THE DEVELOPMENT OF SELF-MANAGEMENT ABILITY OF THE FIRST-YEAR STUDENTS IN THE EDUCATIONAL ACTIVITY

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ABSTRACT
The results of research about ability of self-management in educational activity of students at the beginning and the end of training in higher education institution. An assessment of development of each component in structure of self-management is given in article. The self-management levels prevailing at students are found and described. The conditions, means, forms and methods of development of self-management considering the potential of students are allocated in a research. The examples of the developing educational tasks are given and ways of the individualized help to students in self-management development are proposed.

Keywords: self-management, forecasting, planning, self-control, correction, educational professional activity

INTRODUCTION
The problem of self-organization by students of educational professional activity is a key problem of success of training in higher education institution. The leading role of self-organization, self-direction, ability to self-management in training in higher education institution is emphasized by N.N. Zotova, O.A. Konopkin, N.F. Kruglova, N.V. Kuzmina, G.Yu. Lyubimova, Yu.A. Mislavsky, V.I. Morosanova, A.K. Osnitsky, N.M. Peysakhov, O.N. Rodina, etc. Researchers note connection of skills of self-organization and self-control with existence of cognitive needs, autonomies, abilities to self-knowledge, self-evolution, creativity, interaction with other participants of educational process [2,3,4,5,6,9].

The problem of formation of self-management at first-year students is extremely important not only due to the need of the organization by them of independent work, but also because the school often doesn't carrying out the task of development of self-management.

The analysis of a ratio of the concepts "self-organization", "self-management" and " self-direction", shows that it is various manifestations of uniform group of psychological self-processes on the essence [1]. There are much researches prove that educational success of students more is defined by the level of their self-organization, than intellectual qualities [3,5,9].

The self-management is considered as purposeful management of the person of the activity. The structure of self-management allocates components: orientation, forecasting, goal-setting, planning, evaluation criteria, decision-making, self-control, correction. It is noted that activity was effective, the level of formation of system of self-management had been to be rather high [7].

Psychological researches is establishing the low potential of self-management at a stage of entering a higher education institution and at the subsequent grade levels. In works as N.F. Kruglova, V.I. Morosanova it is specified by that in structure of self-direction of educational activity of high school senior the goal-setting and the analysis of significant conditions for performance worst of all is created [4, 5].

Studying of self-management of students psychologists by F.G. Mukhametzyanova showed that in the process of education with first on a third year ability to self-management practically doesn't change [6]. In

the developed educational situation search of effective ways of development of self-management taking into account opportunities of students is necessary.

The analysis of works of above-mentioned authors and other publications on a subject showed that the questions connected with studying of specifics of self-management at the beginning of training in higher education institution, detection of specific features of students, their potential remain insufficiently studied. It interferes with scientifically based management of development of ability of self-management in first-year students. In this regard researchers raise a question of need of psychological escort of students since the beginning of training (N.A. Kiselevskaya, E.A. Klimov, E.P. Krinchik, M.V. Novikova, N.M Peysakhov, V.L. Romanov, U.V Ulyenkova, etc.).

MATERIALS AND METHODS
Methodological bases of a research were defined taking into account the following scientific provisions: about value of subject and activity approach to understanding of development of the personality (K.A. Abulkhanova, B.G. Ananyev, A.G. Asmolov, A.V. Brushlinsky, D.A. Leontyev, V.V. Znakov, V.A. Petrovsky, S.L. Rubenstein, V.I. Slobodchikov, S.D. Smirnov, etc.); about essence and structure of educational professional activity (V.V. Davydov, I.M. Dubrovina, I.I. Ilyasov, V.Ya. Lyaudis, A.K. Markova, N.F. Talyzina, etc.); about essence of professional abilities (B.G. Ananyev, L.I. Bozovic, V.N. Druzhinin, E.A. Klimov, V.T. Kudryavtsev, N.V. Kuzmina, V.D. Shadrikov, etc.).

The studying of development of self-management and its components at the beginning of training in higher education institution, identification of characteristic manifestations of self-management in the educational professional activity, definition of conditions, means, forms and methods of development of self-management taking into account specific features and potential of students became research tasks.

For the solution of objectives the following methods were used: the theoretical analysis of researches on a problem, ascertaining experiment, the insider's view, studying of products of activity of students, the analysis of the organization of psychology and pedagogical conditions. For studying of self-management and its components we used a N.M. Peisakhov's questionnaire "Ability of self-management". Methods allows to give an assessment of development of each component in structure of self-management (orientation, forecasting, a goal-setting, planning, self-control, assessment of quality, decision-making, correction), to reveal the levels of self-management prevailing at students [7]. Results of an experimental part of the research had exposed to the quantitative and qualitative analysis; methods of statistical data processing (Mann-Whitney U-test) had been used.

Studying of self-management had carried out at the beginning of training at first-year student and at the end of training at graduates. It was important to find differences in self-management development, to establishing influence of education on its development.

Base of a research were higher education institutions of the city of Kirov (The Vyatka state university and the Kirov branch of The Moscow Humanitarian-Economic Institute).

Four hundred students studying in the Psychology direction from them 200 first-year students, and 200 graduates participated in the ascertaining experiment.

RESULTS

Table 1. The development of components of self-management of students

(expected value)

The components of self-management	Students	
	first-year student	fourth-year student
Orientation	3,73	4,10
Forecasting	4,43	4,34
Goal-setting	3,23	3,63
Planning	2,83	3,60
Evaluation criteria	3,13	3,31
Decision-making	3,76	4,10
Self-control	3,47	3,65
Correction	3,35	3,65
Self-management	27,96*	30, 41*

*$p<0,05$ * statistically significant difference between groups.

The table 2 illustrates that self-management components at first-year students had been developed insufficiently and unevenly. The most developed there were a forecasting and decision-making. Indicators of orientation, a goal-setting, self-control were lower, at the same time diversity were statistically significant ($p<0,05$). Indicators of evaluation criteria and correction were even lower. They had statistically significant differences from the second group of components ($p<0,05$). The planning indicator was the lowest. It means that first-year students insufficiently fully are orientated in a new situation of training. They make decisions to act on the basis of the superficial forecast, proceeding from the analysis not so much of activity conditions, how many the past experience. It causes difficulties in creation of system of the purposes, their correlation among themselves and the choice of main. Students still badly are able to plan the activity. Their plans are subject to frequent changes, obstacles hinder finish the job, and the goal is seldom achieved. At the beginning of training students can't independently define accurate criteria for evaluation of quality of activity. Problems of self-control and correction of results of activity are explained by it. First-year students have difficulty in change of unsuccessful ways of activity, are often subject to stereotypes. Most of students recognize that they are not able to organize correctly independent work, badly are able to plan it and to control.

Distinctions between indicators of self-management of the first-year students (27,96) and fourth-year student (30,41) are statistically significant ($p<0,05$). The self-management components at graduates are developed more evenly, than at first-year students. At the same time the indicators of a goal-setting, planning, self-control, which define quality of performance of activity from the beginning by the end of training, though increase, but significantly don't differ. Difficulties in self-control, correction, activity planning, remain also by the end of training. The component evaluation criteria remains the least created.

Table 2.Distribution of examinees on the levels of development of self-management

Self-management levels	Students	
	first-year student	first-year student

	arithmetic value	%	arithmetic value	%
High	4	2	16	8
Above an average	70	35	80	40
Average	82	41	100	50
Low	44	22	4	2
Total	200	100	200	100

These tables 2 show that the group of first-year students is more diverse on the levels of development of self-management, than group of graduates. Level above an average was shown only by a third (35% of first-year students). The main part of first-year students showed average (41%) and low (22%) self-management levels. These levels are result of the previous school training. They are insufficient for high-quality performance of educational professional activity. They can be characterized as adaptive. By the end of training the number of students with the low level of self-management decreases, however the bulk (50%) shows the average level of its development. We marked out four levels of development of self-management.

INSIGHTS
1 level (high) For the students of high rates of development of components of self-management characteristics. They are distinguished activity of orientation in educational activity, aspiration to the comprehensive analysis of conditions, the clearness of statement is more whole also the sequence in their achievement. They have a fair idea of result, are focused on search of criteria for evaluation of quality of activity. They are distinguished by constructability of planning. They carry out constant self-control of own actions and show readiness to improve results. Students can estimate work in general and in parts, to see its strengths and shortcomings, on the basis of criteria for evaluation of quality that are clear to them. They are distinguished by speed and ease of assimilation of new ways of actions, high speed, big working capacity, assiduity, diligence. High level of self-management characterizes an age standard of development of this ability, it provides success of performance by students of educational professional activity.

2 level (above an average) Among self-management components at students indicators of forecasting and decision-making are most expressed. Less expressed unlike with the first level there were indicators of self-control and evaluation criteria. In educational professional activity students, not so carefully as at the high level analyze its conditions, submit the plan of activity less accurately, consider consequences of the made decisions insufficiently. They seek to understand less often from what positions it is necessary to estimate the actions and how to control result. They often find it difficult to estimate work, to analyze its strengths and shortcomings, to define criteria for evaluation of quality. At the same time ease of assimilation of the new modes of work, tendency to correction of result, sensitivity to the help is characteristic of them.

3 level (average) Diagnostic differences of level became unevenness of development of components of self-management. At examinees indicators of forecasting and decision-making prevailed, indicators of orientation, a goal-setting, planning were much lower. In educational professional activity, such students are distinguished by a self-control episodic, an illegibility of evaluation criteria. They can create rather easily behavior model and activity, are capable to allocate significant conditions of achievement of the objectives. However, at them habitual ways of self-checking were not fixed yet. It explains impulsiveness

of their behavior in educational professional activity. When performing educational tasks, they lack patience long to deal with the fact that it is impossible at once. Lack of accurate evaluation criteria leads to overestimate or understating of a self-assessment of study. Students cannot estimate the work differentially. They estimate it only in general and approximately. The need for correction of results is shown incidentally or is absent.

4 level (low) Students of this level is distinguished by low indicators of all components of self-management. They find it difficult to set independently the purposes and to plan the independent work, indistinctly represent the prospects. self-control level at them low, search of criteria for evaluation of quality of result is absent, they find it difficult to tell on what they spend free time. The choice of decisions is influenced not by goals, but mood of time at present. Inopportuneness of performance of tasks, references to unforeseen obstacles which prevent them to finish business testifies to inability to plan the activity. Often they can't estimate the work, prefer not to correct the made mistakes. First-year students with the low level of development of self-management experience the greatest difficulties in training in higher education institution.

The results received in a research can be summarized as follows. Most of students at the beginning of training have no necessary and sufficient level of development of self-management to be effective in educational professional activity, the structure of self-management at going to the university is not created. Such components of self-management as evaluation criteria, a goal-setting, planning and self-control are in most cases insufficiently developed.

RECOMMENDATIONS

The revealed issues cause need of psychology and pedagogical maintenance of development of self-management for educational professional activity of students. The thought-over organization of their independent work at the beginning of training, the correct introduction to independent activity is especially important.

Act as the most important conditions of development of self-management:

acquaintance to specifics of independent work, as the main form of work in higher education institution and its stages (approximate, performing, control);

acquaintance to the main components of self-management: orientation in conditions, a goal-setting, planning, self-control, evaluation criteria, correction;

consecutive development of system of components, taking into account a zone of urgent development and zone of proximal development;

creation at students of system of motivation of self-management by activity, attraction of their attention to effective ways of conscious management of activity.

The most important development tools of self-management are the study letter containing system of educational tasks for step-by-step development of all components of self-management.

The main methods of development of self-management are methods of the developing training: educational dialogue, discussions, business and role play, group analysis of products of activity, etc.

The main forms of the organization of activity of students exerting impact on development of self-management are: seminars, practicum, independent work, exploratory activity on condition of their correct organization, and also Students' Scientific Circle and educational conferences.

Work with students has to consider individual distinctions in self-management development. Individualization of training is implemented through system the multilevel of educational tasks. Students with the high level of self-management are granted an option of level of difficulty of tasks, options of performance of independent work, choice of ways of its assessment. Situations of the choice stimulate internal motivation of students, responsibility for the advance in training, increase rate of self-management. Tasks of creative character promote development to self-management, for example, development of consultations, preparation of discussions on actual problems, participation in student's conferences, occupations of Students' Scientific Circle, development and holding trainings for school child and junior students. For such students, the advancing independent work, search and research tasks with a support for schemes algorithms, tasks for the formulation of questions for joint discussion of a subject is offered [8].

Students with self-management level above an average, are very sympathetic to methods of the developing training, especially interactive. By means of the teacher they quickly acquire control algorithms of activity and increase efficiency of independent work. It is important to draw their attention to introspection of components of self-management, and the choice of effective ways of independent work. Group forms of communication are effective for them. Performance of introspection of ways of actions helps them to make self-management development conscious. For development of self-control it is important to include constantly students in self-estimation of the activity, to draw their attention to criteria for evaluation of quality of the performed operations. It increases effectiveness and rate of advance in training.

Students with the average level of self-management – very diverse group on indicators of development of components of self-management. Difficulties in training at them are defined by the different reasons. Problems of orientation and a goal-setting win first place. It is important to train them in accurate orientation in activity on the basis of a goal of independent work, to development of the plan of independent work, definition of forms of self-control. For students with the low level of self-management inclusion in mini-groups with more active fellow student (for example is effective, by preparation for a seminar). The differentiated approach to first-year students with different levels of self-management helps to give them necessary help and to choose optimum ways of interaction.

Control forms (offsets and examinations) have to have the diagnostic and developing character. Quality check of independent work (the analysis of products of activity, a portfolio), identification of problems in development of students, the help in a reflection of the advance by them in training is necessary.

CONCLUSION
Specifics of self-management of first-year students are result of the previous stage - school education**,** which is under construction on the leading role of the teacher in activity regulation. Most of students needs psychological assistance in formation of ability of self-management in training conditions, new to them. The facts of significant individual differences of students elicited in a research help teachers with the choice of pedagogical conditions which would be adequate to development of the student on the one hand and to requirements of a profession with another. Development of ability of self-management at the beginning of training provides finally ability to self-evolution in educational professional activity and further self-improvement in a profession.

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