.

Criteria	Indicators
Motivational	<ul style="list-style-type: none"> - identification of the dominant needs, motives and values of cadets; - cadets' attitude to learning (motives of educational activity); - attitude to law enforcement service, the chosen profession; - interests in self-education and self-upbringing in the study of disciplines.
Cognitive	<ul style="list-style-type: none"> - knowledge of techniques and methods of self-education; - ability to work independently with information sources and receive new information from various sources (library, press, Internet, etc.).
Organizational	<ul style="list-style-type: none"> - planning skills, determining time and place for training, techniques selection, means and methods of learning; - development of skills and abilities of independent cognitive activity; - communication skills (ability to communicate and collaborate).
Reflexive	<ul style="list-style-type: none"> - the ability to perform self-observation (reflexive personality skills); - level of self-monitoring of educational activity; - the ability of self-examination, self-evaluation.

Relying on the pedagogical practical experience of organizing the educational process in the HEIs of the MIA and taking into account scientific developments in this direction (Aleksandrov, Okhrimenko, & Drozd, 2017; Bondarenko, 2018; Lee, 2019; Posokhova, 2016; Sergienko, & Andreianov, 2013), and in order to define the effectiveness of the proposed pedagogical conditions, we determined three levels of cadets' self-education readiness formation according to motivational, cognitive, organizational and reflexive criteria: high, sufficient and low levels (Table 2).

Table 2. Criteria and levels of formation of cadets' self-education readiness.

Criteria	Indicators	Levels of formation of cadets' self-education readiness		
		High	Sufficient	Low
Motivational	<ul style="list-style-type: none"> - motivation for self-education; - attitude to self-education; - cognitive needs and interests; - desire for self-development 	<ul style="list-style-type: none"> - high level of motivation for self-education; - positive attitude towards self-study; - highly developed cognitive interests; - ability to clearly formulate goals; - desire to increase the level of professional activity; 	<ul style="list-style-type: none"> - understanding of the need for self-education; - certainty about the need for self-education; - sufficiently developed needs and interests; - understanding of the importance of self-education in 	<ul style="list-style-type: none"> - spontaneity in self-educational activities; - no interaction between self-education and personal and professional self-determination; - no cognitive interests and needs; - uncertainty about the need for self-education
Cognitive	<ul style="list-style-type: none"> - level of general educational and professional knowledge and skills; - knowledge of techniques, methods and means of self-education; - abilities to work with information sources 	<ul style="list-style-type: none"> - high level of general educational and professional knowledge and skills; - awareness of the techniques, methods and means of self-educational activity; - ability to independently apply knowledge in practice; 	<ul style="list-style-type: none"> - sufficient level of general educational and professional knowledge and skills; - insufficient view of self-education methods; - disparate skills in working with information 	<ul style="list-style-type: none"> - low level of general educational and professional knowledge and skills; - lack of knowledge on the organization of self-educational activities; - unformed abilities to work with information sources
Organizational	<ul style="list-style-type: none"> - ability to self-organization and self-regulation of learning 	<ul style="list-style-type: none"> - skills in planning and managing their own self-educational activities; - ability to self-organize; - skills of the integrated application of knowledge and 	<ul style="list-style-type: none"> - ability to analyze the received information unsystematically; - poorly developed organizational and planning skills 	<ul style="list-style-type: none"> - inability of self-organization and self-regulation of learning
Reflexive	<ul style="list-style-type: none"> - self-assessment and self-analysis of educational activities - self-control skills 	<ul style="list-style-type: none"> - formed qualities of the self-education analysis; - highly developed skills of self-control 	<ul style="list-style-type: none"> - poorly formed self-evaluation of their self-educational activities; - insufficiently formed skills of self-control 	<ul style="list-style-type: none"> - lack of skills and abilities of self-control in self-educational activity; - lack of self-evaluation; - undeveloped skills of analysis of their own self-educational activity

Having determined in practice the level of formation of cadets' readiness for self-education, it is possible to track precisely those characteristics to ensure the transition of cadets to a higher level. The specified criteria were used to assess the effectiveness of pedagogical conditions for the readiness of cadets of the HEIs of the MIA of Ukraine for self-education.

Results and discussion.

The initial level of cadets' self-education readiness on the basis of the motivational criterion at the ascertaining stage of the experiment was determined by means of the diagnostic methods of V. Yurkevych "Cognitive need", O. Kotova "Attitude of cadets to study at higher education institution of the Ministry of Internal Affairs of Ukraine" and V. Semychenko "Motivation for learning in higher education institution".

Based on the analysis of the questionnaire's results, it was found that 46.3% of cadets (25 people) in the CG and 44.8% (26 people) in the EG have a low level of motivational criterion. A sufficient level of motivation for self-education is defined in 42.5% of cadets (23 people) and 41.4% of cadets (24 people) of the CG and EG, respectively. A high level of motivational criterion of cadets' readiness for self-education was found in 11.1% of respondents (6 people) in the CG and 13.8% (8 people) in the EG. The analysis of the obtained data indicates a generally insufficient level of cadets' readiness for self-education on the basis of motivational criteria, and in connection with this there was a need to use methods and techniques to stimulate cadets' motivation for self-educational activity.

In order to identify the level of cadets' readiness for self-education according to the cognitive criteria we developed a "Questionnaire for determining the knowledge level of cadets in self-education" and a questionnaire "How do I self-educate?". The questionnaires show that many cadets are not able to effectively use a variety of information sources and have insufficient knowledge about the process of self-education. It was found that a high level of cadets' readiness for self-

education by cognitive criteria was found only in 9.3% (5 people) of CG cadets and 8.6% (5 people) of CG cadets. A sufficient level is defined in 38.9% of cadets (21 people) in the CG and 39.6% of cadets (23 people) in the EG. A low level was found in 51.8% of cadets (28 people) in the CG and 51.7% of cadets (30 people) in the CG.

The level of cadets' readiness for self-education according to organizational criteria was determined by means of I. Gorelov's methods in "How to organize yourself" and V. Ryakhovskiy "General level of communication", which allowed to determine the formation of the cadets' skills to set their own learning goals and draw up a plan of actions for their achievement, persistence in achieving the goal, organization and ability to adhere to the plan, the ability to independently acquire new knowledge etc. A low level of cadets' readiness for self-education was found in 48.2% of cadets (26 people) in the CG and 46.5% of cadets (27 people) in the EG. A sufficient level is defined in 46.3% of cadets (25 people) in the CG and 46.5% of cadets (27 people) in the EG. A high level was found in 5.6% of cadets (3 people) in the CG and 6.9% of cadets (4 people) in the EG.

The level of readiness of cadets for self-education according to the reflexive criterion was determined according to the methods of N. Lukashevych in "Self-assessment of the ability to self-education and personal self-development", G. Nikiforova in "Diagnosis of the level of self-control in the activities of cadets".

It was found that a high level of formation of cadets' readiness for self-education according to the reflexive criterion was found only in 3.7% of CG cadets (2 people) and 5.2% of cadets (3 people) of the. A sufficient level is defined in 48.1% of cadets (26 people) in the CG and 50% of EG cadets (29 people). A low level was found in 48.2% of CG cadets (26 people) and 44.8% of EG cadets (26 people). The results of the study of the formation level of cadets' readiness for self-education by reflective criteria demonstrate low self-control and self-evaluation of cadets'

personal activity. Basically, cadets do not pay attention to the self-actualization of potential opportunities for self-educational activity in professional activity.

According to the results of the ascertaining experiment, it was revealed that in most cadets' stable professional, cognitive interests are not formed, although cadets have a positive attitude to self-educational activity. They do not have a clear idea of the organization of self-educational activity; they have insufficiently developed skills of self-control and self-evaluation.

In the course of the forming stage of the experiment, the defined pedagogical conditions were realized with the readiness of cadets for self-education by various methods, which should be considered in details. The implementation of the pedagogical conditions for the development of motivation for future law enforcement officers to self-education is associated with the involvement of cadets in active cognitive activity, research work; development of knowledge needs. Therefore, individual and group consultations were held; cadets prepared presentations, participated in scientific societies, and wrote term papers.

To increase the motivation of cadets, all tasks in subjects were individual in nature and contained elements of contradiction and novelty. The initiative search for additional sources by the cadets themselves was encouraged, influencing the criteria for evaluating the results of activity. In the classroom, teachers paid special attention of cadets to the connection with their chosen profession, and increased motivation as well. The development of cognitive motivation was also facilitated by the use of interactive teaching methods by teachers; they consisted in creative tasks and situations, conversations, discussions, activating games, written creative works, and developed a positive attitude towards classes. Teachers gradually complicated the task, thus creating a problematic situation in which the cadet already lacked his knowledge, so he was forced to form new knowledge with the help of the teacher and his classmates, relying on their own experience and the experience of others.

The readiness of cadets for self-education in the HEIs of the MIA of Ukraine was formed when studying the special course "Principles of self-education of cadets of higher educational institutions of the system of the Ministry of Internal Affairs of Ukraine". This special course is designed for 16 hours, of which 4 hours are lectures, 8 are seminars and 4 are independent work. The purpose of the special course was to develop readiness for future law enforcement officers to self-educate, to master the basics of self-educational activity, organizational and psychological conditions of self-education as subjects of training. The content of the special course is intended to provide cadets with knowledge about the essence of the concepts of "self-education", "independent work", "cognitive activity", "self-upbringing" and others. A special course for students of the EG was conducted as part of optional classes in the disciplines of a foreign language, the theory of state and law, and the criminal process.

Mastering by future law enforcement officers the basics of the special course "Fundamentals of self-education of cadets of higher educational institutions of the Ministry of Internal Affairs of Ukraine" will allow them to confidently apply the acquired skills of self-education in the learning process and in future professional activities.

To form the readiness of cadets for self-education, methodological recommendations for cadets "Organization of self-educational activities of cadets of higher educational institutions of the Ministry of Internal Affairs of Ukraine" were also developed, that considered the problems of organizing self-educational activity of cadets; defined the concept of self-education, its role in the training of cadets, provided tips on organizing self-education, the use of various sources of information; considerable attention was paid to self-education concerning the self-educational activity. The cadets used these recommendations not only in preparing for seminars as part of a special course study, but also in preparing for other disciplines.

The pedagogical condition for the development of future law enforcement officer motivation to self-education was realized through the lecture "Motivation of self-educational activity. Fundamentals of self-organization and self-government in self-education" within the framework of the special course "Fundamentals of self-education of cadets of HEIs of system of the Ministry of Internal Affairs of Ukraine". The cadets were offered tasks that included implementing existing knowledge and skills into practice, namely, independently looking for various ways to solve professional problems, organizing, monitoring, analyzing, adjusting and evaluating their actions, and thus intensify their research skills. At the seminar, the cadets were given the task of creating an image-collage of self-education, while identifying the sources of self-educational activity, using the knowledge gained at the lecture, in the process of self-preparation, and also using their own experience. Thanks to a diverse creative group and individual task, the formation of both the organizational skills of cadets and the motivation for self-education was carried out.

The information competence of cadets was formed under the following conditions: the integrated application of various forms and methods of training, interactive teaching methods, e-learning, m-learning, blended learning, the availability of the appropriate technological and methodological training base, the effective use of time allocated for self-training of cadets, balanced work programs. The implementation of this pedagogical condition was carried out through a competition for the best multimedia presentation using the Prezi.com web server on the topic "New Technologies in the Work of Law Enforcement Agencies".

The essence of solving the problem was to independently select the necessary information from various sources, to state the main content of the material in 10 slides; the presentation should not exceed 5 minutes. Presentations are made to be sent by e-mail intended for cadets, by a certain date and by the next seminar to identify the three best works, evaluating each of them according to

criteria such as: relevance of the content to the presentation topic; logical presentation of the topic; completeness of the topic; level of theoretical knowledge in the field of information technology.

Increasing the effectiveness of the organization of independent work of cadets consisted in ensuring the transformation of independent work into self-educational activity, the formation of cadets' skills to work independently with information sources. When studying the topic as part of the special course "Independent work of cadets", cadets familiarized themselves with the concept of independent work, its principles and methods, and the features of independent cognitive activity. In order to implement this pedagogical condition, a conference was held on the theme of "Terrorism in Ukraine: the current state, types, combating" and a round table discussion "Cybercrime in Ukraine: current trends and directions of counteraction", role-playing games "Crime Prevention", "Combating Domestic Violence" and discussion "Professionalism of a modern policeman", presentations, creative problem tasks, a competition for the best scientific work and others. The cadets learned to independently use various sources of information, to deepen their knowledge in a certain field, to develop logical thinking and communication skills, to form the desire for self-improvement and self-development.

An important role in the formation of cadets' readiness for self-education is played by self-upbringing in the educational process, which is possible on condition that cadets are trained by methods and techniques of self-upbringing, using various effective methods and techniques of persuasion, encouragement, coercion as elements of educational work in the educational process of HEIs. In the implementation of this pedagogical condition, both scientific and pedagogical workers and course officers were involved.

According to the specifics of training, cadets are constantly on the territory of the educational institution, course officers are responsible for them, organizing and controlling their daily routine, namely: they control class attendance, self-study; conduct individual educational conversations;

conduct and monitor the implementation of the planned educational activities (sports games, competitions, visits to the theatres, museums, exhibitions and other cultural events); they teach cadets the proper organization of the relationship between cadets and officers; monitor the uniform distribution of daily allowances; get involved cadets in the protection of public order, chores after training and others.

In the process of forming cadets' self-education, scientific and pedagogical workers and course officers taught them such methods of working on themselves as: self-persuasion, self-suggestion, self-awareness, self-compulsion, self-analysis, and others. In order to independently analyze the dynamics of their personal and professional growth, the cadets were suggested to create a "portfolio" and to accumulate and store documentary evidence of their achievements during the academic year (and further). "Portfolio" is not only a modern form of self-assessment of the results of self-educational activities, but also promotes motivation for self-education, gaining experience, developing professional competencies, and the ability to objectively assess the level of one's competencies. It is necessary as a method of self-organization, self-knowledge, self-evaluation, self-development and self-presentation of a person both in the HEIs and in future career activities.

Consider the use of the χ^2 criterion to determine the level of formation of cadets' readiness for self-education according to the motivational criterion at the ascertaining stage of the experiment (Table 3). The sum of the values $(n_i - n_j)^2 / n_i$ is denoted by $x^2_{emp} = 0.750$. We determine the number of degrees of freedom. To do this, we use the formula $\nu = 3 - 1$ and determine the critical point x^2_{cr} by the significance level $\alpha = 0.05$; $x^2_{cr} = 5.991$.

Table 3. Formation levels of cadets' readiness for self-education at the ascertaining stage of the experiment according to the motivational criterion.

Readiness level	Rate of CG, n_i	Rate of EG, n_j	Difference between EG and CG, $n_i - n_j$	Difference square $(n_i - n_j)^2$	$(n_i - n_j)^2 / n_i$
Low	25	26	-1	1	0.040
Sufficient	23	24	-1	1	0.043
High	6	8	-2	4	0.667
Total	54	58	-4	6	0.750

Since $x^2_{emp} = 0.750 < 5.991 = x^2_{cr}$, there is a reason to consider the results of the EG and CG the same by the motivational criterion for the readiness of students for self-education.

The same calculations of the level of formation of cadets' readiness for self-education according to the χ^2 criterion for cognitive, organizational and reflexive criteria are presented in Table 4, 5 and 6.

Table 4. Formation levels of cadets' readiness for self-education at the ascertaining stage of an experiment according to the cognitive criterion.

Readiness level	Rate of CG, n_i	Rate of EG, n_j	Difference between EG and CG, $n_i - n_j$	Difference square $(n_i - n_j)^2$	$(n_i - n_j)^2 / n_i$
Low	28	30	-2	4	0.143
Sufficient	21	23	-2	4	0.190
High	5	5	0	0	0.000
Total	54	58	-4	8	0.333

The sum of the values $(n_i - n_j)^2 / n_i$ is denoted by $x^2_{emp} = 0.333$. We define the critical point x^2_{cr} by significance level $\alpha = 0.05$; $x^2_{cr} = 5.991$. Since $x^2_{emp} = 0.333 < 5.991 = x^2_{cr}$, there is a reason to consider the results of EG and CG the same according to the cognitive criteria.

Table 5. Formation levels of cadets' readiness for self-education at the ascertaining stage of the experiment according to the organizational criteria.

Readiness level	Rate of CG, n_i	Rate of EG, n_j	Difference between EG and CG, $n_i - n_j$	Difference square $(n_i - n_j)^2$	$(n_i - n_j)^2 / n_i$
Low	26	27	-1	1	0.038
Sufficient	25	27	-2	4	0.160
High	3	4	-1	1	0.333
Total	54	58	-4	6	0.532

Since $x^2_{emp} = 0.532 < 5.991 = x^2_{cr}$, there is a reason to consider the results of the EG and CG the same according to the organizational criteria.

Table 6. Formation levels of cadets' readiness for self-education at the ascertaining stage of the experiment according to the reflexive criterion.

Readiness level	Rate of CG, n_i	Rate of EG, n_j	Difference between EG and CG, $n_i - n_j$	Difference square $(n_i - n_j)^2$	$(n_i - n_j)^2 / n_i$
Low	26	26	0	0	0.000
Sufficient	26	29	-3	9	0.346
High	2	3	-1	1	0.500
Total	54	58	-4	10	0.846

The sum of the values $(n_i - n_j)^2 / n_i$ is denoted by $x^2_{emp} = 0.846$. We define the critical point x^2_{cr} by significance level $\alpha = 0.05$; $x^2_{cr} = 5.991$. Since $x^2_{emp} = 0.846 < 5.991 = x^2_{cr}$, there is a reason to consider the results of the EG and the CG the same according to the reflexive criterion. The results of the ascertaining experiment indicate that most cadets have not stable professional, cognitive interests, although cadets have a positive attitude to self-educational activity. They do not have a clear idea of the organization of self-educational activity; they have insufficiently developed skills of self-control and self-evaluation. The data of calculating the levels of readiness of cadets for self-education according to the χ^2 criterion indicate that the results of cadets of the EG and CG are reliably the same at the ascertaining stage of the experiment (Table 7).

Table 7. Levels of readiness for self-education of cadets according to the results of the ascertaining stage of the pedagogical experiment, %.

Levels	Criteria							
	Motivational		Cognitive		Organizational		Reflexive	
	CG	EG	CG	EG	CG	EG	CG	EG
Low	46.3	44.8	51.9	51.7	48.2	46.6	48.2	44.8
Sufficient	42.6	41.4	38.8	39.7	46.3	46.6	48.2	50.0
High	11.1	13.8	9.3	8.6	5.5	6.8	3.6	5.2

The analysis of cadets' readiness levels at the formative stage of the experiment showed that the results of the EG and CG are significantly different (Table 8).

Table 8. Levels of cadets' readiness for self-education at the formative stage of pedagogical experiment, %.

Levels	Criteria							
	Motivational		Cognitive		Organizational		Reflexive	
	CG	EG	CG	EG	CG	EG	CG	EG
Low	38.9	15.5	48.2	25.8	44.4	24.1	42.5	22.4
Sufficient	48.2	58.6	42.5	50.0	48.2	55.2	51.8	56.9
High	12.9	25.9	9.3	24.2	7.4	20.7	5.6	20.7

In accordance with the logic of our study, we consider the use of the criterion χ^2 for determining the level of cadets' readiness for self-education according to the motivational criterion at the formative stage of the experiment (Table 9).

Table 9. Levels of cadets' formed readiness for self-education according to the motivational criterion at the formative stage of the experiment.

Readiness level	Rate of CG, n_i	Rate of EG, n_j	Difference between EG and CG, $n_i - n_j$	Difference square $(n_i - n_j)^2$	$(n_i - n_j)^2 / n_i$
Low	21	9	12	144	6.857
Sufficient	26	34	-8	64	2.462
High	7	15	-8	64	9.143
Total	54	58	-4	272	18.462

The sum of the values $(n_i - n_j)^2 / n_i$ is denoted by $x^2_{emp} = 18.462$. We define the critical point x^2_{cr} by significance level $\alpha = 0.05$; $x^2_{cr} = 5.991$. Since $x^2_{emp} = 18.462 > 5.991 = x^2_{cr}$, there is a reason to suppose that at the formative stage of the experiment the results of EG cadets are significantly better than in the CG according to the motivational criterion of readiness for self-education.

The same calculations by the χ^2 criterion according to the cognitive, organizational, and reflective criteria are presented in Table 10, 11 and 12. The sum of the values $(n_i - n_j)^2 / n_i$ is denoted by $x^2_{emp} = 22.419$. We define the critical point x^2_{cr} by significance level $\alpha = 0.05$; $x^2_{cr} = 22.419$. Since $x^2_{emp} = 22.419 > 5.991 = x^2_{cr}$, there is a reason to suppose that at the formative stage of the experiment, the results of EG cadets are significantly better than in the CG according to the cognitive criterion of readiness of cadets for self-education (Table 10).

Table 10. Formation levels of cadets' readiness for self-education according to the cognitive criteria at the formative stage of the experiment.

Readiness level	Rate of CG, n_i	Rate of EG, n_j	Difference between EG and CG, $n_i - n_j$	Difference square $(n_i - n_j)^2$	$(n_i - n_j)^2 / n_i$
Low	26	15	11	121	4,654
Sufficient	23	29	-6	36	1,565
High	5	14	-9	81	16,200
Total	30	58	-4	238	22,419

The analysis of the data obtained by the cognitive criterion according to the final results of the pedagogical experiment indicates that the number of cadets with a high and sufficient level of readiness for this criterion in the EG has significantly increased, compared with the CG. The sum of the values $(n_i - n_j)^2 / n_i$ is denoted by $x^2_{emp} = 21.551$. We define the critical point x^2_{cr} by significance level $\alpha = 0.05$; $x^2_{cr} = 5.991$. Since $x^2_{emp} = 21.551 > 5.991 = x^2_{cr}$, there is a reason to suppose that at the formative stage of the experiment, the results of EG cadets are significantly better than in the CG according to the organizational criterion of the readiness of cadets for self-education (Table 11). The increase in the number of cadets with a high and sufficient level of readiness for self-education is caused by intensive work on themselves, the positive influence of techniques and methods of organizing self-educational activity of cadets on the development of their internal potential. Organizational skills were formed under the influence of the external educational impact of teachers and officers.

Table 11. Formation levels of cadets' readiness for self-education according to the organizational criteria at the formative stage of the experiment.

Readiness level	Rate of CG, n_i	Rate of EG, n_j	Difference between EG and CG, $n_i - n_j$	Difference square $(n_i - n_j)^2$	$(n_i - n_j)^2 / n_i$
Low	24	14	10	100	4.167
Sufficient	26	32	-6	36	1.385
High	4	12	-8	64	16.000
Total	54	58	4	200	21.551

The sum of the values $(n_i - n_j)^2 / n_i$ is denoted by $x^2_{emp} = 32.241$. We define the critical point x^2_{cr} by significance level $\alpha = 0.05$; $x^2_{cr} = 5.991$. Since $x^2_{emp} = 32.241 > 5.991 = x^2_{cr}$, there is a reason to suppose that at the formative stage of the experiment the results of EG cadets are significantly better than in the CG for the reflexive criterion of readiness for self-education (Table 12).

Table 12. Formation levels of cadets' readiness for self-education according to the reflexive criterion at the formative stage of the experiment.

Readiness level	Rate of CG, n_i	Rate of EG, n_j	Difference between EG and CG, $n_i - n_j$	Difference square $(n_i - n_j)^2$	$(n_i - n_j)^2 / n_i$
Low	23	13	10	100	4.348
Sufficient	28	33	-5	25	0.893
High	3	12	-9	81	27.000
Total	54	58	-4	206	32.241

In general, there is an increase in EG cadets according to the indicators of motivational, cognitive, organizational and reflexive criteria of readiness for self-education.

CONCLUSIONS.

Due to the introduction of the pedagogical conditions proposed by the authors, the following skills were developed among cadets: to organize rationally cognitive activities; to determine priority tasks, comprehend the amount of work, set goals and schedule for a day, week, term; to create favorable conditions for working with information; to choose the necessary literature in advance, take notes, compile a file cabinet on topics indicating interesting and others; to analyze information; to understand what has been read, to take notes, to make notes, to systematize material, to summarize, to highlight the main thing, to analyze facts and phenomena etc.; to work with electronic sources of information and select the most useful information; rationally remember information; motivate and stimulate their activities, carry out self-control; master methods and techniques of self-upbringing.

Statistical processing of the results of the pedagogical experiment confirmed the effectiveness of the proposed pedagogical conditions that can ensure the process of forming the readiness of the cadets of the HEIs of system of the Ministry of Internal Affairs of Ukraine for self-education.

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