

**Балаченков Дмитрий Анатольевич**

аспирант

**Дёрина Наталья Владимировна**

канд. филол. наук, доцент

ФГБОУ ВО «Магнитогорский государственный технический

университет им. Г.И. Носова»

г. Магнитогорск, Челябинская область

**Dmitriy A. Balachenkov**

postgraduate student

**Natalja V. Dyorina**

candidate of philological sciences, associate professor

FSBEI HE «Nosov Magnitogorsk State Technical University»

Magnitogorsk, Chelyabinsk Region

DOI 10.31483/r-97632

## **FUTURE BACHELORS SELF-ORGANIZATION AS A PEDAGOGICAL PROBLEM**

**Abstract:** *the quality of bachelors' professional training depends on many factors; however, nowadays the ability of students to self-organization is one of the most important, since self-organization is aimed at creating conditions for the effective use of their capabilities. This article offers a variety of interpretations and views on the concept of «self-organization» in pedagogical science.*

**Keywords:** *self-organization, bachelors, competitiveness of university graduates, educational and professional activities.*

## **САМООРГАНИЗАЦИЯ БУДУЩИХ БАКАЛАВРОВ КАК ПЕДАГОГИЧЕСКАЯ ПРОБЛЕМА**

**Аннотация:** *качество профессиональной подготовки бакалавров зависит от многих факторов, однако в современных условиях способность студентов к самоорганизации является одним из важнейших, поскольку самоорганизация направлена на создание условий для эффективного использования своих*

*возможностей. Данная статья предлагает разнообразные трактовки и взгляды на понятие «самоорганизация» в педагогической науке.*

**Ключевые слова:** *самоорганизация, бакалавры, конкурентоспособность выпускников вуза, учебно-профессиональная деятельность.*

The peculiarities of the modern world deprive a person of the opportunity to be successful without a life strategy and a program of actions aimed at its implementation. Students, as a social category, have the most difficulty in this regard, since at the student age the ability for self-regulation, internal self-control, perseverance and will to achieve not only close, but also distant goals, as well as responsibility for their decisions and actions aren't developed enough [4].

In this regard, the strategy of higher education should be aimed at developing the personal potential of a bachelor so that he could turn from a driven and situationally dependent subject into one who knows how to organize himself, value his own and other people's time, plan, organize and control his life. In these circumstances, it is the student's ability to self-organization that acquires particular importance, since it ensures the timeliness, consistency and rhythm of the change in all life cycles, becoming the key to the efficiency and optimality of life and, therefore, increasing the level of potential competitiveness [2].

«Self-organization» as a concept is of interest to scientists from various fields of scientific knowledge and is studied by philosophers (Aristotle, I. Kant and others), sociologists (K.Kh. Delokarov, A.P. Nazaretyan and others), psychologists (L.S. Vygotsky, A.G. Kovalev, S.P. Rubinstein and others), educationists (A.A. Pechenkin, E.A. Yamburg, etc.) and others.

The problem of an accurate definition of this phenomenon in pedagogical science is associated with the fact that under self-organization different scientists understand either a process or a result, or as a set of certain properties and qualities of a person. In the work of N.A. Zaenutdinova, self-organization is considered not only as a personal quality given by nature, but also as a process that can be formed and developed. Based on this, we can conclude that self-organization is both a natural quality of a personality,

manifested in its natural striving for development, discovery of inherent potential, freedom, and the process of an ordered conscious activity of a person to organize and control himself [3].

B.T. Likhachev, P.I. Pidkasisty and some other scientists believe that in the self-organization of a person the goal is laid from the very beginning and from the outside, since external (objective) conditions are the main source of activity. This conclusion indicates that self-organization is a complex of actions that a person takes to achieve a goal. At the same time, the involvement of the individual in this process implies the expenditure of serious efforts, sometimes rebuilding the entire life activity as a whole. S.N. Yaroshenko supposes that self-organization is a necessary ability of the individual, aimed at mobilizing the resources of his personal qualities [5]. However, most scientists agree that motivation, volitional regulation, the ability to organize one, goal-setting, planning and reflection act as signs of self-organization.

There is an opinion that the subject of self-organization is at the same time its object, and the focus should be on personal qualities (hard work, activity, motives, purposefulness, volitional qualities, etc.), because they are able to ensure the success of the activity. N.S. Kopeina, for example, defines self-organization as a conscious aggregate of motivational and personal properties that are consistent with the individual, inherent nature, characteristics of the subject, and are embodied in the tools and results of activity. According to this researcher external factors of self-organization should also be taken into account, which include various techniques of mental work, systematic and regular classes and so on, while the optimal variant of self-organization will be the one in which external factors are organized taking into account natural (neurodynamic, characterological and others) personality traits [1].

In the field of higher education there is a number of works covering issues related to the self-organization of full-time university students (S.S. Amirova, T.N. Boldysheva, T.A. Gubaidullina, V.I. Dontsov, N.S. Kopeina, Yu.M. Parokhodov, N.M. Peisakhov and others), correspondence students (M. Argyimbaev, U. Dzholdasbekov, V.P. Nadymsky and others), graduate students (K.M. Varshavsky, E. Kh. Nizamov and others). Researchers agree that educational and professional activity in

general proceeds the more successfully and the higher the level of self-organization, the greater the opportunities for self-realization among students are. Thus, V. Graf, I. I. Ilyasov and V. Ya. Liaudis say that in order to ensure self-organization of all life activity students need to form a conscious and rather complex skill of actions to organize the life time; and that for this they need to do the following during the training period:

- semantic planning (definition and ranking of goals, sub-goals, tasks of activity according to the degree of their semantic significance for the individual);
- current control (based on taking into account the rhythm and pace of actions being taken, time spent on achieving goals and performing all tasks);
- probabilistic forecasting (correlation in time of near and distant tasks);
- control and analysis [1].

Thus, despite the fairly broad coverage of issues related to self-organization of university students' activity the theoretical aspects of the self-organization concept are still debatable. The concept itself is considered very versatile. In one case, the object of study is activity and its structure, and in the other, it is the subject of activity and its personal properties.

However, the conducted theoretical research in the area under consideration allowed to give a generalized definition of the «self-organization» concept as a motivated, ordered, conscious activity of an individual aimed at mobilizing oneself through goal-setting, planning, rational organization of time and reflexive actions (self-control, introspection, self-assessment and self-correction of actions and behavior) with taking into account one's individual characteristics.

### ***References***

1. Kotova S.S. Self-organization of educational and professional activities of students: monograph / S.S. Kotova. – Yekaterinburg: Publishing House Ros. state prof.-ped. University, 2012. – 208 p.
2. Rabina E.I. Modeling the development of time self-organization skills among university students / E.I. Rabina // World of Science, Culture, Education. – 2011. – №2 (27). – P. 183–187.

3. Rabina E.I. Formation of a student's personality self-organized in time in the educational process of a university: Dissertation... of a candidate of pedagogical sciences: 13.00.08 / Togliatti State University. Togliatti, 2014. – 188 p.

4. Savva L.I. Interpersonal cognition in the system of professional training of the future teacher: Dis.... Dr. ped. sciences. – Magnitogorsk, 2002. – 359 p.

5. Savva L.I. Methodology for the development of time self-organization skills among university students / L.I. Savva, E.I. Rabina // Letters to the Issue. Offline. – 2011. – №8. – P. 1629.

### ***Список литературы***

1. Котова С.С. Самоорганизация учебно-профессиональной деятельности студентов: монография / С.С. Котова. – Екатеринбург: Изд-во Рос. гос. проф.-пед. ун-та, 2012. – 208 с.

2. Рабина Е.И. Моделирование развития умений самоорганизации времени у студентов вуза / Е.И. Рабина // Мир науки, культуры, образования. – 2011. – №2 (27). – С. 183–187.

3. Рабина Е.И. Формирование самоорганизованной во времени личности студента в образовательном процессе вуза: дис. ... канд. пед. наук: 13.00.08 / Тольяттинский государственный университет. – Тольятти, 2014. – 188 с.

4. Савва Л.И. Межличностное познание в системе профессиональной подготовки будущего учителя: дис. ... д-ра пед. наук. – Магнитогорск, 2002. – 359 с.

5. Савва Л.И. Методика развития умений самоорганизации времени у студентов вуза / Л.И. Савва, Е.И. Рабина // Письма в Эмиссия.Оффлайн. – 2011. – №8. – С. 1629.