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TECHNOLOGY TIME MANAGEMENT FOR UNIVERSITY STUDENTS

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Abstract. *Students of a higher education institution are faced with the task of assimilating a large amount of information in a short time. The solution of this problem is facilitated by the use of time management. The theoretical and methodological foundations of the problem of self-organization of the educational activity of students are revealed, the essence and structure of the educational activity of university students are revealed, and the pedagogical possibilities of the "time management" technology in the development of self-organization skills of educational activities. This will increase the motivation of learning and the academic performance of students.*

Key words: *time management, self-organization, educational activity, students' time budget, effective time allocation, achievement of goals, management itself.*

Introduction.

Studying at a higher education institution poses very difficult tasks for students, which involve not only the assimilation of a large amount of information, but also the training of a qualitative concentration of this information so that a person can literally surpass his previous capabilities. For example, he must learn to absorb a much larger amount of information in a shorter time, learn how to new techniques, in fact, to move into a new state, which is characteristic of mature specialists, but which the student for some subjective reasons is afraid of. The student must give up his insecurities, because in fact he can and will eventually achieve it. Time management techniques should provide him with invaluable services. In fact, you can assume a two-stage application of time management; at the first stage, you can identify the student's problems, acquaint him with the methods of time management (clarify how much he is ready to perceive them), and at the second stage, more in-depth, compare the untrained student with they themselves were trained and thereby enable him to ascertain the effectiveness of the methods offered to him. The use of time management methods will allow students to: avoid a large number of urgent, routine tasks, affairs; increase labor motivation; distribute the work according to the degree of importance; prevent aimless pastime; avoid excessive fussiness in business; learn to concentrate your attention; use the help of other people. The student must learn to plan his working day so that he can not only study, but also increase the amount of free time for extracurricular activities and recreation. This should lead to an increase in students' academic performance and the completion of educational tasks on time. Students, unfortunately, experience many problems associated with a lack of knowledge in the field of organizing their working time, which leads to a decrease in academic performance and a decrease in the motivation of their educational activities.

Self-organization of educational activities of university students is defined as conscious work on the organization of their activities, planning these activities, rational use of their educational and extracurricular time, independent acquisition and use of knowledge from various sources to solve practical problems, improving the

ways of thinking, as well as self-control, reflection and correction of their activities. The effectiveness of self-organization of educational activities depends on the needs and interests, the system of values, motives and goals of the student and the team. Student age is a sensitive period for the development of self-organization of educational activities. In this regard, the development of the processes of self-organization of students is an important condition both for the development of the personality, which successfully manifests itself in the daily activities of the university, and for the formation of personal and professional competencies of the future specialist [1-3].

Main text.

In the scientific literature, the concepts of "self-organization", "self-management", "self-control" are increasingly used, on which the effectiveness of various activities, including the creative self-development of the individual, depends. In many ways, the ability to self-organize depends on the level of the following abilities:

- ability to self-knowledge, that is, how well the student knows himself, his advantages and disadvantages, his professional capabilities, can predict how he is able to prove himself in a particular situation;
- the ability to self-determination, that is, how accurately the student knows what he wants, what goals and objectives he considers a priority for himself and why;
- the ability to self-realization is the ability to prove oneself where it is necessary at the limit of one's capabilities;
- ability to self-activity – these are the ability to show initiative, independence and independence;
- the ability to self-control – this is the ability of the individual in relation to each new type of activity to find adequate criteria for self-control. Using them, you can perform activities with a minimum number of errors, that is, qualitatively and efficiently;
- the ability to self-esteem is, first of all, the ability to assess one's personal qualities and abilities as objectively as possible, without overestimating or underestimating them;
- the ability to self-knowledge, that is, how well the student knows himself, his advantages and disadvantages, his professional capabilities, can predict how he is able to prove himself in a particular situation;
- the ability to self-determination, that is, how accurately the student knows what he wants, what goals and objectives he considers a priority for himself and why;
- the ability to self-improvement is the ability to actively work on oneself, improving oneself, one's creative, professional and other qualities of the individual and thereby improve one's ability to self-organization in various activities.

If all of the above abilities are built in a row, then they will fully reflect the student's ability to self-organization. There are many interpretations of the concept of "self-organization." Most often, self-organization refers to the ability to organize ourselves, our time, our actions. In other words, self-organization is the ability to organize the resources at our disposal. Self-organization is associated with changes

in life stereotypes, the development of the necessary skills for actions, the actions themselves and their control.

The scientific literature notes the advantages of self-organization of time: performing work with less cost, better organization of educational time, less haste and stress, more satisfaction from studying, greater motivation for work, less workload, fewer mistakes in the performance of their functions, achievement of professional and life goals in the shortest way. In the most general form, the process of orientation can be represented as a living space expanding in time, in which a person builds, acquires a certain "trajectory of his movement" in accordance with the guidelines: the values of the external world and the values of self-knowledge, self-esteem, self-development. The choice of life goals and plans a person carries out on the basis of knowledge of circumstances and himself, constantly evaluating, comparing and contrasting himself, and other people, turning to the past, living in the present, focusing on the future. Value orientations of the personality provide a core, a common line that balances actions, behavior and activity. This process is not a one-time acquisition of quality, it is stretched in time, has its stages, consistently correlated with the general growth and age development of a person, the formation of his personal properties.

Phase 1 - the appropriation of the values of society by the individual. It provides the creation of a value "image of the world". On this basis, the formation of a value attitude to the phenomena of the surrounding reality occurs, the formation and development of the value orientations of the individual in all spheres of his life activity takes place. Theoretically, research on the problem of the formation of beliefs serves as a justification for isolating this phase of the orientation process.

Phase 2 – transformation of the personality on the basis of the appropriation of values. This is a period in the development of the process of orientation, when the personality focuses on itself, self-knowledge, self-esteem occurs, the image of "I" is formed. At this stage, self-knowledge is woven into the process of developing a value attitude to the world, the process acquires qualitatively new characteristics: reassessment of values, their greater differentiation, stabilization. The theoretical basis for the nomination and justification of this phase of orientation is the psychological theory "I of the concept".

Phase 3 is forecasting and goal-setting. At this stage of the development of the orientation process, there is an agreement, systematization and building of a hierarchy, one's own scale of values, a system of value orientations of the individual. Deepening of the value attitude to the surrounding reality and the process of orientation acquire new characteristics - spatially temporal three-dimensionality, value orientations and self-awareness aspire to the future – a life perspective is formed. The theoretical basis for the advancement of this position is the theory of forecasting.

The discipline "Time Management" took shape in an independent direction of the organization's management by the end of the 60s. Of the twentieth century. Time management is a technology for organizing time and increasing the efficiency of its use. To create a personal time management system, it is necessary to take 10 steps, including rest, motivation, goal-setting, the use of "hard" and "flexible" tasks,

planning, prioritization, proper organization of the information space, identifying time absorbers, the introduction of time management technologies into life.

Specific time management technologies (such as the "Eisenhower principle", "Franklin system", "Pareto principle", "Analysis A, B, C", "SMARTS test", "seven R time management", methods of planning, delegation, use of "cornerstone time", etc.) are aimed at overcoming or leveling the factors leading to inefficient use of time. Stephen Covey, a well-known American time manager, distinguishes between reactive and proactive approaches to life. Reactive is a reaction to external circumstances, life "how it turned out" and "how it turned out." Proactive – building your life at will, actively influencing events and circumstances. Successful and happy people, people who are self-fulfilling, people who have achieved a lot in life, can lead or not keep a diary, be supporters of planning or, conversely, spontaneous reaction to circumstances. The technique is different for everyone. But what unites these people, what they have necessarily - it's a clear understanding of your goals. And the main thing is to proactively implement them.

Time management as a time management system includes a number of elements: analysis of the use of working time, setting goals, planning working time, developing various methods of dealing with the causes of irrational use of time resources. Analysis is a process that allows you to identify the irrational use of working time, its causes, as well as to isolate from all the causes the main ones that have the most adverse impact on the use of time. Setting goals is a necessary stage in time management, during which it is necessary to answer the question of why time management is needed for a particular person at all. Setting goals helps to further navigate which methods of time management should be used and which should not be used. Planning is a process in which a list of tasks that need to be completed in a certain period of time is compiled.

The development of methods to combat the causes of time loss assumes that during the preliminary analysis these causes have been identified and it is necessary to eliminate them. For typical causes, there are various typical ways to deal with them, but it should be remembered that each specific case is individual and individual approaches to each cause are needed in each case.

Life increasingly puts a person in a situation of time deficit. The time deficit regime, creating empirical tension, comes into conflict with the emotional experience, which leads to the disorganization of activity. Time today is a value. Because of how much a student knows how to organize his academic and personal time, his success in life depends. Successful students have a higher level of self-organization than unsuccessful ones. The performance of successful students is more determined by the level of their self-organization than by the style of interpersonal relations and the levels of subjective control, intelligence, reflexivity.

Self-organization is an indicator of a person's personal maturity, an integrated set of natural and socially acquired human properties. Practical skills of self-organization are among the most slowly mastered skills that require painstaking systematic work, and therefore training courses and disciplines ensure the formation of primary skills and self-organization skills, the consolidation and development of which must be continued in the process of further educational and professional

activities. When we talk about self-organization and time management, we mean setting goals, planning work and allocating one's time, choosing a certain technology, mastering the necessary actions and operations, implementing a self-control program. Self-organization requires its own restructuring, uses volitional regulation, choice of priorities. Its objective function is to achieve what is subjectively significant for a particular successful person.

The student's self-management is based on the budget of time, which consists of the time allotted for sleep, classroom classes, independent work of the student with the teacher, independent work and free time. Competent organization of self-management allows the student to equally distribute his mental and physical capabilities during the school day and the entire period of study. It is based on the formation of such personal qualities as: recognition of educational and cognitive activity as the most important life task, constant readiness for its implementation; effective perception of reality, which consists in the willingness to overcome life and professional problems; mastering the methods of goal-setting, planning, decision-making in certain life situations; the presence of developed reflection, criteria for assessing oneself.

At the same time, time management cannot be represented as the presence of a number of certain skills in a student, it is, first of all, a complex characteristic of the organization of individual life.

Structure of the student's self-management organization: value attitude to time; purposefulness of educational activity, motivation; rational distribution of physical and mental load; monitoring and evaluation of the results of training activities; correction of self-organization of vital activity.

For the successful application of knowledge of time management, specially designed software products are also used that are focused on automating time management processes. Here are the most common of them: scheduler, Time Assist Pro, organizer, WinLog Assist, Explain, FinExpertiza Time, Above & Beyond, Actual Planner, Secretary, A VIP Simple To Do List, CCOrganizer, Life Balance, Tombo, WinOrganizer, etc. And this is not a complete list of programs of this kind. The main online services for time management: Todoist, Doit.im, etc.

Conclusion.

Thus, the use of time management by university students will improve the organization of working hours, assimilate a larger amount of information in a short time, which contributes to the implementation of educational tasks on time, and hence to an increase in academic performance. Today, an integral quality of the future professional in any dynamically developing field should be the ability to effectively organize his work, rationally spend his time. In modern society, a student cannot be successful without a conscious attitude to his studies and the presence of a life strategy. Development of effective skills the organization of independent work of students should be carried out in two directions: the development of time management technologies by teachers of a higher educational institution and the use of the knowledge gained to organize independent work of students. With self-management is one of the conditions for the self-realization of students, since the development and conscious application of the technique of self-management can

significantly increase the creative and professional potential of students due to the reasonable use of their time, which allows them to achieve the goals of self-realization in a shorter time. Thanks to the development of technology and the creation of modern electronic devices of work (such as a smartphone, laptops, etc.) The process of time management has become much more accessible to any person. The main task is to find and implement in your life those elements that will be suitable for a particular person, which will lead to an increase in the speed and efficiency of the work performed.

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