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ВЛИЯНИЕ УМЕНИЯ ВЫПУСКНИКОВ ВУЗА ОРГАНИЗОВЫВАТЬ СВОЕ ВРЕМЯ НА УРОВЕНЬ ИХ КОНКУРЕНТОСПОСОБНОСТИ

Аннотация. В наше время конкурентоспособность является важным показателем подготовленности будущего специалиста в образовательном процессе вуза, позволяющим выпускнику выдерживать жесткий отбор при трудоустройстве. Для обеспечения необходимого уровня конкурентоспособности своих выпускников вузам необходимо учитывать современные особенности и требования, предъявляемые к ним, на производстве или в сфере услуг, то есть показатель конкурентоспособности рассматривается как связующее звено между сферами высшего профессионального образования и формирования спроса и предложения на рабочую силу. Эффективность любой деятельности можно рассматривать через призму временных затрат на ее выполнение, что выдвигает фактор времени и умение его организовывать на передний план освоения той или иной деятельности, что требует от обучающегося перестраивания психических процессов и, соответственно, влияет на развитие профессионально значимых личностных качеств будущего выпускника. Таким образом, цель данной статьи состоит в актуализации проблемы формирования конкурентоспособного специалиста посредством развития у выпускников высших учебных заведений умений, направленных на организацию своего времени. Преследуя поставленную цель, авторы провели соответствующее теоретическое исследование, сформулировали такие ключевые определения, как профессиональная компетентность, самоорганизованность и один из ее важнейших компонентов – временная компетентность. Последнее подразумевает наличие у студентов умений в области расстановки приоритетов в делах и взаимодействия с другими людьми, искусства управления временем (тайм-менеджмент), которое, в свою очередь, подразумевает умения целеполагания, планирования, организации и контроля выполняемых действий, а также чувства времени или адекватного его восприятия. Данные проведенного констатирующего эксперимента позволяют говорить о низком уровне самоорганизации времени у обучающихся вузов разной направленности и доказывают актуальность данной проблемы. Для того, чтобы развить у выпускников вуза требуемые умения организации ими своего времени, что позволит будущим специалистам стать конкурентоспособными в своей сфере, авторы предлагают создание соответствующего спецкурса.

Ключевые слова: уровень конкурентоспособности, самоорганизация времени, профессиональная компетентность, временная компетентность, профессиональная подготовка.

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THE INFLUENCE OF THE STUDENTS' TIME SELF-ORGANIZATION SKILLS ON COMPETITIVENESS LEVEL

Abstract. To date, competitiveness is an important indicator of the preparedness of a future specialist in the educational process of a university, which allows a graduate to withstand a strict selection in employment. In order to ensure the required competitiveness level of their graduates, universities need to consider modern features and requirements for them, in production or in the service sector, that is, the competitiveness indicator is considered as a link between the spheres of higher professional education and the formation of labor demand and supply. The effectiveness of any activity can be viewed through the prism of time spent on its implementation, which puts forward the factor of time and the ability to organize it to the fore in the development of a particular activity, which requires the student to rebuild mental processes and, accordingly, affects the development of professionally significant personal qualities of the future graduate. Thus, the purpose of this article is to actualize the problem of forming a competitive specialist through the graduates' development of skills aimed at organizing their time at higher educational institutions. In pursuit of this goal, the authors conducted an appropriate theoretical study, formulated such key definitions as professional competence, self-organization and one of its main components - temporary competence. The latter implies that students have skills in the field of prioritization in business and interaction with other people, the art of time management (time management), which, in turn, implies the skills of goal setting, planning, organizing and controlling the performed actions, as well as a sense of time or adequate perception. The data of the conducted ascertaining experiment allow us to speak of a low level of time self-organization among students of different direction universities and prove the relevance of this problem. In order to develop the required skills of organizing their time, which will allow future specialists to become competitive in their field, in university graduates, the authors propose the creation of an appropriate special course.

Keywords: level of competitiveness, self-organization of time, professional competence, time competence, professional training.

Introduction

Under the administrative-command management system that existed in Russia until the 1990s, the state, as the manager of the basic means of production, who plans, allocates and redistributes the labor force as well as the number of full-time jobs. To date, the situation in our country is largely determined by the transition to market relations, when professionals essentially have to take care of their employment themselves, withstanding a tough competitive selection process.

Competition for employment is one of the most psychologically traumatic factors for young professionals. Thus, higher education institutions face the challenge of developing skilled professionals who can not only match their products or services but also stand up to selection for employment. It means that competitiveness is an indicator of training quality of a modern graduate to work in a market economy [3]. Consequently, the educational process of a university should provide conditions, which would transform the student into a professionally trained subject who can be responsible for the quality of the done work, wants to get a good education and a diploma that would allow him to get a prestigious and well-paid job [5]. Increasing the competitiveness of university graduates implies, among other things, understanding not only the requirements of the labor market, but also the requirements of customers and consumers of services. Therefore, it is necessary to introduce an indicator that measures the competitiveness of future specialists in the system of professional education, which would act as a link between higher professional education and the labor market, as its application would allow influencing the dynamics of one's career [1].

The above-mentioned conclusions indicate the necessity to take into account the competitiveness indicator in the framework of vocational training at the university.. The Concept for Modernizing Russian Education states that nowadays society needs to train a qualified worker with the appropriate level and profile, and who is competitive in the labor market. However, the notion of a "competitive specialist" is not yet adequately reflected in education documents and state standards.

Research objective

To substantiate the necessity of developing students' time management skills in the educational process of higher education institution and their ability to influence the competitiveness of future specialists.

Body of the text

Despite the fact that individual aspects of competitiveness concept have been already considered in pedagogical science (R. A. Fatkhutdinov, V. S. Bezrukova, M. V. Semenova, and S.Ya. Batyshev, et al.), general pedagogical aspects of the problem of forming a competitive specialist are reflected insufficiently, and the concept "competitive specialist" is practically not developed in domestic science: it is often defined using close to it the concept "competitiveness of goods" which is a relative and generalized characteristic of goods expressing on degree of satisfaction of need and on costs of its satisfaction beneficial differences of the given goods from the goods-competitor [9].

E. L. Kholodtseva expresses an opinion that personal competitiveness is a multilevel formation of an individual, uniting its individual-psychological characteristics with external indicators of labor force quality and determining both its level (low, medium, high) and character (adapting or individualizing) [9].

S. N. Shirokobokov concludes on the basis of the concepts of "competitiveness", "quality of specialist training" and "professional competence", one can conclude that a competitive specialist is the specialist who is capable of achieving his objectives in diverse, rapidly changing situations by mastering the appropriate methods of professional tasks [10].

These provisions allow us to conclude that a competitive specialist personality is a subject of professional activity, which has such a dynamic, integral, activity characteristic as competitiveness; this characteristic, in its turn, expressing the essential personal capabilities, is manifested in the ability of personality to self-actualization, its need for success and self-improvement, achievement of high efficiency of its activity, being a leader in a competitive environment. The level of competitiveness is determined by professional and value spheres of a personality and directly depends on individual behavioral peculiarities of a specialist.

The notion of "competitiveness" is closely connected with the notion of "professional competence of a specialist". One should distinguish between such terms as "competence" (characteristics necessary for the required level of task performance; a characteristic of a position rather than an individual [11], that is, an attribute of a person's social and professional position within an organization) and "competence" (subjective characteristics that distinguish the best workers from the general mass; its components are knowledge, skills and personal characteristics and predispositions of an individual).

The main components of a graduate's professional competence, which is a prerequisite for his/her competitiveness, are as follows:

- professional competence implies an excellent level of knowledge in their field, the ability to make constructive decisions and to use digital technologies and innovations;
- socio-psychological competence, which implies the ability to build comfortable interpersonal communication, interaction, etc.;
- methodological competence implies the ability to share professional experience with colleagues, the desire for self-development, and adaptability to a flexible professional positioning in the labor market;
- communicative competence, which is expressed in the presence of personal skills and characteristics that can ensure successful interaction with other people, as well as one of its components
- time competence, which is nothing but the adequacy of time perceptions or A sense of time and is expressed in the ability to plan time, to build time priorities and boundaries of interpersonal communication appropriately, to follow the laws of time-management and to navigate the expanse of social communication [2].

Personality is capable of transforming its individual qualities into activity or professionally necessary qualities that affect the performance of the activity in the process of mastering the activity. Researchers also include in these qualities the ability to assimilate actions accurately, timely and quickly, as mastering professional activity, the personality is able to reconstruct the operational mechanisms of mental properties to meet the requirements of a particular activity, which is usually associated with its implementation in time. It follows that the time factor plays a significant role in the psychological structure of activity, constituting the essence of important personal qualities for the profession. In addition, the time factor determines the effectiveness of professional activity, as the accuracy and speed of action performance is one of its main criteria [2].

Students are a special social group, which, in comparison with other social groups, is characterized by professional orientation, as well as high educational, cognitive and motivational levels. Vocational training and research activities are the leading activities of students, while the share of autonomous (academic, economic, etc.) activities increases dramatically. The knowledge, skills and abilities acquired by students work as a means of future professional activity [3]. This age can be characterized as a period of forming experience of independent decision-making, and it is at this point that optimal subjective conditions for forming skills of self-educational activity are created [4].

Aspects of student's personality development and formation of readiness for future professional activity are highlighted as key milestones in the theory and practice of effective functioning of higher education institutions, since the initial "mastering" of the profession takes place exactly in the educational process of higher education institution, world outlook and life position of students are determined, individual ways of activity, forms and models of behavior are learned [5]. At the same time, the researchers consider the development of educational process system capable of taking into account the peculiarities and regularities of students' personal development, their professional development and interdependence of personality development processes and professional development as the leading problem [4].

The level of quality of future specialists' education received in the process of professional training in higher education institution includes various aspects and depends on many factors. However, special attention should be paid to the fact that in the modern world it is practically impossible to achieve success without a developed strategy and a program of concrete actions [5]. This is especially difficult for students due to age characteristics, since at this age the skills of internal self-control, self-regulation, responsible behavior for the decisions made, stability and striving to achieve short-term and long-term goals are still underdeveloped at this age [7].

Conclusion

Considering the current conditions in which young people are developing, self-organisation is one of the most important factors in students' effectiveness in becoming professionals in their chosen field. In relation to students' daily activities, self-organisation acts as a consistent and purposeful application of proven working methods in order to use one's time rationally [8]. To be self-organized, therefore, means to be able to intelligently plan one's activities, both for the day and for the future, using one's energy and time efficiently.

Thus, one of the main components of self-organisation, as in the case of competitiveness, is time competence [13]. This gives the right to conclude that a student who does not master time management techniques will not be able to study fully and subsequently become a qualified competitive specialist.

The problem of students' time self-organization is topical in pedagogical practice of higher education institutions. This is confirmed by the data obtained through the exploratory experiment, the basis for which served FSBEI HE "Nosov Magnitogorsk State Technical University" [6]. The data obtained through an ascertyory experiment on the basis of Nosov Magnitogorsk State Technical University (NMSTU) and Magni-

togorsk State Conservatory named after M.I. Glinka ”(MASC). This selection of universities is not accidental and is explained by the desire to demonstrate that the problem under consideration is relevant for the universities of different profiles. 286 students took part in the ascertaining experiment: 146 students of the first and fifth years of NMSTU, 140 students of the first and last years of the conservatory. The main diagnostic tool at the ascertaining stage of the experiment was passing the test "Are you an organized person?" The test results are presented in the table.

Table - Comparison of the results of the pilot experiment on the level of time self-organisation among university students

Group	Levels of self-organisation over time						Total number of people
	Low		Average		High		
	Number of people	%	Number of people	%	Number of people	%	
NMSTU -1	40	54	17	23	17	23	74
NMSTU -5	38	53	18	25	16	22	72
MaSC -1	36	51	19	27	16	22	71
MaSC -5	36	52	18	26	15	22	69

Comparison of the obtained results of the cut-off allowed us to confidently state a clear predominance of low level of self-organization of time among students of both universities. This proves the fact that, within the framework of traditional professional training in universities, negligible attention is paid to the issue of the formation of the skill of self-organization of students' time, and, therefore, the existing problem is relevant and requires finding effective ways and means of solution [12]. One of the determining components in the development of students' self-organization skills could be the development and implementation of an appropriate special course in the university.

Thus, today a student who does not have time management skills does not have the ability to rationally allocate time for study and life activities in general, and therefore in the future will not be able to become a competitive specialist and look decent in the labor market. Therefore, the development of these skills in students can not only make the process of professional training at university more effective, but also help future professionals to find their place in life.

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