

**КОЛИЧЕСТВЕННАЯ И КАЧЕСТВЕННАЯ ОЦЕНКА УРОВНЯ УМЕНИЙ  
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г. Магнитогорск***Дёрина Наталья Владимировна***кандидат филол. наук, доцент**Магнитогорский государственный технический университет им. Г.И. Носова,  
г. Магнитогорск***QUANTITATIVE AND QUALITATIVE ASSESSMENT OF TIME MANAGEMENT SKILLS OF  
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**АННОТАЦИЯ**

В представленной статье авторы обосновывают актуальность проблемы развития у студентов вуза умений самоорганизации времени, в том числе, с целью повышения качества профессиональной подготовки. Авторами рассматривается способность к самоорганизации, определяется самоорганизация времени, приводятся критерии и показатели для оценки уровня развития рассматриваемых умений, а также их количественная и качественная характеристики.

**ABSTRACT**

In the presented article the authors substantiate the problem relevance of university students' development of time self-organization skills, including those for the purpose of improving the professional training quality. The authors consider the ability to self-organization, define self-organization of time, provide criteria and indicators for assessing the development level of the considered skills, as well as their quantitative and qualitative characteristics.

**Ключевые слова:** высшее образование; деятельность; способность к самоорганизации; умения самоорганизации времени

**Key words:** higher education; activity; ability to self-organise; time management skills

Higher education is known to be the final stage of general education. At the same time, one of the university main tasks is to assist students in mastering the effective implementation means of activities. The efficiency of future graduates' professional activity, their readiness and ability to solve non-standard problems in different situations, as well as their ability to interact with other people largely depend on the quality of the learning process organization at this stage. Thus, the ability of a modern specialist to organize himself, his time and his activities comes to the forefront, and one of the priority areas of improving the quality of higher education is the use in professional training in higher education system to develop students' self-organization skills, including self-organization of his time.

Initially, ideas related to time management emerged in business circles in America in the mid-50s in order to make life easier for businessmen who were desperately short of time. However, nowadays this trend is applicable in every sphere of human activity. Due to the relevance of the problem, a variety of principles, techniques and ways of organizing time,

which boils down to the idea that the proper distribution of his time becomes the key to the correct formation of life in general [1].

The student, as a subject of learning activity, is defined by two types of motives, namely the cognitive motive and the achievement motive. The leading activities for a student are learning and research. Student age is also characterised by an increased role of self-determined decisions. It is in the period of student hood (central, according to I.A. Zimnyaja) - the period of transition from adolescence to maturity - that the formation of personality takes place and optimal subjective conditions are created to form skills of self-organisation of activity.

The issues of students' personal development and formation of their readiness for future professional activity are the key in the theory and practice of universities, and one of the leading problems is to build a system of educational process that takes into account the features and regularities of students' personal development and potential competitiveness of a future specialist [8].

Time can be considered as an individual personality's ability to self-organize, to regulate activity, and then the ability to self-organize time can provide timeliness, rhythm and consistency of life cycles' change, which, in turn, leads to productivity and optimality of human life activity.

The ability to plan one's life in the short, medium and long term and in the long term are distinguished as abilities to self-organization; the skills of self-organization include the person's mastered ways of rationally performing actions aimed at solving personally significant tasks. Thus, to be self-organised means for a student to use one's energy and time rationally, to achieve desired results by mobilising oneself at the right moment. From the above it follows that self-organisation is an indicator of a mature individual with a high level of motivation. In students' everyday activities, self-organisation is the consistent and purposeful use of tried and tested work methods aimed at rational use of one's time. One of the main components of self-organisation is time competence or the correct perception of time, the ability to optimally allocate it, to build a realistic programme for the implementation of goals in time. Consequently, self-organization of time implies goal setting, planning of actions to achieve it, as well as the rational allocation of one's time [6].

Let us dwell on the basics of time organisation within the educational process in higher education

institution. In order to obtain objective information, identify and track the level of development of time management skills among university students, we have developed a diagnostic program aimed at determining the relevant criteria and indicators.

By *criterion* we will understand the qualities, properties and attributes of the studied object, which make it possible to judge its state and level of functioning and development. In addition, the criteria should reflect the dynamics of the measured quality in time and space and, if possible, cover the main types of pedagogical activities (V.A. Belikov, I.F. Isaev, etc.). As criteria we have allocated motivational-valuable, cognitive and action-reflexive.

Indicators serve as a formation measure of one or another criterion. By *indicators* we mean quantitative and qualitative characteristics of each quality formation, attribute or property of the studied object, i.e. the value reflecting a certain criterion formation.

In order to assess the results obtained in the course of the study, we have taken a level approach, understanding the level as "a discrete, relatively stable, qualitatively distinctive state of material systems", or as "the ratio of "higher" and "lower" development stages of any objects or processes structures". Each of our criteria corresponds to qualitatively determining indicators (see Table 1) [5].

Table 1

**Criteria and indicators of the development level of the university students' time management skills**

Criteria	Indicators
1. motivational and value-based criterion	1. awareness of time as a value
	2. awareness of the time self-organisation as a value
	3. awareness of the need for time self-organisation
2. cognitive criterion	4. full knowledge of oneself and one's characteristics
	5. the amount of knowledge about time self-organisation
	6. completeness of knowledge in controlling the time self-organisation
3. action-reflective criterion	7. the diagnostic skill set
	8. good time-management skills
	9. the expression of reflexive skills in the area of time self-organisation
	10. the level of students' activity in self-organisation of their time

We have identified low, medium, and high levels of university students' time management skills development, the qualitative characteristic of which can be summarized in the following description.

*Low level* of time management skills development implies that the student is not fully aware of the time and time management value; he/she does not have motives to organize his/her life activities and time; he/she has some knowledge in planning, organization and control of time management, but most often he/she does not know the skills of time management, he/she does not have developed skills of time management. Such a student does not know how to set clear goals, has difficulties in defining priorities and, as a consequence, cannot plan his/her activities in the short, medium and especially in the long term. He/she has weak or superficial understanding of the methods and

means organising his/her time and cannot apply them in practice. A student at this level is prone to frequent procrastination, incapable of adequately evaluating the efficiency of the organisation of this process and, therefore, of developing and implementing possible measures aimed at correcting his/her actions. A student at this level, among other things, is characterised by low motivation in this matter [3].

The *average* development *level* of time management skills characterises a student who is mainly aware of the time and time management value; he/she has partially formed motives to organise his/her life activities and time; he/she has some knowledge of planning, organisation and control of time management; he/she has partial skills in planning and time management, not always developed skills of time control. Such a student has some idea of the techniques

and means for effective time management and is able to use them, but does it irregularly and often resorts to procrastination due to insufficient motivation and weak reflexive skills.

A *high level* of time management skills implies that a student is aware of the value of time and time management; has motives to organise his/her life and time; has sufficient knowledge of planning, organisation and control of time management; has planning and organisation skills, pays serious attention to time management issues, and has developed time management skills. He or she can set goals, analyse situations and develop an effective plan of action based on them. They are familiar with and make full use of time management techniques and tools. He or she has a strong need for success and is highly motivated and

engaged [4]. A student with a high level of time management is capable of self-reflection, self-control and self-correction. Self-organisation of time for such a student is an integral part of any activity, a pledge of achieving maximum positive results; he regularly seeks ways and means of further self-development and self-improvement in this matter.

The interval boundaries in quantifying the levels of development of students' time management skills were calculated on the basis of A.A. Kyvyryalga's methodology, where the average level is determined by 25% deviation of the score from the average across the range of grades. Then a low level is indicated by scores in the range from 0% to 25%, and a high level by more than 75%. Let us note that the total score for all indicators was 20 (see Table 2) [2].

Table 2

**Scale for assessing the development level of university students' time management skills**

Level	Low	Average	High
Points	0 - 5	6 - 14	- 20

In the framework of the experimental work conducted on the basis of the Federal State Budgetary Educational Institution of Higher Education "Nosov Magnitogorsk State Technical University". The results of the work revealed a clear predominance of low level of self-organization of time among university students with the help of various diagnostic tools (the method of studying value orientations M. Rokich, the method of studying students' motives of learning activity A.A. Rean and V.A. Yakunin, questionnaires, etc.).

The relevance of the issue under consideration and the results obtained during the experimental work allowed us to conclude that it is necessary to develop and implement the pedagogical conditions aimed at the development of students' skills of time self-organization, aimed at the formation of students' value attitude to time, development of student motivation in effective organization of their time, as well as the model formation of organized student's time behaviour in the educational process of university [7].

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