

The Development of Self-Management in College

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Abstract — Now the aim of the formation of a competent and competitive graduate who is able to adapt to rapidly changing conditions is the main aim because there are lots of innovations in the sphere of education. Educational institutions solve the tasks using all resources. The authors underline professional competencies development can happen both in studying and in other forms at any time. The authors reveal the essence of the growth of student self-management in college as an effective way of necessary competencies evolution. It is noted that self-management at college transforms the traditional system of interaction between the administration and the learners “teacher-student”, turning it into a partnership, where the administration acts as a senior partner-coach, which contributes to the more effective development of graduates’ competences. However, the development of conditions for student government should be fairly systematized, so the authors proposed a special model for the development of student self-management in college.

Keywords: *self-management, college, competitive graduate, innovations, self-government*

I. INTRODUCTION

It is possible to create a social base of civil society and ensure the realization of democratic freedoms through education’s democratic foundations taking into account the students’ needs, interests and abilities [1]. The problem of creating conditions for the professional development of students, raising the competence of the youth can objectively be considered provided that various members of social relations interact with each other. For effective interaction it is necessary to coordinate actions of students, taking into consideration the interest of young people who are taking part in events as members of professional activities. [2].

In our opinion, it should be better to involve students for the activity of the college to improve the formation of students' competencies. [3]. Students should feel that they are full-fledged subjects of educational activity in these conditions. One of the most effective tools, in our opinion, is student government [20]. Such scholars as V.V. Ovchinnikov, A.S. Glazkova, A.V. Gavrilov state this idea [4].

Student self-government is a universal educational mechanism. It is based not on external pressure and compulsion but on free will and internal awareness of students about the need for purposeful work of self-improvement [5, 6]. The team of self-government helps students to be independent, responsible not only for their own actions and deeds, but also for the team results, develops the ability to observe subordination. These provisions necessitate the development of student government in college.

At the same time, the traditional system of interaction between the administration and the students “teacher-student” is transformed into partnerships, where the administration acts as a senior partner-trainer who provides the necessary resources (material, organizational, informational) for the functioning of the student organization [7]. The urgency of posing the problem of developing student self-government at college is determined by specifics of the student youth environment, which is always distinguished by the greatest purposefulness in all undertakings, by the activity of life position [8]. Formation of positive motivation of students through involvement in the activities of student self-government bodies in educational and extra-curricular societies is a state-important task also because the thirst for reorganization, self-affirmation inherent in this age (15–20 years) should not be spontaneous, not destructive, but creating [9].

II. METHODOLOGY

The authors conducted an electronic survey of students of various colleges in order to identify their views on the need to develop and improve the system of student self-government. 119 people took part in the survey. The majority believes that student self-government plays a large role in the development of students as highly qualified professionals since students feel real changes in their own lives.

Taking part in student self-government, students note the improvement of their own skills in various fields of activity that will be useful in their future professional activities.

Based on this survey, the authors developed a model whose goal is to develop student self-government.

III. RESULTS AND DISCUSSION

Student self-government is the students' independence in decisionmaking for the interests of their college or student organization [11].

The work of the Student Council plays a huge role in student self-government because no event spends without it [12, 13]. The team consists of those who are not indifferent to the fate of the university in which they study. Members of the Council solve student problems, develop and realise creative projects, take part in writing articles and make reportages for their own television [14,15].

Student organizations which are the part of student self-government often come across with conflicts of values and interests in their practical activities. The reasons for these conflicts are students' interests, status position in the college hierarchy, corporate culture and image. [16]. Many students are passive in the academic and social life of the college. They have difficulties in setting educational and life goals. Some of them have high self-esteem others low. It is difficult to attract such students to take part in various events. [17]. But the college should act according to the principle "every student is individuality" [18]. In this case, the task of the student asset is using their personal characteristics for the more effective formation of the professionally significant qualities of students [19]. Student self-government contributes to the development of talented young people, who clearly realize their rights and duties, know how to exercise their rights and bear full responsibility for the consequences of their decisions [20].

Recently, there have been a lot of disputes about work of student self-management. Systematically conducting an electronic survey among students, we came to the conclusion that the majority of students believe that self-government plays a large role in their development as professionals and there is a need for its constant updating and improvement in accordance with the requirements of modernity [21]. Table 1 reflects the questions answered by students from several colleges in the country. 119 participants took part in the electronic survey.

TABLE I. SURVEY OF COLLEGE STUDENTS TO IDENTIFY THE NEED FOR THE DEVELOPMENT OF STUDENT GOVERNMENT

№	Question	Answer (person)
1	Are you a member of the college student government?	Yes – 100 Her – 19
2	Do you like to be a member of student government?	Yes – 100
3	In your opinion, is student government in college necessary?	Yes – 93 No – 26
4	Does participation in student government have a positive effect on your preparation for professional life?	Yes – 85 No – 34
5	Do you improve your professional competence in the framework of student government?	Yes – 90 No – 29
6	Do you feel the benefits of student government for everyday life?	Yes – 85 No – 34
7	Would you like to attract new faces to the activities in the student government?	Yes – 70 No – 49

Analyzing the survey data, we can say that students strive to participate in student government, it is important for them to expand and improve the activities of student associations because they note the positive impact of self-government in their daily life and professional development [22, 23, 24]. Based on the results obtained after a survey of college students, we have developed a model for the development of student self-government at college, based on the principles of level hierarchy; modularity; humanization and interdisciplinarity [25, 26]. The developed model is aimed at strengthening the role of the college student self-management in educating students, enhancing students' independent creative activity as part of the educational process [26]. The goal is divided: to increase the level of development of student self-management. The model includes the activities of several committees: career guidance, cultural mass, scientific, sports and health, social. Their activities are carried out under the management of the chairman and his deputies. The heads of the committees are members of the student self-management council. At the same time, the student team taking part in the student self-management is divided into junior and senior groups. So, the activity is carried out is more systematized. Each group has its own leader. The proposed model is designed to systematize the process of self-government and its result is an increase in the level of development of student self-management in college.

IV. CONCLUSION

During the work, we have established that the essence of student government is to create additional conditions that help students form and improve their professional competencies. Student self-management supports the changed role of the teacher (now he is a mentor, partner). The introduction of the co-management model into practical activity leads to the intensification of cooperation between college workers and students. This is a kind of partnership in the educational process when the team is not divided into students and teachers, but creative groups and associations are formed, which include freshmen and undergraduates, teachers and employees interested in solving common problems. Therefore, students learn to take responsibility and exercise independence as full members of the learning and education process. A survey among college students in the country revealed the students' attitudes toward student self-management and showed the importance of its development for students. Therefore, based on the results of the survey, we have developed a model that allows us to expand the scope of student self-management and systematize it.

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