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USE OF SELF-MANAGEMENT TECHNOLOGY IN THE TRAINING OF SPECIALISTS IN SPECIALITY 011

Background. *In higher education, the subject-subject pedagogical process is perceived as an integral component where the personalities of the teacher and the student interact. However, despite the parity in the activities of both parties, the organization and implementation of this process are driven by the teacher's activities.*

Results. *The teacher's activities can be considered as meta-activities since they are aimed at organizing and managing other types of activities. In the context of higher education, the teacher often acts as a manager, organizing their work in such a way as to effectively influence other participants in the educational process.*

The article reveals the logic and approaches to motivating students in the formation of personal characteristics within the educational process for training specialists in the field of higher education through the use of self-management technology. It explores the possibility of structuring educational activities in a way that provides each student with the opportunity to develop a system of learning activities as a process for developing personal characteristics necessary for their future profession.

The sequence of educational actions is outlined, creating conditions for transitioning from the position of a passive executor of the teacher's instructions to self-regulation of one's own educational and life activities in accordance with personally formulated social and personal goals. By using the staged actions provided by self-management technology, and specifying goal formulation and setting with the help of SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound), group activities create conditions for the self-actualization of learning activities. This is achieved through assessing the current level of preparation, determining the necessary resources for learning, sequencing actions in the process of self-realization considering the tasks of the educational process, and monitoring and adjusting actions.

Conclusions. *Feedback during the learning process and after the completion of the course shows that this approach allows for the identification of educational problems whose complexity and relevance meet the students' learning needs. It creates internal motivation and conditions for finding ways to solve the main problems of the course, thereby forming personal characteristics based on the understanding of the content of educational competencies and program learning outcomes. This approach develops self-reflection and metacognitive skills, enabling students to better control their own learning process and achieve set goals, and as a derivative effect, obtain tools for lifelong learning.*

Keywords: *meta-activity, self-management, SMART planning, metacognition.*

Background

In higher education, the subject-subject pedagogical process is perceived as an integral component where the personalities of the teacher and the student interact. However, despite the parity in the activities of both parties, the organization and implementation of this process are driven by the teacher's activities.

Pedagogical activity is unique in its nature because it requires the reproduction of socially produced personal experience through education, teaching, development, and self-development of the students. The focus of the teacher is always on the student's personality as well as the tasks that society assigns to education.

Pedagogical activity has its specific features, particularly the uniqueness of the goal, which is determined by society. The goal is generally broad but is reflected in the specific objectives set by the teacher for implementation in pedagogical practice.

Relevance. Pedagogical activity can be considered as meta-activity since it is aimed at organizing and managing other types of activities. In the context of higher education, the teacher often acts as a manager, organizing their work in such a way as to effectively influence other participants in the educational process.

In any situation, the teacher organizes their activities to more effectively influence the activities of other participants: students, colleagues, administration, representatives of public and state organizations, and so on.

Therefore, the personal and professional characteristics of the teacher are the foundation for their professional activities, and the educational program designed to train specialists for the field of higher education should include both motivational and organizational aspects to develop such characteristics.

Recently, there has been a growing interest in the development of professional characteristics of higher education teachers. In educational and professional standards, we find clear guidelines regarding general and professional competencies, program learning outcomes, and types of activities for which modern higher education teachers must be prepared. In light of this, scientific research has intensified, including methodological approaches to analyzing the problem of professionalization of teaching and research staff (Anishchenko O. V.), normative and legal foundations of professionalization of teaching staff in adult education (Banit O. V.), issues of professionalization of teaching and research staff in the context of lifelong learning (Pidchiachyi V. M.), and the axiological dimension of professionalization (Kaliuzhna T. H.). The approaches proposed in these studies allow for generalizations regarding the needs for changes in the higher education system of Ukraine, formulate general guidelines for the use of organizational forms and teaching methods, highlight the directions of professionalization, development of the competence potential of modern teachers, and justify the components of the system of their professionalization. Overall, they create a framework within which it is possible to effectively develop the personal and professional characteristics of specialists in specialty 011 Educational and Pedagogical Sciences.

Based on the results of these studies and the experience of participating in the implementation of educational programs in the field of knowledge 01 "Education/Pedagogy", we will attempt to explore the possibilities of systematizing students' learning activities through understanding the content of training and clarifying the options for specifying the social order through the personalization of tasks for personal and professional development of students in the learning process.

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The aim and objectives of this article are to reveal the logic and approaches to motivating students in the formation of personal characteristics within the framework of the educational and scientific program "Higher Education Pedagogy" of the specialty 011 Educational, Pedagogical Sciences.

Overall, the competency-based approach to higher education is based on the development of students' competencies, which include knowledge, skills, abilities, and personal qualities. The main characteristics of this approach include:

1. **Orientation towards personal development****: The competency-based approach emphasizes the development of students as individuals, rather than just the transmission of information. It focuses on developing not only cognitive abilities but also emotional and social intelligence.

2. **Project-based learning and situational tasks****: Students are given the opportunity to apply their knowledge and skills in practice through solving real situational tasks or project activities.

3. **Active role****: Students are engaged in the learning process as active participants who solve problems, rather than merely assimilating educational content.

4. **Interdisciplinarity****: This approach promotes the integration of different disciplines to solve complex problems, requiring students to have a broad perspective and flexible thinking.

5. **Assessment based on competencies****: This approach assesses students based on their achievements in forming general and professional competencies, and program learning outcomes, which serve as the foundation for professional competencies, rather than just their knowledge of specific scientific facts.

6. **Development of independence and critical thinking****: The competency-based approach encourages the development of students' independent work skills, as well as critical thinking, analysis, and evaluation of information.

7. **Support for interdisciplinary connections****: It stimulates understanding of the relationships between different subject areas and their application in practice.

The characteristics of this approach are aimed at preparing students for successful functioning in modern society, particularly in the labor market, where the practical applicability and ability to adapt to changes are as important as the depth of knowledge.

Results

In training specialists for higher education, we additionally need to consider the above-mentioned aspects: pedagogical activity is a meta-activity aimed at organizing and managing other types of activities. Therefore, for future educators, the process of mastering educational content and teaching must occur through the formation of personal characteristics that reflect not only the academic aspect of their future activities but also take into account the managerial component. In the context of higher education, the educator acts as a manager, organizing their work in such a way as to effectively influence other participants in the educational process.

Is it possible to combine academic and managerial components within the framework of a competency-based approach when training specialists for the higher education system?

Let us consider the possibilities of addressing this issue within the educational and scientific program of the second level of higher education in the field 011 "Educational, Pedagogical Sciences" – "Higher Education Pedagogy".

The ESP was developed and operates at the Department of Pedagogy of the Faculty of Psychology at Taras Shevchenko National University of Kyiv. Its creation fully considered the requirements of the higher education standard for the specialty 011 Educational, Pedagogical Sciences for the second (master's) level of higher education (Higher Education Standard, 2021) and the professional standard for the group of professions "Higher Education Teachers" in Professional Standard for the Group of Professions 2021. In 2023, the ESP "Higher Education Pedagogy" was accredited by the National Agency for Higher Education Quality Assurance, providing grounds to assert that the content of the ESP and the organization of the educational process fully meet modern requirements and the content of educational and professional standards.

Modern education aims to develop both personal and professional characteristics in higher education students through the content of educational components. An especially important aspect of this process is considering the subjective factors of learning, which include the individual characteristics of students. Experience with students in the educational and scientific program (ESP) "Higher Education Pedagogy" shows that focusing on students' personal characteristics can significantly enhance their cognitive activity and, accordingly, increase the effectiveness of professional training.

Successful educational activities require that any teaching or educational influence be directed towards a specific individual. It is also important to provide feedback, as without it, the activities of students and teachers may lose their effectiveness and become merely formalities. Thus, to achieve high learning outcomes, it is necessary to consider the individual needs of each student and ensure their active participation in the educational process (Zhylenko, 2022).

The higher education system promotes the creation of conditions for effective cooperation and interaction if it is based on the principle of partnership between the teacher and the student. This approach emphasizes the equality of both parties in achieving educational goals, where both the teacher and the student play important roles. Teachers should be sensitive to the individual needs of students, consider their abilities and level of preparation, and support them throughout the learning process.

On the other hand, students should be active in their learning, setting goals, making decisions regarding their education, and expressing their views and requests. Such an active role contributes to the personal and professional development of students, enriches the experience of teachers. Joint activities within the framework of partnership create an environment of trust and mutual respect, which enhances the quality of education.

Teachers, acting as partners of students, have the opportunity to adapt their approaches to teaching, teaching methods, and assessment according to the specific needs of students. This flexibility allows for the creation of more individualized learning conditions, which promotes increased student motivation and the effectiveness of the educational process.

Developing motivation for learning in higher education students is a key task of modern pedagogy. It should correspond to a certain level of the National Qualifications Framework (NQF) and its descriptors: knowledge, skills, communication, responsibility, and autonomy. These aspects serve as the basis for the development of educational programs aimed at achieving learning

objectives and ensuring compliance with the modern requirements of society and the labor market.

Theoretical and experimental research by domestic and foreign scholars on motives and motivation covers various aspects. One of the key conclusions is that motivation is a complex and multifaceted system that determines the direction and intensity of human behavior and activity. It can be both internal, based on personal interests and values, and external, influenced by social, cultural, or other external factors.

Motivation serves as a central characteristic in educational activities, influencing the level of student engagement, their interest in learning, as well as their ability to overcome challenges and achieve set goals. Research shows that students with strong internal motivation are typically more active and successful in their studies. This underscores the importance of developing internal motivation in higher education learners.

Motives significantly impact students' choice of learning activities, determining which aspects of learning will be more attractive and interesting to them. Understanding students' motives allows teachers to better adapt their approaches and teaching methods to stimulate interest in learning and enhance motivation.

Taking into account the individual characteristics and needs of students, teachers can create a favorable learning environment that enhances productivity and the quality of education, as well as fosters the development of students as independent, responsible, and competent individuals.

Research on motivation is grounded in classical theories recognized by most modern scientific schools. These include:

- Expectancy Theory (Vroom, 1964), which explains that motivation depends on the expected reward and its value to the individual.
- Equity Theory (Adams, 1963), which emphasizes the importance of perceived fairness in the distribution of rewards and its impact on motivation.
- Porter-Lawler Model (Porter & Lawler, 1968), which combines elements of expectancy and equity theories, substantiating the factors underlying human motivation.

Improving the quality of education and fostering motivation for learning in higher education students is a multifaceted process that requires consideration of individual student characteristics, adaptation of teaching methods, and creating a supportive learning environment. Using theoretical foundations and practical approaches to motivation allows for achieving high efficiency in the educational process and preparing competent professionals capable of meeting the modern demands of the labor market and society.

Considering motivation according to the aforementioned theories, we can identify five variables that influence it: effort expended, perception, obtained results, reward, and degree of satisfaction. Based on these components, we can model how the process of internal motivation occurs in students towards the formation of personal characteristics based on mastering educational components.

Our study conducted at the faculties of psychology, physics, law, and philology of Taras Shevchenko National University of Kyiv revealed that students often juxtapose their own logic of behavior with external demands. Engaged in professional training systems, they develop their own concept, which may contain coincidences or discrepancies in the object-subjective sense of events occurring, for various reasons.

Considering the stages of personality formation during education and planning educational activities in accordance with the requirements of the educational program, differences were found in students' definition of the main motives of activity and ways of objectivizing them: a) in normative form, imposed from the outside and a priori for individuals involved in the process, and b) in actual ways of activity determined by internal (psychological) reasons formed on the basis of existing experience. It was found that the proposed structure of the educational process is not always perceived by students as professionally necessary. Many recognize the need only for subjects directly related to the specialty (profile) of training.

Subjects that make an indirect contribution to professional training (form worldview, equip with methodology of cognition, etc.) are considered less important. In addition, a number of disciplines from compulsory sections, which are difficult to project onto the structure of students' professional activity, are also perceived as less significant. This suggests that training in higher education institutions may be perceived as a process of mastering a certain amount of knowledge directly related to the content of future professional activity. Thus, disciplines reflecting the requirements of educational and professional standards and being compulsory may fall outside the zone of students' current perception (Zhylenko, 2015).

To change this situation, it is necessary to provide students with the opportunity to develop a system of educational activities from the perspective of developing personal characteristics that will be perceived as necessary for future professional activities. This will facilitate the transition from a position of passive compliance with instructor instructions to self-regulation of one's own educational and life activities in accordance with personally formulated social and personal goals, which can be facilitated through the use of Self-Management technology.

Self-Management is the process of consciously controlling and managing one's own behavior, time, resources, and activities in order to achieve personal and professional goals. It includes several key components:

1. Goal setting: defining short-term and long-term goals that motivate and guide actions.
2. Planning: developing strategies and action plans to achieve set goals.
3. Organization: effectively allocating time and resources to carry out planned tasks.
4. Monitoring and control: regularly reviewing and evaluating one's own activities, adjusting plans as needed.
5. Motivation: the ability to maintain high motivation and enthusiasm on the path to achieving goals.
6. Self-regulation: managing one's own emotions, stress, and behavior to maintain effective and productive activities.
7. Skill development: Continuous improvement and development of professional and personal skills.

Self-Management helps increase efficiency and productivity, ensuring a balance between learning and personal life, and also contributes to success in various areas of life.

Let's consider how educational components of the program are utilized by us to cultivate students' internal motivation for self-improvement. Before the commencement of studying any educational component, students are invited to articulate their expectations from the course. This allows the instructor to prepare for the initial session, drawing upon the received information, and to propose a working program taking these expectations into account.

The instructor has the opportunity to specify the content of the course, indicating within which topics, sessions, or types of activities students will be able to realize their expectations. However, it is worth noting that the content of such expectations typically has a general or abstract nature, primarily relying on the course title.

Our experience indicates that students' expectations are not always aligned with the requirements of the educational program: their expectations hardly mention general and professional competencies, program learning outcomes that are expected to be developed in the process of mastering the discipline (Zhylenko, 2022).

To link students' expectations with the requirements of the educational program, the following tasks are proposed to students at the first session:

1. Research the requirements for characteristics of higher education teachers: find documents online that define such requirements. Compile a list of them and provide corresponding references. Separately, create a list of characteristics that you consider most important.

2. Familiarize yourself with the types of work of scientific and pedagogical staff (Ministry of Education and Science of Ukraine, 2002). Compile a list of the types of work that young teachers of higher education institutions should be prepared to perform, and explain why you chose them.

3. Analyze the educational-scientific program of your specialty: identify competencies and program learning outcomes that involve preparation for pedagogical activities. Present and comment on them. Indicate which competencies and program learning outcomes, in your opinion, should be added to the educational-scientific program, and justify your choices.

4. Determine the competencies that should be formed during the study of this discipline.

5. Analyze whether your expectations, which were before the start of studying the discipline and after completing these tasks, have changed. What changes have occurred in your attitude towards the necessity of mastering the discipline and its significance for future professional activities? Describe these changes.

Completing such tasks helps students realize the connection between their expectations and the requirements of the educational program, as well as evaluate the importance of the discipline for future professional activities.

Discussing the results of task completion allows students to understand the difference between the level of everyday consciousness and the requirements for learning outcomes as formulated in the educational program. This enables extrapolating the requirements of educational and professional standards, the educational program, onto their own perception of the necessity of studying the discipline.

For the optimal construction of a self-management program regarding the acquisition of competencies and program learning outcomes according to the list of characteristics defined by students, we utilized several key steps.

To initiate such activities, it is necessary to conduct an analysis of the current state of preparation. Students are encouraged to perform self-assessment to understand which competencies are already formed and to what extent, and which ones still require development. Surveys, tests, or other tools can be used for such diagnostics. In our work, we suggest that students conduct self-assessment using the algorithm of personal qualities and pedagogical abilities (Spitsin et al., 2023, p. 11–15). After completing the self-

diagnostic procedure and assessing the state of the formation of personal and professional characteristics, students are prompted to move on to the next stage – planning.

To specify and individualize the planning process, students are recommended to use the SMART goal-setting system – examples, criteria. Because the goal of SMART planning is to increase the likelihood of achieving the desired result. Each criterion of the SMART method transforms and clarifies the goal. Thus, goals with measurable criteria become more specific.

Specific. The goal should be specific. Students are encouraged to specify the desired effect (outcome) in their personal life, educational activities, making it clear and achievable. Instead of vague, general statements, students should record specific outcomes. Example: goal – to master time management skills. Competency: planning and organizing educational processes, program outcomes – ability to create schedules, prioritize tasks.

Measurable. The goal should be measurable. The SMART goal-setting technique involves monitoring progress towards the goal. Measurement criteria are selected so that they have meaningful units of measurement.

Achievable. The goal should be achievable. The achievability criterion means that the goal is already within the student's reach, or is within their growth zone (closest development). There is already sufficient knowledge and skills to achieve it. Or the student is capable of working on themselves to achieve it. The learner should envision step by step what needs to be done, and each step should be manageable. It may be challenging to achieve, but it should not be daunting. The goal may raise doubts, but it should not paralyze the will or cause frustration.

Relevant. The goal should be relevant. This criterion of the SMART method requires analyzing the question, "Why do I want this?". Many goals can lead to the ultimate desire, and perhaps they are more interesting. Living a healthy lifestyle can be approached in different ways: running, eating right, swimming, playing volleyball. It is necessary to explore the "inner self": what do I feel when I go different ways. If the goal chosen by the student is complex, and they are not sure they want to pursue it, it may be advisable to recommend setting an interim goal for experimentation. Take part of the way and see how it feels – whether there is a desire to continue pursuing it further?

Time-bound. The goal should be time-bound. In management, this is an important criterion for every goal. Some students may need to orient themselves towards the successes of their peers and build their plans based on their actions. In personal development planning, it is more convenient to set not individual goals with a set deadline, but to create a plan for a certain period.

After clarifying the approaches to SMART planning, we move on to the next stage, where the plan needs to be structured:

- Identify specific actions to achieve each competency.
- Allocate tasks over time, set deadlines.

Example: competency – time management.

Action 1: Read a book on time management, title (1 week).

Action 2: Create a weekly schedule (1 day).

Action 3: Implement time management techniques such as Pomodoro or the Pareto principle (2 weeks).

The next stage is the utilization of tools and resources.

Resources – courses, books, online materials, seminars. Time management programs and applications such as Trello, Asana, or Google Calendar.

The next step is regular monitoring and plan adjustment. Monitoring – establish regular checkpoints to assess progress. Keep a diary or journal to track successes and challenges.

During the monitoring process, there is a need for adjustment: make changes to the plan based on the results and feedback received. If necessary, change strategies or resources.

An essential component when using the self-management approach to individualize the educational process in preparing specialists in the field of specialty 011 is the use of self-reflection and self-assessment techniques.

Reflection: regularly analyze progress and challenges (this is how each group session begins). The main thing here is to determine what works well and what needs improvement.

Self-assessment is an integral component of our approach. Various tools are used for its implementation, such as questionnaires or feedback from colleagues.

During the analysis of progress and challenges, self-assessment leads to the development of metacognitive skills. The main goal is to learn to control one's own learning process. Develop skills in self-regulation, planning, monitoring, and evaluating one's own progress.

In the process of implementing the self-management technology, here is an example of one participant's plan based on group work:

Goal: Master project management skills.

1. Current Level Assessment: Self-assessment of project management skills.

2. Learning Resources: Book: "PMBOK Guide". Online course: "Project Management Professional (PMP)" on Coursera.

3. Actions – Weeks 1-2: Read "PMBOK Guide"; Weeks 3-4: Complete the online course on Coursera; Week 5 – Practical task: Create a plan for an educational project within the discipline being studied.

4. Monitoring – Weekly reflections in the journal; Progress assessment using checkpoints.

5. Adjustment – If necessary, add resources or change the approach to learning.

Conclusion (generalized data on the effectiveness of work on forming competencies and learning outcomes).

Discussion and conclusions

Within the framework of the subject, this model allows:

1. Identifying educational problems whose complexity and relevance correspond to students' learning needs. Problems and tasks are identified and formulated by the students themselves, which ensures their deeper engagement in the learning process.

2. Creating internal motivation: this approach allows fostering internal motivation in students by creating conditions for investigative work and seeking ways to address the main course problems while simultaneously growing and shaping personal characteristics based on understanding the content of educational competencies and learning outcomes. This enables students to more effectively absorb material and apply it in practice.

3. Structuring student activities: structuring according to defined stages, developed through communication with the teacher, allows students to understand the logic and build a mental model of the future teacher, plan a specific sequence of actions to achieve independently determined goals. This contributes to the effective organization of activities and

behavior in the process of mastering the content of education based on a competency-based approach. Such a model is based on the requirements of the National Qualifications Framework, educational and professional standards, educational and work programs, promotes a comprehensive approach to education and training of professionals, and provides the tools for planning and organizing one's own education throughout life.

Pedagogical activity is goal-oriented. It is aimed at organizing and managing various types of activities. In the context of higher education, the educator acts as a manager, organizing their work in such a way as to effectively influence other participants of the educational process: students, colleagues, management, representatives of public and state entities, etc.

The personal and professional characteristics of an educator serve as the basis for their professional activity, and the educational program, within which the training of specialists for the field of higher education is envisaged, should provide both motivational and organizational aspects for the formation of such characteristics.

A graduate of the educational program in the field of specialty 011 will be able to effectively carry out goal-oriented activity provided that during the learning process they gain experience in such activities – for example, in managing their own activities in the educational process. Organizing the educational process based on competency-based principles, with a focus on motivation theories, using self-management technology will allow the student to gain experience in managing their own educational activities, which can then be extrapolated to organizing the educational process in real conditions of higher education after completing the learning process. We believe that the proposed algorithm can be considered both as a technology that can be used in studying any educational component and as a competence that will allow the graduate to plan and organize their own education throughout life.

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ВИКОРИСТАННЯ ТЕХНОЛОГІЇ SELF-МЕНЕДЖМЕНТУ У ПІДГОТОВЦІ ФАХІВЦІВ СПЕЦІАЛЬНОСТІ 011

Вступ. У вищій освіті суб'єкт-суб'єктний педагогічний процес сприймається як невід'ємна складова, де взаємодіють особистість викладача й особистість студента. Проте, зважаючи навіть на паритетність діяльності обох сторін, організація та здійснення цього процесу відбувається завдяки діяльності викладача.

Результати. Діяльність викладача може бути розглянута як метадіяльність, адже вона спрямована на організацію та управління іншими видами діяльності. В умовах вищої школи педагог часто виступає як управлінець, організовуючи свою роботу у такий спосіб, щоб ефективно впливати на інших учасників освітнього процесу. В статті розкрито логіку, підходи до мотивації здобувачів щодо формування особистісних характеристик в освітньому процесі з підготовки фахівців для сфери вищої освіти за допомогою використання технології self-менеджменту. Розглянуто можливість побудови освітньої діяльності так, щоб надати кожному студенту можливість сформувати систему навчальної діяльності як процес розвитку особистісних характеристик, необхідних для майбутньої професії. Досліджено послідовність навчальних дій, що створюють умови для переходу від позиції пасивного виконавця вказівок викладача до саморегуляції власної освітньої та життєвої діяльності відповідно до особисто сформульованих соціальних і особистісних цілей. З огляду на етапність дій, що передбачена технологією self-менеджменту, та завдяки конкретизації формулювань і постановки цілей за допомогою прикладів і критеріїв SMART (Specific, Measurable, Achievable, Relevant, Time-bound), у процесі групових занять створюються умови для самоактуалізації навчальної діяльності оцінюванням поточного рівня підготовки, визначенням необхідних ресурсів для навчання, послідовністю дій у процесі самореалізації з урахуванням завдань освітнього процесу, здійснення моніторингу і коригування дій.

Висновки. Зворотний зв'язок у процесі навчальної діяльності і після завершення вивчення дисципліни показує, що такий підхід дозволяє виявляти освітні проблеми, складність і актуальність яких відповідає навчальним запитам студентів, створювати внутрішню мотивацію і умови для пошуку шляхів розв'язання основних проблем курсу, формуючи особистісні характеристики на основі усвідомлення змісту навчальних компетентностей і програмних результатів навчання. За такого підходу розвиваються навички саморефлексії та метакогніції, що дозволяє краще контролювати студентам власний процес навчання і досягати поставлених цілей, і як похідний ефект – отримувати інструменти для навчання протягом життя.

Ключові слова: метадіяльність, self-менеджмент, SMART-планування, метакогніції.

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