

## The Formation of Self-Organizational Skills of Student’s Academic Activity on the Basis of ‘Time Management’ Technology

<https://doi.org/10.3991/ijet.v14i22.11755>

Yelena Agranovich <sup>(✉)</sup>, Amina Amirova  
KazNPU named after Abai, Almaty, Kazakhstan  
elenkaagr@mail.ru

Larissa Ageyeva  
Kazakh State Women’s Teacher Training University, Almaty, Kazakhstan

Larissa Lebedeva  
KazNPU named after Abai, Almaty, Kazakhstan

Sholpan Aldibekova  
Kazakh State Women’s Teacher Training University, Almaty, Kazakhstan

Elmira Uaidullakzy  
KazNPU named after Abai, Almaty, Kazakhstan

**Abstract**—This article is devoted to the study of self-organizational academic activity of future teachers of primary schools. The purpose of this study is to provide a theoretical basis and methodological support for the self-organization of the educational activities of a future teacher of primary education based on the time management technology. The study describes theoretical and practical principles of self-organization academic activity of bachelor students, examines the different approaches of scientists to the concept of ‘self-organizational academic activity’, given the characteristics of this phenomenon from the point of view of pedagogical science, including functions, components of this phenomenon; considered the pedagogical possibilities of technology ‘Time management’ in self-organization of educational activity of future teachers. The ‘Time management’ technology is presented as the organization of bachelor student’s life aimed for the most rational planning of the learning process and professional development. The theoretical studies are confirmed by experimental research related to the diagnostic and improvement skills of future elementary school teachers’ self-organization. On the basis of theoretical, empirical research methods, as well as methods of statistical processing of research results, the results of a search study of students’ self-organization are presented. The presented experimental results show the feasibility of using a variety of time-management technology tools in training sessions in the process of preparing specialists.

**Keywords**—Self-organization of educational activities, time management, the educational process of the University, teacher training, budget of students’ time

## 1 Introduction

The change to 12-year educational model in the Republic of Kazakhstan demands from the modern teacher the innovation and creativity thinking, characterized by the creation of an objectively new product and the occurrence of the new growth in the course of the work itself.

Creative direction of educational work provided for the teacher must:

- ‘Objectively evaluate his own ability as a teacher of the new structure, know his own weak and strong qualities that are significant for the present profession (self-regulation peculiarity, self-conception, emotional expression, communication and didactic ability, etc.)
- Master the common culture of intellectual activity (thinking, memory, perception, representation, attention), the culture of behaviour, communication, including pedagogical
- Be able to navigate in the on-going integration processes and the development trends of the world educational space [21].

The essence of which is the modern education that becoming more multicultural, which presupposing broad language background of the teacher’ [13][14][20].

One of the priority directions of vocational training is to prepare competent pedagogical personal that are demanded in the conditions of education content updating in the Republic of Kazakhstan. The professional competence of the teacher acts as a key, basic and special competences, which, run through each other, manifested in the process of solving vital professional tasks of different complexity levels with the use of a specific educational space [12], implying in addition to technological training, a number of other components, which is mainly over-professional or extra-professional nature available, but at the same time necessary today for each specialist. It is a primary question of such personality traits as independence, ability to make responsible decisions, creative approach to any work, the ability to bring it to fruition and constantly study. This, in addition, the flexibility of thinking, and the presence of abstract, systematic and experimental thinking, dialogue skills, communication skills, ability to cooperate, etc. [15].

For the successful preparation of highly skilled teachers of elementary education required the organization of student’s educational activity that would ensure the mastery of the world and domestic culture, understanding the trends of social progress, awareness of the key ideas of developing societies, the mastery of modern teaching technologies [14].

In the professional training of future teachers, the special attention should be given to the development and improvement of personality, its professional self-

Determination and formation, ensuring its cultural, economic and political potential. It is important to note that modern society requires qualified, competent,

responsible teachers who are fluent in their profession, competitive on the labour market, capable of effective creative teaching activities at the level of world standards, ready to constant professional growth, social and professional mobility. It is possible under the condition of modernization of professional pedagogical education system [24]. Therefore, it is presented in our research—the problem of self-organization of educational activity of future primary education teachers on the basis of technology ‘Time management’ [26].

The concept of ‘self-organization of educational activities’ is variously presented in the scientific works of present foreign and domestic researchers. Summarizing the different opinions of scholars, we believe that the most meaningful interpretation was given by Vysotskaya [19], who under the self-organizational academic activity understands ‘the activities of student, motivated and directed by goals of self-government and self-regulation of their professionally important academic work, through a system of mental operations aimed at solving problems of independent rational organization of their educational work’.

Thus, self-organizational academic activity—activities and at the same time, the ability of the individual associated with the ability to organize themselves. It manifests itself in the purposefulness, activity, validity of motivation, planning its activities, independence, quick decision-making and responsibility for them, assessments criticality of the result of their actions and sense of duty.

Considering the problem of self-organization academic activity of students, most researchers distinguish the following main structural components; motivation (Gordeeva, Kopeina, Kuchina, Egorova, Kogan, Kharlanova, Shorokhova, AbulkhanovaSlavskaya, Lomov, Desi and Ryan, Galili, Keamy, etc.) , goal setting, planning, control (Kuchina, Zimniya, Pakhmutova, Kotova, Shakhmatova, Zainutdinova, Morosanova, Sagiyeu, Ustinova, Reshetova, Ishkov, etc.), programming (Morosanova, Sagiyeu, Konopkin, Peysakhov, Shevtsov, p. Shakurov, and others), conation (Pakhmutova, Shorokhova, Egorova, etc.).

However, in our point of view, important components of self-organizational academic activity are also—design, including the modelling and designing of the educational process, a communicative connection, which takes the student during the period of training, and also control (self-control), evaluation (self-evaluation) and reflective thinking.

Therefore, we have proposed the following components of self-organizational academic activity: goal setting and motivation, planning and design, communication, monitoring and evaluation, reflective thinking and correction. One of the main structural components of the self-organization of the educational activity of the student is goal-setting and motivation.

Motivation of training activities closely related to the concept of purpose and need, including all kinds of motives: needs, interests, incentives, motivations, goals, aptitudes and installations. Training motivation is determined by a number of specific factors: educational system, educational organization, the subjective characteristics of the student and teacher, as well as the specifics of the academic subject. The goal in the context of this problem is the ‘element of behaviour, the immediate motive of the

conscious activity, which is characterized by an anticipation in consciousness, the thinking of result of activities and ways, methods of its achievement' [17].

Our opinion coincides with the view of majority researchers of this problem (Kuchina, Konopkin, Kotova, Shakhmatova, Sagiyeu, Ishkov, Ryan and Deci, Chng, Coombs, etc.) that in their scientific works have noted that motivation and goal setting in the process of self-organizational academic activity cannot be considered independently from each other [8].

The next component of the self-organizational academic activity in many studies of the present problem is noted such activity processes as planning, design (modelling).

Revealing the structure of self-organizational academic activity of students, scholars (Peisakhov, Zainutdinova, Morosanova, Ustinov, Dimopoulos, Paraskevopoulos, Pantis, etc.) refer to planning as an integral component to ensure consistent distribution of phases, preventing its unsystematic activity. 'Planning is a form of mental activity that creates the image of the required future, including an understanding of the stages of its achievements' [17].

Pakhmutova [6] describes the ability to plan as the construction of all phases of activities and the form of the final result internally. The structure of actions is based on the result of the activity condition analysis and the compliance of the performed action according to plan and is analyzed at the stage of self-control. The ability to plan is based on the specific skills and competencies, which are developed based on the experience of performing activities or using technologies of self-management and time management.

The design of own academic activities is especially important for future teachers of primary education who acquire experience in a responsible construction of not only own life and career, and independent decision-making, but also have the skills that will be necessary for future professional activities in the design of individual programs of students' development, the use of modern education and training technologies. Academic activities' designing leads to the comprehension of life plans, selfknowledge and introspection, the formation of adequate self-esteem and need for selfimprovement and self-education [3][26].

Thus, planning and design (modelling) are the preliminary development of the main parts of the forthcoming activities of students and teachers, owing to which the educational process turn to technologically advanced that allows you to optimise your academic and extracurricular activities, promotes the formation of students' motivation for academic activities, the implementation of educational achievements' selfexamination, helps to build up a monitoring and evaluation system of the student activities in class, during performing learning tasks and independent work.

A number of researchers (Martynova, Lisovskiy, Diana, Karlinskaya, etc.) define communication as a part of the process of educational activities self-organization. As the analysis of psychological and pedagogical literature on the research problem shows [22], self-organizational academic activity is the ability to integrated regulation of natural, mental, personal conditions, qualities, properties, carried out by conscious, volitional and intellectual mechanisms, reflexive techniques, is highlighted by many experts as the most important factor of successful education, formation of active, independent, creative personality, able to consciously and responsibly organize their

activities [4]. Thus, students in professional training period are necessary to pay special attention to the development of communication skills, involving fluency with the whole set of skills and abilities necessary for effective verbal and nonverbal communication and interaction, including situational adaptability and motivation. The education system aimed at a modern specialist training, capable of efficient operational implementation of professional tasks. In this regard, the problem of formation and communicative skills development acquires in particular importance of ensuring the academic, social and professional success of students.

The development of personality communication sphere is most successful in the student age when certain communicative presuppositions already formed, provided the basis for full development, but at the same time, there is potential for further improvement and enhancement. In this regard, the need in communication, interpersonal relationships, understanding the other and oneself in student age is large enough, because the educational activity is mediated by the following communication directions: communication with teachers, communication with fellow students and professional communication in practice. Being a necessary condition for full academic activities, communication affects all other spheres of student's activity.

To ensure the self-organizational academic activity of students, scientists (Sagiyev, Ustinov, Morosanova, Reshetova, etc.) give an important role to processes of control (self-control) and evaluation (self-evaluation) in training bachelors.

According to psychologists and teachers, well-organized control not only performs the function of feedback but also has educational influence on the student: contributes to the growing interest in learning, provides the skills of self-control and selfknowledge. It is important that the student could independently monitor and evaluate training activities and knowledge, and not rely on the teacher [1].

Control is a special educational action, the purpose of which is to maintain all other educational activities in the strict framework of a given academic activities' program, which in practice means the analysis of the students' learning objectives and the consistent implementation of its needed mental operational decisions, each of which is compared with the requirements of the task.

In the process of professional formation of pedagogical university's students, the one way of developing skills of self-organizational academic activity is the formation of skills of adequate self-evaluation of educational achievements, which is a quality of the person, representing the unity of cognitive, active, motivational and emotional components [10].

Self-esteem is based on evaluations of others, and results of its own activities and on the basis of the ratio of the real and the ideal self-image. Relating to the core of future specialist individuality, the student's self-image is an important regulator of his behaviour and academic activities (Postanova, 2017).

During the training period, students are important to develop the ability not only to efficiently plan, organise and control their academic activities but also to analyse their own activities, i.e., own reflexive thinking. Therefore, reflexive thinking, we defined as one of the essential components of self-organizational academic activity.

Reflective activity of students as a component of self-organization will help to understand its meaning, methods, problems, ways and results. Reflection allows us to

formulate the results, re-evaluate targets for further work and adjust your cycle of life. The model of reflexive self-organization of a student consists of three main reflexive processes: self-determination, self-knowledge and self-actualization. As the result of reflection upon the successful self-organizational academic activity, students experience satisfaction, confidence, sense of freedom and happiness. He feels self-affirmation as a person because he knows that in achieving the goal of professional development, he is able to overcome the obstacles, promoting personal growth.

We have identified the final component of the self-organizational academic activity of students—the correction of life.

The student's ability to adjust their livelihoods is directly related to self-organization of educational and extracurricular activities because it includes reanalysis of the entire structure performed actions and mistakes and build a new action plan and their implementation. The development of this ability is determined by individual personal qualities of the subject that are integrated into activities in the process of experience accumulation of its implementation [6].

Correction characterizes the individual characteristics of the person who change (if change in situation): its own behaviour, goals, methods and focus of the analysis of the relevant conditions, action plan, evaluation criteria, forms of self-monitoring and volitional regulation. People with high correction, demonstrate the flexibility of these processes, make timely adjustments during detecting mismatch of the obtained results with the adopted goal.

In our point of view, the above-described components, complementing each other, most fully reflect the process of self-organizational academic activity of students.

For effective self-educational activity is required to make changes in the educational process, related to the rational use of innovative technologies. Designing of pedagogical technologies involves the selection of the optimal conditions for the particular systems of pedagogical technologies. The quality of learning largely depends on the use of specific educational technology and the degree of its relevance.

Due to its focus on self-organization, self-management of its own life process, the 'Time management' technology is the most popular in the organization of independent educational activity of students.

In this case, pedagogical technology of 'Time management' will function as a mode of activity, offering the most efficient way of learning, principles and regulations that are used in the training, and as a real learning process. Time management is a technology allowing to use the irreplaceable lifetime according to personal and educational goals and values, basic principles of which are: orientation at a time as the value, independent work, the individual solution, the need to monitor own performance, thinking, aimed at the efficiency, accessibility and inexhaustibility of efficiency reserves [7].

The student-bachelor time management—is consistent and purposeful use of proven techniques of personal and organizational training activities in everyday practice to achieve optimal use of its own time.

The concept of time management, which came from the trade, production and business, has firmly entered in many other areas of human activity and represents

today the effective planning of working time to achieve goals, finding time resources, prioritization and performance monitoring.

Scientists consider the following actions of lifetime management during the period of study, requiring from the student the self-adjustment of own life:

- Conceptual planning includes goal setting—Selection of goals, sub-goals, tasks of own activities from the point of view of their semantic significance to the individual, sorting them according to importance.
- Current control—Order and sequence of tasks taking into account tempo, rhythm, time spent on all tasks and goals.
- Probabilistic forecasting—Correlation of short-term and long-term tasks in the time frame of the day, week, month, year, etc.
- Executive control of the order, speed and number of tasks [5].

## 2 Materials and Methods

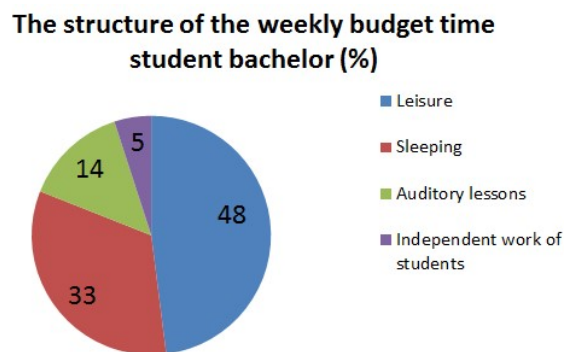
Considering time management in the educational process of bachelor, it is necessary to allocate its two components: the management of the universities, directed at professional development and self-management.

The first type is more specialized, aimed at solving professional tasks and is determined by the content of the educational policy of the University, educational programmes of the specialty and is regulated by the curriculum, the schedule of lectures, workshops and practice.

The second type of management (self-management) is based on a paradigm of personal control of their own life.

Self-management of the bachelor is based on the time budget, which consists of the time allowed for sleep, classroom training, IWST (independent work of the student with the teacher), IWS (independent work) and free time.

The analysis shows the weekly time budget of bachelors compiled by 168 hours, which accounts for 56 hours sleep (8 hours a day), 24 hours of classroom instruction, 8 hours—for the IWST and IWS and 80 hours are devoted to free time.



**Fig. 1.** Structure of the bachelor’s weekly budget time

The competent organization of self-management allows the student to distribute own mental and physical capabilities during the school day and for the whole period of study. It is based on the formation of such personal qualities as; recognition of educational activities as the most important task in life, constant readiness for its implementation, efficient perception of reality, which is for readiness to overcome life and professional problems, mastering the methods of goal setting, planning, decision-making in certain life situations, well-developed reflection, evaluation criteria of oneself.

However, time management cannot be presented as a student certain skill, it is primarily the complex of characteristics of the individual life organization.

Considering the pedagogical possibilities of 'Time management' technology, we identified indicators that characterize the future teachers' competence in the effective use of time budget (self-management), which significantly increases the success, the life comfort, level of self-educational activity and professional development. The organization structure of the bachelor's self-management:

- Value attitude to time
- Focused academic activities, self-management
- Rational distribution of physical and mental stress
- Monitoring and evaluation of learning outcomes
- Correction of life self-organization

'Time management' technology operates in the University as the organization of student life, aimed at the most rational planning of the learning process, self-knowledge, self-improvement and professional development. Pedagogical 'Time management' technology is based on the close interaction of the teacher and the student. Pedagogical 'Time management' technology is a modern model of the organization of student activities, including design, organization and realization of the educational process and independent cognitive activity of the student.

In the process, we used the following research methods; theoretical methods (the study and analysis of philosophical, psychological, pedagogical, methodological, educational literature, dissertations, scientific periodicals, normative-legal documents on the research problem; analysis, synthesis, comparison, generalization and modelling), methods of pedagogical modelling, pedagogical experiment, methods of statistical treatment of results of experimental research.

The contents of experimental research activities carried out on ascertaining, formative and control stages. So, at the stage of ascertaining, experiment identified the initial level of skills of self-organization from the students, the formative stage is determined the forms and means for the formation of these skills and in the control phase was carried out the re-diagnosis, to verify the effectiveness of the research work.

The purpose of the study was to experimentally test the effectiveness of the 'Time management' technology in the development of students' self-organizational academic activity skills.

Therefore, on ascertaining stage, we solved the following tasks:



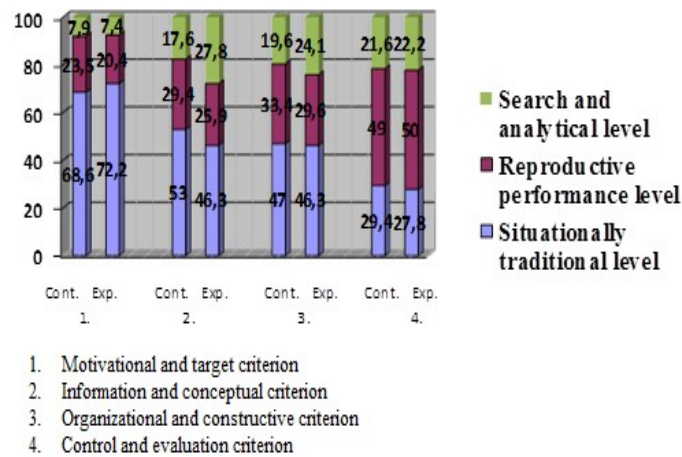
- On the basis of the developed criteria and formation indicators of selforganizational academic activities to determine the levels (situational-traditional, reproductive-performance, search-analytical)
- The development of the complex of diagnostic methods: observation, questionnaires, diagnostic techniques, assessment, self-assessment, etc.
- Based on the received data, identify the level of formation of self-organizational academic activity of future teachers of primary education.

On the organizational and research stage criteria developed (axiological, cognitive, activity, reflexive), the indicators of the given criteria and identified the levels of formation of bachelors’ self-organisation academic activity skills.

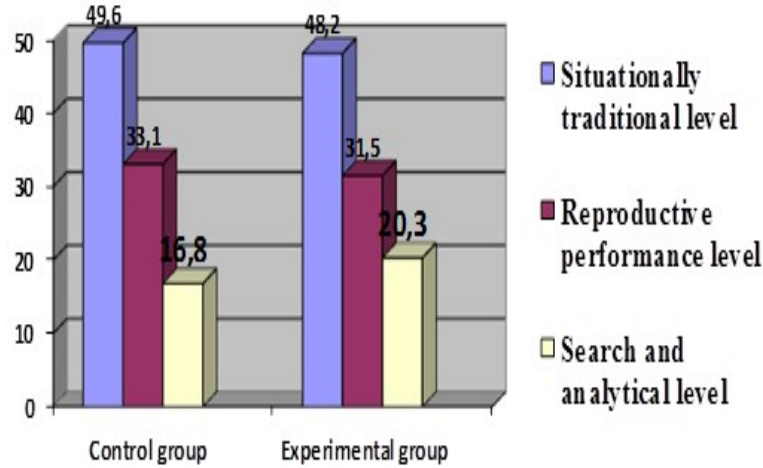
The experimental work was carried out on the basis of the Kazakh national women’s pedagogical University and Abay Kazakh national pedagogical University, which was attended by 105 students-bachelors of the specialty ‘Pedagogy and methodology of elementary education’: 51 students belonged to the control group and 54 students to the experimental one.

### 3 Results and Discussion

On the basis of the analysis of diagnostic techniques, exploring various components of the self-organisational academic activities, and daily time and individual characteristics of students, are presented as comparative graphs of the formation levels of self-organisational academic activity skills of students of experimental and control groups on ascertaining stage of the experiment.



**Fig. 2.** Levels of formation of the main criteria for the students’ self-organisation at the ascertaining stage of the experiment



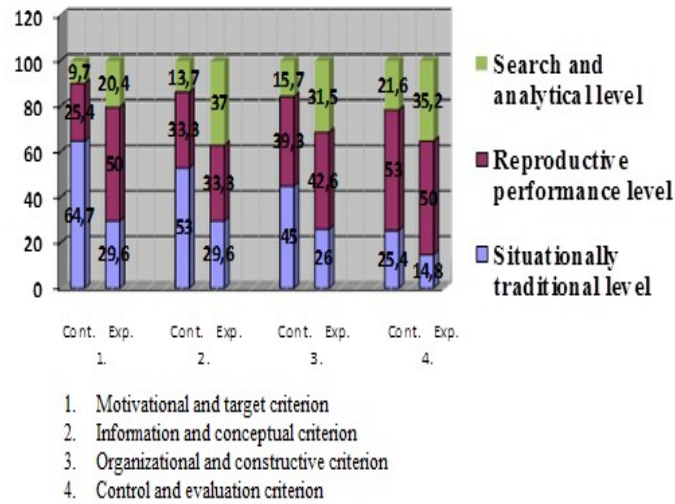
**Fig. 3.** Levels of formation of skills of self-organising educational activity of students at the ascertaining stage of the experiment

Ascertaining experiment showed that the control and experimental groups were approximately at the same level of formation of self-organisational academic activity skills. Thus, the intended plan of the formative experiment to improve the experimental group data skills of the students, which included the development and testing of various forms and means of ‘Time management’ technology, promoting rational self-organisational academic activity for future elementary school teachers.

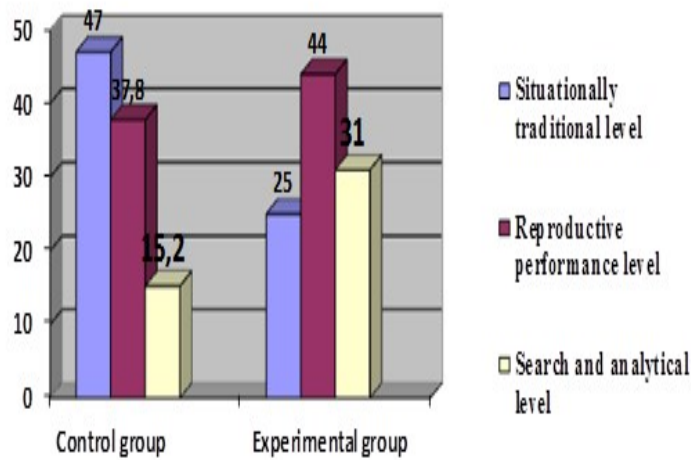
A formative experiment was organised in the classroom, in the process of independent work of students and pedagogical practices through the use of such means of

‘Time management’ technology as, educational-methodical complex

‘The fundamentals of Time management’ for bachelors of elementary education, development of an individual trajectory of professional development through selforganisation of educational activities, the development of an individual time budget for students, the diary of self-management student, graphics system: diagrams, mind maps, the mobile apps and computer programs: online organisers[23], electronic diaries, chrono cards, etc., the relaxation system: auto-trainings, yoga, special exercises. To test the effectiveness of organised work, at the end of the formative phase were rediagnosics organised. The results of which are shown in Figure 4.

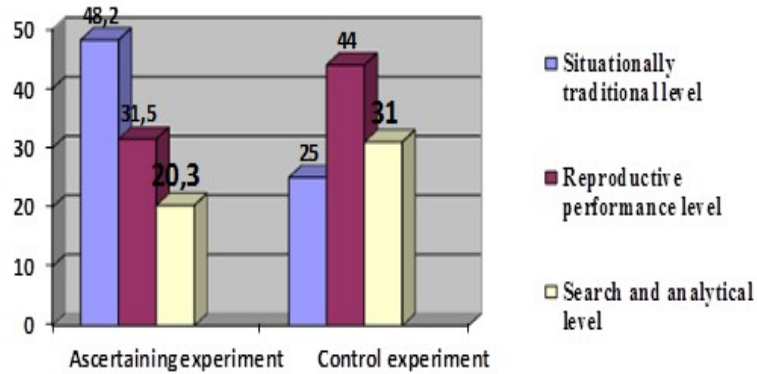


**Fig. 4.** Levels of formation of the main criteria for students’ self-organisation at the control stage of the experiment



**Fig. 5.** Levels of formation of skills of self-organisational academic activities of students at the control stage of the experiment

The following is a comparative histogram of the levels of formation skills of selforganisational academic activity of students on ascertaining and control stages in the experimental group.



**Fig. 6.** Levels of skills formation of self-organisational academic activities of students at the ascertaining and control stages of the experiment in the experimental group

So, comparing the diagnostic results of ascertaining and control stages in the experimental group, we see a noticeable difference in the control stage where the results increased for search and analytical indicators and reproductive performance level and decreased in situational-traditional level of skills formation of self-organisational academic activity of bachelors of primary education, which indicates the effectiveness of our work.

The basis of the professional competence of teachers is its practical readiness to self-organisational academic activities, which consists of the ability to plan and organise own activities, properly allocate own time and to find optimal ways of its organisation. Therefore, competence in the field of independent educational activity is provided by teacher’s knowledge of the scientific labour organisation bases, search methods, processing, storage and creative use of information, methods of organisation of independent work, innovative educational technologies, adherence to work and rest, i.e., efficient use of own time. That is the rational organisation of own life contributes to the successful educational activities.

Direct involvement of students in active and independent learning activity associated with the use of modern pedagogical technologies. It is in the dynamic independent activity directed by the teacher; students possess the necessary professional competencies. The complex of developed and applied in practice forms and means of selfregulation of educational activity was based on the principles of the ‘Time management’ technology. In the process of research, we came to the conclusion that improving the skills of students’ self-organisation is a conscious work on the organisation of future professional activity, including the realisation of specific goals, planning of action to achieve these goals, the rational use of the academic and extracurricular time, monitoring and evaluation and necessary correction of their activities.

Modern organisation technologies of educational activities represent a set of methods and means of search, processing, representation, modification and presentation of educational information, as well as the impact of the teacher on the

student using technical and information resources [11]. Today are of great interest is the 'Time management' technology in pedagogical activity. Due to its focus on selforganisation, self-management of their own life process, 'Time management' technology is the most popular in the organisation of independent educational activity of students. Most researchers of self-organisational academic activities mark student's constant lack of time, insufficient proficiency of correct distribution of working time and free time, also the ability to design a teaching and independent activities. As long as the student knows how to organise own academic and personal time, depends on his success in life and future profession [2]. The implementation of the educational process at the University based on the 'time-management' technology, aimed at improving the skills of self-organisation, allowed to increase the responsibility of students, to develop training and personal time management skills and reflection on own activity of future primary education teachers.

#### **4 Conclusion and Recommendations**

The experimental work allowed to diagnose the ability of self-organisational academic activity of elementary education bachelors on ascertaining and control stages, to determine the levels of these skills and plan the work system for improvement of future primary education teachers.

Summing up, we note that the 'Time management' technology has helped students to achieve goals systematically, without loss of efficiency [9]. To improve the skills of self-organisation of students' personal time and academic activities, we recommend adhering to the following rules:

- During performing any activity, be sure to set goals and analyse them.
- Make a plan to achieve goals, using a convenient planning tool (paper or electronic calendar, Notepad, address book, mobile app, etc.).
- Strive to achieve own goals and objectives by the most efficient way, plan various options for achieving the objectives.
- Create the algorithm for performing certain actions to achieve its plan in accordance with your personal priorities and follow it.
- Draw the reflection of own activities, own achievements or failures, summarise own work and identify ways of correction of own behaviour.

Overall, want to note that the 'Time management' technology in educational work with university students allows you to practice the skills of effective organisation of professional activity of a future specialist. Effective time management will allow teachers and students to achieve sustainable results, achieve own goals and will also facilitate self-improvement and personal growth.

In the course of statistical processing of the diagnostic results, were marked the significant differences in the level of self-organisational academic activity of students. Monitoring the activities of students allowed to mark the time searching reduction for a task solution, the increased activity of students in educational activities. The

experimental research allows to speak about the expediency of use of various means of 'Time management' technology in the classroom in the professional training process of future primary education teachers. The results of the empirical study can be used in the preparation of future teachers of different areas, in the research design of selforganizational academic activities, in teacher's activities for more effective organisation of the educational process, and the researchers who involved in the study of this scientific problem.

## **5 Acknowledgement**

The article was developed as part of research work 'Self-organisation of student's educational activity on the basis of 'time management' technology'.

## **6 Conflict of Interests**

The authors declare no conflict of interest.

## **7 References**

- [1] Gura, V. V., Lutseva, I. Yu. (2016). The role of the students' self-organization in the development of professionally significant competences. *International Journal of Experimental Education*, 11–2: 149–152. Available from: <http://www.expeducation.ru/ru/article/view?id=10846> (reference date: 23.10.2018).
- [2] Khanam, N. et al. (2017). A study on university student's time management and academic achievement. *International Journal of Community Medicine and Public Health*, 4: 4761–4765. <https://doi.org/10.18203/2394-6040.ijcmph20175365>
- [3] Knyazkova, L. (2012). Designing individual educational activities of a student. *Vestnik Vyatka State University, Kirov*.
- [4] Martynova, E, et al. (2017). Formation of the ability to self-organize of persons with disabilities and the disabled in the process of training according to the individual curriculum in professional educational organizations. *Modern Problems of Science and Education*, 5. Available from: <http://www.science-education.ru/ru/article/view?id=26960> (accessed 23 October 2018).
- [5] Nesterenko, G. (2016). Self-Organization Technologies in Teaching. *Handbook of Research on Applied Learning Theory and Design in Modern Education*, 19 p. <https://doi.org/10.4018/978-1-4666-9634-1.ch010>
- [6] Pakhmutova, M. (2018). Self-organization of students' personality with different styles of research activity. *Dissertation, Candidate of Pedagogical Sciences*, 19.00.07. MSU, pp 15–43.
- [7] Reunova, M. (2013) Pedagogical technology "time management" as a means of selforganization of educational activities of a student of the university: dis ... *Candidate of Pedagogical Sciences*, 13.00.01, OSU, pp 22–45.

- [8] Ryan, R. and Deci E. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development and well-being. *American Psychologist*, 55(1): 68–78. <https://doi.org/10.1037//0003-066X.55.1.68>
- [9] Shazia, N., Muhammad, S. (2015). The impact of time management on the students' academic achievements. *Journal of Literature, Languages and Linguistics*, 66–71. Available from: [https://www.researchgate.net/publication/313768789\\_The\\_Impact\\_of\\_Time\\_Management\\_on\\_the\\_Students'\\_Academic\\_Achievements](https://www.researchgate.net/publication/313768789_The_Impact_of_Time_Management_on_the_Students'_Academic_Achievements)
- [10] Shmurygina, N., et al. (2015). Self-organization of students: Realities and development prospects. *Procedia—Social and Behavioural Sciences*, 95–102. Available from: <https://reader.elsevier.com/reader/sd/pii/S1877042815059546?token=27FC13DF32FC202B5E756D34658FFB179503747A4ADF4E62C6C8CA6F511E23C3E59CCCC00087751E65F774C8124043EF>
- [11] Snam, R., et al. (2018). The impact of time management on students' academic achievement. *Journal of Physics: Conf. Series*, 995(2018): 012042. <https://doi.org/10.1088/1742-6596/995/1/012042>
- [12] Sriklaub, K., Wongwanich, S. (2014). Learning activities aimed at promoting students' interest: Synthesis of master teachers' activity organizing methods via TV media. *Procedia— Social and Behavioral Sciences*, 116: 3375–3380. <https://doi.org/10.1016/j.sbspro.2014.01.767>
- [13] Strategic Plan of the Ministry of Education and Science of the Republic of Kazakhstan for 2017–2021 (2017). Available from: [http://kaznpu.kz/docs/urist/5\\_rus.pdf](http://kaznpu.kz/docs/urist/5_rus.pdf)
- [14] Uaidullakzy, E., et al. (2017) The general preparation of the training of elementary school and the family and the education of gifted children school in cooperation principles. *Ponte*, 73(4): 239–251. <https://doi.org/10.21506/j.ponte.2017.4.54>
- [15] Uaidullakzy, E., et al. (2014). Formation of information and professional competence of primary school teachers. *Life Science Journal*, 11: 133–140.
- [16] Viteli, J. (Eds.). (2018). *Proceedings of ED-MEDIA 2001-World Conference on Educational Multimedia, Hypermedia & Telecommunications*. Association for the Advancement of Computing in Education (AACE), Norfolk, VA, pp 1063–1068. Retrieved November 16, from <https://www.learntechlib.org/p/8654>
- [17] Voronin, A. (2006). *Dictionary of terms of General and social pedagogy*. GOU VPO UGTU–UPI, Ekaterinburg, pp 59–77.
- [18] Vostyanova, M. (2017). Influence of student's self-esteem on the effectiveness of education in the university. *73rd Student Scientific and Technical Conference of BSTU*, Minsk, pp 29–32.
- [19] Vysotskaya, M. (2018). Time management as a means of self-organization of educational activities of students of a pedagogical university. *Dissertation, Master of pedagogical Sciences*, 44.04.02, KSPU named after Astafyev, Krasnoyarsk, pp 48–57.
- [20] Nikolaevna, V., Vladimirovna, D., Valentinovich, R., Konstantinovna, S., & Viktorovna, Y. (2019). Designing an independently installed educational standard for 'Teacher Education'. *Cypriot Journal of Educational Sciences*, 14(2), 294-302. <https://doi.org/10.18844/cjes.v14i2.4240>
- [21] Ozcan, D., & Genc, Z. (2016). Pedagogical Formation Education via Distance Education. *Eurasia Journal of Mathematics, Science & Technology Education*, 12(2). <https://doi.org/10.12973/eurasia.2016.1205a>

- [22] Fatima zahra, G., Mohammed, A., Khadija, D., Mohammed, T., & Abdelouahed, N. (2016). Towards a computerized system of pedagogical orientation to succeed in Morocco University. *Global Journal of Guidance and Counseling in Schools: Current Perspectives*, 6(2), 35-44. <https://doi.org/10.18844/gjgc.v6i2.716>
- [23] Yildiz, E. P., Tezer, M., & Uzunboylu, H. (2018). Student Opinion Scale Related to Moodle LMS in an Online Learning Environment: Validity and Reliability Study. *International Journal of Interactive Mobile Technologies (iJIM)*, 12(4), 97-108. <https://doi.org/10.3991/ijim.v12i4.9205>
- [24] Atasoy, E., Uzun, N., & Aygun, B. (2016). Technological pedagogical content knowledge of prospective mathematics teachers regarding evaluation and assessment. *World Journal on Educational Technology: Current Issues*, 8(1), 18-24. <https://doi.org/10.18844/wjet.v8i1.496>
- [25] Petelin, A. S., Galustyan, O. V., Prosvetova, T. S., Petelina, E. A., & Ryzhenkov, A. Y. (2019). Application of Educational Games for Formation and Development of ICT Competence of Teachers. *International Journal of Emerging Technologies in Learning*, 14(15). <https://www.learntechlib.org/p/210514/>. <https://doi.org/10.3991/ijet.v14i15.10572>
- [26] Vaktina, E., & Vostrukhin, A. (2013). Formation of training environment by means of didactic design. *International Journal of Engineering Pedagogy (iJEP)*, 3(1), 4-11. <https://doi.org/10.3991/ijep.v3i1.2297>

## 8 Authors

**Yelena Agranovich**, PhD Doctoral Student, KazNPU named after Abai, Almaty, Kazakhstan. Email id: [elenkaagr@mail.ru](mailto:elenkaagr@mail.ru)

**Amina Amirova**, Professor Doctor of Pedagogical Sciences, KazNPU named after Abai, Almaty, Kazakhstan. E-mail id: [amirova57@mail.ru](mailto:amirova57@mail.ru)

**Larissa Ageyeva**, Candidate of Pedagogical Sciences, Assistant Professor Kazakh State Women's Teacher Training University, Almaty, Kazakhstan. E-mail id: [ageevale\\_1971@mail.ru](mailto:ageevale_1971@mail.ru)

**Larissa Lebedeva**, Candidate of Pedagogical Sciences, Assistant Professor KazNPU named after Abai, Almaty, Kazakhstan. E-mail id: [larissalewk@mail.ru](mailto:larissalewk@mail.ru)

**Sholpan Aldibekova**, Candidate of Pedagogical Sciences, Senior Lecturer Kazakh State Women's Teacher Training University, Almaty, Kazakhstan. E-mail id: [sholpa\\_2811@mail.ru](mailto:sholpa_2811@mail.ru)

**Elmira Uaidullakzy**, PhD doctor KazNPU named after Abai, Almaty, Kazakhstan. E-mail id: [elmira\\_uaidulla@mail.ru](mailto:elmira_uaidulla@mail.ru)

Article submitted 2019-09-24. Resubmitted 2019-10-28. Final acceptance 2019-10-29. Final version published as submitted by the authors.