

UDC 331.44

STUDENT TIME MANAGEMENT AS THE BASIS FOR IMPROVING THE EFFECTIVENESS OF E-LEARNING

Podlesny S.V.

c.t.s., as.prof.

ORCID: 0000-0001-8271-4004

Donbass State Engineering Academy, Kramatorsk, Academicchna 72, 84313

Abstract. *The pandemic and martial law have forced universities to switch to force majeure e-learning, which has been a powerful impetus to the accelerated arming of universities with the resources that allow them to effectively practice online and blended learning. It became possible to implement a student-centered educational paradigm. However, this is hampered by the problem of the student's lack of skills of self-organization and self-motivation, the ability to take responsibility for their own learning and development. This problem is becoming increasingly theoretical and practical. The purpose of the work is to substantiate that course such as time management contribute to the formation of competencies in the field of goal-setting, planning, self-organization, self-control and self-motivation, and, therefore, in the context of the implementation of student-centered paradigm should serve propaedeutics to e-Learning. To do this, the article provides an overview of the content of the course "Time Management" in relation to the task of developing proactivity and the ability of the student to a systematic and productive independent work.*

Key words: *e-Learning, distant learning, blended learning, distance learning, student-centered paradigm, student-centered learning, self-management, time management, self-organization, self-motivation, proactivity.*

Introduction.

In March 2022 g. whether they liked it or not, universities had to switch to distant learning (e-Learning), or simply, remote learning. Of course, universities have long practiced digitalization. So, according to a survey by the International In the world before the covid-19 pandemic, 56% of respondents used digital technologies to a certain extent, and 31% of respondents indicated that they are fully integrated into education. As for blended and online learning, as well as the "inverted classroom" model, 52% of respondents used them to some extent, and 27% - completely. However, in our case, we are talking about a total transition to a distance at an indefinite time. Therefore, at the initial stage, the university faced a variety of problems - from "falling" from overloading servers to the "falling" from fatigue of the feeders. From the point of view of administrative management staff, the work of teachers should have become significantly less, in practice everything turned out to be strictly the opposite. The full-time student body was clearly not happy with the forced distance. Parents who were afraid that children would "not receive enough" knowledge, especially when it came to extra-budgetary education, were also nervous. Therefore, teachers carefully ensured that students were sufficiently loaded. Assignments multiplied, were performed by students at convenient hours for them and sent to teachers at different times. In fact, teachers were "bombarded" around the clock with incoming works, which had to be promptly checked and commented on in detail, both providing feedback. [1-3].

Main text.

The basis of the modern system of education is a competency-based approach, the

requirements of which are best met by the paradigm of student-centered learning. This paradigm assumes the active participation of the student in education. It refers to constructivist models that put the educational process of learning at the forefront of the educational process. "Constructivists proceed from the fact that the source of students' development is interaction with the environment that gives them the opportunity to develop themselves." Within the framework of constructivist models, much attention is paid to productive learning, which is dominated not by the direct transfer of knowledge from the teacher to the student, but by the independent discovery of new knowledge by students in the process of work. with information, project activities, reflections and discussions. All this requires a fundamentally new approach to the creation of educational and methodological materials, to the organization of the educational process, to the professional qualifications of the teacher.

The role of the teacher changes: from the lecturer to the moderator and facilitator, from the mentor to the mentor who helps the student to effectively seek information and master the educational material on his own. But that's not all. The main thing is that in this paradigm, the student independently forms his educational trajectory, which, in fact, requires the implementation of individually-oriented training. In full-time education today, this approach is desperately in conflict with the generally accepted flow-group organization of training, but in the conditions of e-Learning, the indie-oriented organization of the educational process is no longer a utopia. Its effectiveness directly depends on the motivation of students, their approach to learning, as well as on the ability to master the material. independently, and this is primarily the basis for learning in the e-Learning environment. Constructivism in theory attracts many supporters, but in practice in our country interactionism still prevails, which is focused not on the student, but on the teacher as a translator of knowledge. Accordingly, the main attention is paid to his ability to qualitatively transfer knowledge, as well as teaching no-methodological material, its completeness and sufficiency for students to receive ready-made knowledge. At the same time, it turns out that the indicator of the quality of education is how accurately the student is this. Ready-made knowledge reproduces. Hence the well-known difficulties with the implementation of the competency-based approach, since it concentrates precisely on the results of education, which is not understood as the sum of the knowledge learned. And the willingness to use them to solve certain life situations. The problem is that it is almost impossible to develop this ability without serious independent work of students. And it turns out a vicious circle: as a result of instructional training, the student does not acquire the skill of active independent work, leading to the formation of new knowledge and personal experience, but without this. The skill of constructive learning, in particular, the implementation of an individual educational trajectory is problematic. As for e-Learning, the technology of distance learning itself involves active independent work of students and, accordingly, motivation for it. Thus, we have the following chain: competence-based approach – constructivism – student-centered learning – e-learning – the ability to work independently.

Meanwhile, according to a number of experts, it is with this ability that the situation is very unfavorable, with which even some students agree. It is believed that

with a personalized, result-oriented organization of training, when the student masters the educational program according to the personal curriculum, "a systematic analysis of his goals, the fulfillment of his obligations, the preparation and adjustment of his plans lead to the fact that the student becomes more organized, learns to manage his time. The learner is able to systematically analyze his goals (and first of all set them), fulfill the obligations he has assumed (and be responsible for them), plan and adjust the program of action only if he already has the competence of time management.

The concept of "self-management" (or "self-management") is more common in businessman-education than in higher education. It is the training companies that offer the implementation of programs for this course, since it is most in demand by the receptionists. In higher education programs, the elements of self-management are dispersed, and if they are taught, then in a variety of disciplines - from general management to business image. In self-management, the main functions of management should change in relation to the person himself. The main functions of management are planning, organization, motivation and control. Therefore, he must possess the competencies of effective planning of his own time, self-organization, self-control and self-motivation. Actually, it is these tasks that time management sets for itself, since the personal, and team effectiveness of a person involves the possession of these skills. Therefore, the lion's share of the didactics of the course "Self-management" is time management. In addition to competencies in the field of time management, self-management involves the development of such soft skills as energy management, creativity management and communication skills management. Next, we will focus on considering the possibilities of time management in terms of forming the competencies necessary for effective self-learning in the e-Learning environment. The structure of the discipline "Time Management" or the corresponding section of the course "Self-Management" is presented in Figure 1.

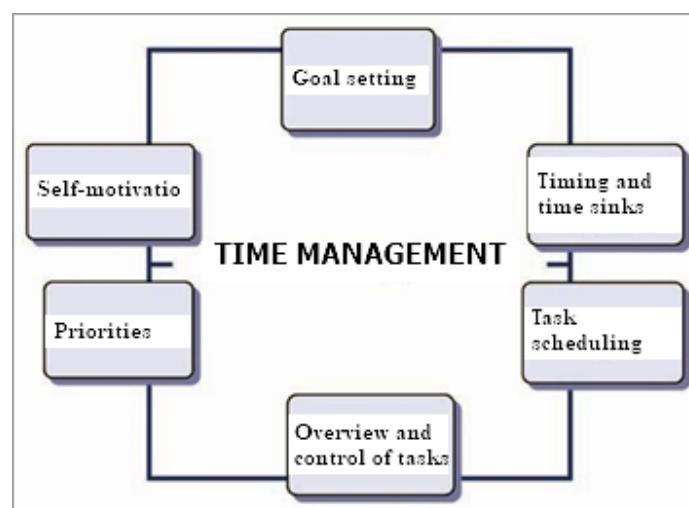


Figure 1 – The structure of the discipline “Time management” for bachelors

For the independent formation of an individual educational trajectory, the student must first of all possess the skill of goal-setting. Often this does not happen, because not all students think proactively and build their lives on the basis of their

goals. Many, unfortunately, implement a reactive life strategy and live "how it turns out", "how it turns out". That is why the topic of personal goal-setting in the time management course is put at the forefront. Obviously, the consideration of the topic of goal-setting is not the prerogative of time management. Thus, in the course of general and strategic management, goal-setting is considered according to the Western SMART system, which denotes the criteria for meeting the requirements for setting goals. As for Personal goal-setting, it is advisable to consider not only SMART-criteria, but also a number of others, for example: how much the achievement of the goal depends on you personally, do you have the necessary resources yourself, is your goal environmentally friendly?

In addition, it is necessary to consider the so-called "non-projective approach", which involves working not with goals, but with meta-goals. It should be noted that the consideration of goal-setting technologies is preceded by work on the cranialization of personal values. It is important that the binding of "values" to "life goals" radically changes the way students think about this concept in principle. The fact is that in every self-respecting company, work has been done to determine corporate values designed to unite employees and promote their incorporation. In practice, this work is carried out, as a rule, by invited PR professionals, and it concludes by posting these values on the company's website. As a result, values remain a declaration and are perceived, in particular, by students, as a Western delight. Practicing the concept of "value" on personal examples radically changes the perceptions of students, which subsequently extend to corporate values, whether they are the values of the educational organization or the company in which they work. And at the stage of training, this makes it much more meaningful and contributes to greater proactivity of students in building life plans in accordance with the set goals.

Logically, it is then necessary to consider with student's various technologies of planning, but not everything is so simple. The fact is that students tend to overestimate the available resource of time, and therefore they dispose of it very wastefully. Therefore, the topic of timing and time absorbers is considered in the second place. Note that it is especially relevant in the conditions of remote learning, and remote work, since a clear tracking of time for certain activities disciplines both the student and the student. In addition, chromomeres develops a sense of time and efficiency, which is invaluable in conditions of independent work.

Only after the student has learned to "feel the time", find its reserves and resist the absorbers of time, we proceed to the study of planning technologies. Note that priority is given to the tools of flexible, adaptive planning, especially relevant in the conditions of uncertainty and constant change that today's life is so rich in. As a result, students learn ways to plan their time in a way that will allow them to always have time to do things, regardless of new circumstances and tasks. This is extremely important for people who study on their own, because distractions are unfortunate. They occur regularly.

Technologies of review and control of tasks are especially a favorite topic at corporate trainings among managers, and this is not accidental - the review does not allow you to forget about the tasks, control provides tracking of their implementation.

With regard to self-management, these functions are no less subtle, especially in conditions of independent work. Simple and convenient tables and graphs that can be maintained on paper and electronic media allow you to occupy your head strategically. When we look at time management technologies, we can't help but touch on the topic of priorities, and we look at it from two angles— from the point of view of screening out the excess and concentrating on the heads. Weeding out the excess allows you to "cure" of excessive reliability, and concentration on the main thing - to focus on vital issues, the solution of which is close to achieving the goal. In the process of studying the course Time management students master more than 30 practical techniques of time management, contributing to an increase in its effectiveness. The task is to form the habit of using certain tools if necessary. Such a habit is better formed in the game. To do this, in time management, there are techniques for working with tasks that you do not want to do at all. It can be both huge and complex tasks, and small, but unpleasant. Tools thanks to which you can painlessly cope with this kind of tasks allow you to gradually form the habit of overcoming procrastination and consistently and continuously move towards your goal.

It is an obvious truth that the result of the student's independent work is the completion of certain tasks that are sent to the applicant. It is equally obvious that the student carries out this independent work exclusively at a convenient time for himself. And, of course, he waits for immediate feedback, resolutely not interested in how convenient it is for the teacher to "drop everything" and start checking his work. Since it is not uncommon for this time to approach the deadline, the student is nervous because of the lack of an immediate response, and the teacher, overwhelmed with work, physically does not have time to check everything on time. And that's not all. A fairly common situation in e-Learning is that a student about a hundred misses the time of delivery of tasks and even the time of credit, perhaps due to the real load on Work. Of course, sooner or later, rather late, the student gets in touch and begins to take the teacher from the pestilence. The bellicose student argument "I need credit, or I'll be expelled" completely interrupts the counter arguments "very busy", "other things", "I have a day off". However, it happens in another way, when students send work on time, and the teacher, on the contrary, does not have time to look at these works and give feedback. Therefore, a digital corporate culture should be formed in the educational organization. This is not only a digital educational environment, it is also rules, regulations and standards for the interaction of the administration in this environment. faculty and students. In particular, compliance with the work schedule, the timing of the response to the letter, the provision of feedback should be re-appointed. Then student-centered learning in the e-Learning environment will be comfortable and effective for both students and teachers.

Conclusion.

How long martial law will last is unknown? Obviously, e-Learning and blended-learning will remain in it forever. It is also very likely that student-centered learning with the development of e-Learning will become widespread, and over time will be implemented in traditional one's education programs. How this will become real is not yet understood, but -- with flow-by-group training, this is extremely difficult, if not impossible. Productive learning is an everyday reality. Therefore,

children come to the university today, for whom productive learning is daily classes in schools that have introduced a developing educational system. That is, many children have already learned to think and discover new knowledge on their own, and the main task now is to accustom them to productive independent work aimed at implementing personal plans in accordance with the set life goals. The course "Time Management" as a propaedeutic to e-Learning is quite capable of coping with this task. The topics of this course can be included as a key component in the course "Self-management" along with topics such as energy management, creativity, sociability. The influence of these topics on the development of students' ability to work independently and, as a result, on the effectiveness of their work, of course, also exists, and this plot is still waiting for its detailed consideration.

References:

1. Alyami A., Abdulwahed A., Azhar A., Binsaddik A. and Baforaj S. (2021) Impact of Time-Management on the Student's Academic Performance: A Cross-Sectional Study. *Creative Education*, 12, 471-485. doi: 10.4236/ce.2021.123033.
2. Adams, R. V., & Blair, E. (2019). Impact of Time Management Behaviors on Undergraduate Engineering Students' Performance. *SAGE Open*, 9, 1-11. <https://doi.org/10.1177/2158244018824506>
3. Adams, R. V., & Blair, E. (2019). Impact of Time Management Behaviors on Undergraduate Engineering Students' Performance. *SAGE Open*, 9(1). <https://doi.org/10.1177/2158244018824506>