

DOI: 10.46340/eppd.2020.7.2.31

Olena Mozhaikina, PhD in Psychology

ORCID ID: <http://orcid.org/0000-0001-8837-9761>

Kyiv National University of Trade and Economics, Ukraine

SELF-ORGANIZATION STRUCTURE OF ACADEMIC ACTIVITIES OF FUTURE LAWYERS IN HIGHER EDUCATION INSTITUTIONS

The article outlines the importance of forming self-organization skills and abilities of academic activities of future lawyers. A modern lawyer must be a competent specialist and have the necessary moral and professional qualities to solve the issues in the field. Besides, the future lawyer must be able to adapt to the conditions of professional reality that are constantly changing, as well as be able to act in these new conditions and be prepared for individual work on new legislation. Particularly noteworthy is the importance of forming the ability of future lawyers to self-organize their activities, which should be of productive creative nature; taking and executing non-standard decisions; application of already existing knowledge, skills, and abilities in the new conditions of academic activity, assimilation of new knowledge and skills. However, a law student must be a personality capable of self-improvement, self-development, and realization of creative potential both in the professional legal field and in life as a whole. The solution to these tasks is impossible only by transferring knowledge from the teacher to the student. It is necessary to make the students themselves be not only a passive consumer of knowledge but active learners, who independently create educational activity, able to formulate problems and tasks, analyze the ways of their solution, strive for the optimal results of their activity and have the skills to correct these results.

Keywords: self-organization, academic activity, law (legal) education, abilities, skills, self-organization processes, law student.

Introduction

Expanding the range of tasks advocating for modern law education requires a rethinking of traditional approaches to learning. This is due to a number of objective reasons: in the Ukrainian society there is transformation of social, political and economic positions, there observed reevaluation of values; integration of the world pedagogical experience into the Ukrainian educational system is intensified, academic process goes beyond the limits of the classroom, becoming a dynamic and continuous process of self-education.

In such conditions, the requirements for young professionals also undergo changes, and above all – the requirements for the level of professional training of students in higher education institutions mentioned in the Law of Ukraine On Higher Education, as well as in the draft of the Law of Ukraine On Law (Legal) Education and General Access to Legal Profession.

Qualitative reform of the training system of specialists is aimed at the transition from extensively informative to intensive and fundamental education, which significantly increases the role of conscious and self-directed cognitive activity of students. In these conditions, the process of forming students' self-organizing learning activities, taking into account the specifics of the future profession, becomes of increasing importance.

In addition to the above, attention is drawn to the fact that the current domestic legislation is rapidly evolving and constantly changing. Consequently, there is a need for the formation of the self-organization skills and abilities of academic activities for law students, which will further help in the formation and development of their professional competencies. The effectiveness of self-organization of academic activity of students of higher education in general and future lawyers (jurists) in particular depends on a well-developed structure and identification of its main components, as well as on the content development of each structural and functional component.

At present there are a number of scientific pedagogical researches on the issue of self-organization of academic activities in general and self-organization of academic activities of students of higher education institutions in particular, among which the researches of such authors as K. Yu. Boiko, A.V. Grubinko,

I.S. Dereza, O.V. Malykhin, T.S. Plachynda, A.V. Skrypkina and others. However, we draw attention to the fact that at present the problem of self-organization of academic activities of future lawyers has not been paid enough attention, in particular, referring to the theoretical foundations of organizational and methodical model of self-organization, which have not been developed, nor its structure has been defined, taking into account the peculiarities of law education.

The aims. The aim of the article is to define and to give theoretical grounds for a precise structure of self-organization of academic activities of law students. The developed structure of self-organization of academic activities in the future should become the basis for the development of appropriate methodological support, as well as the forms, methods and techniques in the activities of students and teachers.

Objectives. Achieving the aim requires solving the following objectives:

- 1) To determine the structure of self-organization in the training of future lawyers;
- 2) To characterize the content of self-organization structural components in academic activities of law students;
- 3) To identify and characterize the self-organization functional components in academic activities of law students.

Concept and structure of self-organization of academic activities of future lawyers. The problem of organizing academic activities of law students in a higher school is due to the fact that in this period of study the foundations of professionalism and skills of independent professional activity are being formed, which, in turn, can be successfully implemented only if students develop their respective competencies of self-organization, as well as consolidation a stable mechanism of action in the minds of future lawyers.

The self-organization of educational and cognitive activities of students contribute to the improvement of the process of training and streamlining student's learning activities. The effectiveness of educational activities depends on the student's own intentions and efforts, who should be taught to independently organize their educational and cognitive activity, which will facilitate its activation, optimization, and improvement¹.

The analysis of scientific sources provides grounds for understanding self-organization in the training of future lawyers as an activity of a law student determined and aimed at the goals of self-management and self-regulation of his professionally significant educational work, which is carried out with the help of the system of intellectual actions aimed at solving the problems of independent rational organization and the direct realization of his own academic load.

The educational activity, which is realized in the educational space, has its structure and stages of implementation. Accordingly, it needs to be properly organized: deliberately and rationally planned, clearly defined with goals, tasks, methods, and means of carrying out educational tasks. There is a need to critically analyze the working conditions as well as students' capabilities (intellectual, psychological and physiological) for educational activity implementation, to forecast the course and results of work, prevent possible errors, while performing educational tasks it is necessary to conduct self-observation and record in memory the results of observation of their work, choose rational ways of solving the problem and methods of self-control and correction of errors. It is clear that the formation and future development of teachers-musicians above skills as self-organization of educational activities will contribute to the improvement of the latter.

The study of psychological and pedagogical scientific sources on this issue and their thorough analysis, as well as taking into account the specific features of future lawyers (jurists) training in higher education institutions, gives grounds for determining the structure of self-organization of future lawyers training, which consists of the following components: information and diagnostics; problem – orientated component; operational activity; reflective and corrective component.

The subject matter of the self-organization structural components of academic activities of law students

Information and diagnostic component contains the following interrelated elements: diagnostics, expansion of information space, definition of contradictions. Diagnostics and self-diagnostics presuppose the determination of the initial level of formation (or non-formation) of the skills as elements of self-organization of academic activity, determination of individual personal style; comprehensive analysis and self-analysis of their own advantages and disadvantages, compensatory and adaptive capabilities of personality, individual ways of developing self-processes, allocation of skills for self-organization of academic activities in the system of professionally meaningful requirements to the personality of a lawyer (jurist).

¹ Гук, І. (2015). Теоретичні аспекти самоорганізації навчально-пізнавальної діяльності студентів. *Педагогічні науки: теорія, історія, інновації*, 9, 221.

Since this component involves the diagnosis and self-diagnosis of the individual personal style of study, the opinion of I. Golubeva and A. Hirnyk is interesting, which, based on the study of American didactics of Rita and Ken Dunn, determine that the teaching style is a way by which students begin to concentrate their efforts on the process, assimilate and memorize new and complex academic information¹.

Therefore, it can be argued that all subsequent processes related to the self-organization skills formation of the educational space will be effective if, at the initial stage, diagnostics and self-diagnosis of existing skills of future lawyers will be conducted. It will also enable students to further defining their own learning style and determining the pace and amount of learning information that needs to be thoroughly studied.

Problem-oriented component involves the definition of activity goals, mechanisms of self-design by specifying tasks, taking into account the individual characteristics of each of them, awareness of the contradictions between the desired and actual level of development of self-organization skills in academic activities. As a result, an individual program for the development of self-organization learning activities within the process of self-programming is formed.

In the first place of the problem-oriented component, we singled out the goal-setting, which is the basis for the further actions of law students. Suitable in this regard is the opinion of A. Grubinko, which states that creative (heuristic), approximated to scientific comprehension and generalization is possible only as a result of organization of independent learning with the mandatory presence of goal-setting and its achievement with the help of effective technological schemes of self-education².

The analysis of scientific sources suggests that the whole range of academic activities in general, and the self-organization of academic activities in particular, can be effective and meaningful provided that the students are clearly able to determine their goals. Without a conscious purpose, self-organization of academic activities is meaningless. Goal setting gives weight and awareness to the whole process of learning, forms the direction of this activity and helps to build a program of further action.

A significant element of the problem-oriented component is also self-design. Thus, studying the relationship between learning and self-education activity, I. Dereza comes to the conclusion that self-education is a process of self-observation, self-design, self-building the image of personality of the future teacher. The author states that it represents a purposeful and expedient self-exchange of personality, conceptually and normatively self-defined, which is realized on the personal initiative and on good will, with the help of independent actions on the basis of reflexive mechanisms³.

The formation of this component is characterized by deepening the process of self-knowledge and increase of professionally meaningful knowledge, as well as competences. It should be noted that the characteristic feature of educational goals is the combination of internal content with the form of its implementation.

Within the problem-target component, there is a need for goal-setting and achieving the goals set at the expense of volitional efforts spent. This component provides a conscious goal-setting, a positive motivation for the formation of self-organizational skills, the acquisition of the necessary knowledge about the nature and structure of the self-organization skills. This component is characterized by the adoption and maintenance of goals, awareness of relevant processes and actions. A student with an advanced goal setting independently defines goals, deliberately organizes his activity for their achievement; his goals differ in realism, detail, and stability.

Operational activity component involves planning of future activities to consolidate the skills of self-organization in training with the possible high level of algorithmic elements of future activities; development of tools for self-organization of academic activities by identifying acceptable methods of self-organization, formation of self-organization skills of academic activities; determination of methods, means, techniques, as well as self-realization in academic and professional activities, including those during the course of legal practice.

To create a described above skills, a faculty member (university) should incorporate into the contents of legal disciplines students self-training in search-legal projects, presentation of these projects, resolution

¹ Голубева, І., Гірник, А. (2007). Стилi учіння студентів при викладанні конфліктології у ВНЗ США та України. *Наукові записки НаУКМА*, 71, 26.

² Грубінко, А. (2016). Оптимізація індивідуальної роботи студентів під час вивчення історико-правових дисциплін. *Юридичний науковий журнал*, 4, 20.

³ Дереза, І. (2014). Взаємозв'язок навчання і самостійної діяльності в професійному саморозвитку студентів. *Оновлення змісту, форм та методів навчання і виховання в закладах освіти*, 8, 126.

of legal incidents, and also the implementation of long-term phased legal cases. Such forms and methods of work will contribute to the formation of sustainable competencies of self-organization not only of educational activity but also of future practical legal activity.

It is worth paying attention to the fact that the characteristic feature of self-planning of academic activities of students is a clear construction of the sequence of their actions. The high level of planning is that a student can independently elaborate a detailed plan for his actions and the certain behavior to achieve his goals.

Therefore, we can state that self-planning is closely related to the definition of problems, goals, and tasks that need to be addressed in the future. In general, self-planning involves a certain algorithm, namely:

- 1) determining the problem to be solved;
- 2) outlining the goals and objectives for solving the problem;
- 3) determining the resources needed to achieve the goal;
- 4) creating a clear program of action.

The main element of operation in self-organization is the ability to identify effective methods, techniques and forms of work that will help law student form the necessary professional competencies.

Interesting for our study is the statement of A. Skrypkina and K. Boiko, who, studying the pedagogical components of forming the readiness of students to organize the training time in the process of self-education, noted that the operational activity component includes a set of informational and educational technologies, which are: contextually applied (forming skills of a certain kind of professional activity on the basis of assimilation of time algorithms in solving specific issues); integrative and modular (providing interdisciplinary connections, formation and development of a system of professional knowledge, skills, competences of students); interactive (intensifying the process of self-education, providing a heuristic basis of self-education); design (contributing to determine the time factor in the learning process, stimulate cognitive activity, intensify self-education activities, etc.)¹.

Reflexive correction component. For a law student, reflection is particularly important, which in the future is being further developed in the professional activity. Reflection is defined as the form of theoretical activity of a socially-developed personality, aimed at realizing his own actions and their regularities; it is self-knowledge activity, revealing the specifics of the spiritual world of a human being. Reflection as a basic component of self-organization in psychology and pedagogy is considered in various activities.

O. Gerasimova assures that the important theoretical significance is the question referred to the academic activity with reflection, which is aimed at the development of self-consciousness, understanding and orientation of the person's actions (intellectual reflection), self-organization, movement through self-knowledge and introspection of the state – inner mental acts, mythological activity, the integral "I" (personal reflection), and through the comprehension (analysis) of the personality and activities of the partner in joint activities, mutual interrelation (interpersonal reflection) with access to a student's reflexive position².

T. Plachynda, who describes different approaches on outlining the definitions of "reflection" and "self-control", notes that reflexive independence manifests itself in the ability to independently realize reflexive actions without the teacher's instigation. In the opinion of the author, it is important for the future specialist to create the qualities mentioned above for the purpose of self-organization, self-education, self-improvement and use the reflection skills in the further professional activity. These are the skills, according to T. Plachynda, that will help a specialist to be highly skilled and competitive in the labor market³.

Based on the existing understanding of the reflection process, one can determine that the components of the reflection-correction component include: self-control in academic activities, self-examination and correction (improvement). The correction involves making the necessary changes and additions to the course and result of self-organization of academic activities in the process of forming self-organization skills. In this case, adjustments are made to all structural elements of the process, which are subject to adjustment in accordance with the revealed contradictions between the expected and the available result (the level of formation of self-organization skills in the academic activities).

¹ Скрипкина, А., Бойко, К. (2013). Формирование готовности студентов к организации учебного времени: научно-методологические основы. *Политематический сетевой электронный научный журнал*, 4. <<http://teoria-practica.ru/vipusk-4-2013/>>.

² Герасимова, О. (2009). Концептуальне розуміння категорій «рефлексія» (історико-педагогічний аналіз). *Наукові праці Донецького національного технологічного університету*, 4, 12.

³ Плачинда, Т. (2015). Рефлексія та самоконтроль під час професійної підготовки фахівця. *Наукові записки Бердянського державного педагогічного університету*, 2, 213.

The reflexive and corrective component of self-organization in the academic activities of law students will ensure the formation of general and special competencies provided for in Art. 5 of the draft of the Law of Ukraine On Law (Legal) Education and General Access to Legal Profession, such as: the ability to abstract, logical and critical thinking, skills of creative thinking and the generation of new ideas, analysis and synthesis; ability to plan, organize and control activities; the skills of collecting information, the analysis of legal problems, the construction of legal arguments, as well as the skills of drafting legal documents.

Self-organization functional components in academic activities of future lawyers at higher education institutions

Sustainable basic relationships between the main structural components that arise as a result of the interaction of all participants in the learning process reflect the functional components: design and constructive; communicative and gnostic; motivational and organizational. All of these components are relevant at each level of the academic process, while the analysis of the constituent elements of each structural component allows determining the dominance of a certain group of functional components at the stages of development of the structure elements and depends on the cycles of this process.

The design and construction component provides a logically justifiable combination of design and constructive activities.

O. Malykhin emphasizes the importance of this component, which states that the design component is related to the purpose-setting and designing of the goals of academic activities in the system of other activities (social, sports, labor, etc.). The constructive component is related to the design of the content, logic, sequence and stages of the implementation of various types of academic and cognitive activity¹.

It must be added that designing is an activity to understand the way it should be. Proceeding from this understanding, it can be argued that the design includes the ideal character of activity and its focus on the emergence (formation) of a new activity in the future. The constructive element is associated with the design of the content and is implemented taking into account the logic and the sequence of stages of the process implementation, which is reflected in a number of design operations: diagnostics, goal-setting and self-control.

The communicative and gnostic component determines the emotional and cognitive nature of the personal interaction in the academic activity while developing the skills of self-organization. Most clearly, it is manifested at the stages of the information space expansion at all levels of learning in the academic process within the framework of professional self-improvement and in the course of training design.

Ukrainian scientist O. Hrynko distinguishes two separate components – gnostic and communicative. Under the gnostic component, the author means the system of knowledge and skills of the teacher, aimed at the implementation of cognitive activity, which is the basis of his professional activity. This component permeates the research activity of the teacher, since it is aimed at diagnosing, analyzing, reflecting of the results of the pedagogical activities, educational process, and the level of academic achievement of students. The communicative component, according to O. Hrynko, ensures the implementation of all types of pedagogical activity of higher education teacher. It precisely depends on the communication level and style of a teacher that ease establishing contacts with students, colleagues, administration, parents, etc. Due to his communicative abilities, the teacher, according to the author, transfers educational information to the students and, therein, activates their educational and cognitive activity, establishes scientific contacts with other scholars, highlights various scientific positions, views, opinions on the research issue under study in his own publications².

The analysis of pedagogical and psychological literature, as well as taking into account the specifics of the future specialists training in the field of law (lawyers, jurists), which makes it possible to state that the communicative and gnostic component includes the ability to synthesize the experience of practicing lawyers; ability to actively listen; ability to argue and substantially express legal position; ability to solve tasks; ability to analyze, synthesize and summarize the information received; creativity in the pursuit of professional activity; ability to identify the interests and needs of other people, as well as the ability to reconcile parties with opposing interests, etc.

The above mentioned gives grounds to assert that successful achievement of the goal of self-organization is possible provided that its structure includes communicative and gnostic component, which

¹ Малихін, О. (2008). Система умінь самоорганізації і самоконтролю учбової діяльності студентів вищих педагогічних навчальних закладів та її функціонування у процесі організації і здійснення самостійної навчальної діяльності. *Науковий часопис Національного педагогічного університету імені М.П.Драгоманова. Серія 16. Творча особистість учителя: проблеми теорії і практики*, 9, 125.

² Гринько, В. (2012). Особливості педагогічної діяльності викладача вищої школи у сучасну епоху. *Актуальні проблеми соціології, психології, педагогіки*, 17, 167.

involves the analysis and direction (on the part of the teacher) of the content and methods of self-organization of the students' study space, and, therefore, assists in close communication between the subjects of the academic process.

The motivational and organizational component is an organic part of all stages of the formation of skills. The study and proper use of existing motives, the formation of the necessary ones causes the personality development of future lawyer (jurists) and, certainly, it is associated with the process of organization and self-organization. Leading directions in practical activity should be connected with the transfer of unconscious motives to conscious, creating conditions for gradually increasing (amplifying) motivation from unstable to deeply conscious. This process is associated with reflection in the academic and professional activities, improvement of not only personal motivation, but also the implementation of the qualities of the motivator in the educational process.

Such authors as I. Starosta and I. Scherba state that the method of pedagogical self-assessment of readiness for self-education activity determines, in particular, the motivational component implying awareness of the personal and social significance of continuous education and pedagogical activity; presence of stable cognitive interests; a sense of obligation and responsibility; the desire to get a high upgrade of one's own self-education activities, etc. At the same time, the authors determine that the organizational component involves the formation of such skills as: to plan time, to plan work schedule, to change the activity system, to work in the library, to be familiar with the classification of sources, to use office equipment and computer data bank, etc¹.

The outline gives an opportunity to conclude that for this component there provided such skills: awareness of one's own interests, motives and value orientations; awareness of the value of self-organization as a personality trait; maintenance of positive motivation for independent planning, organization and direct realization of academic activity; skills related to the implementation of the student's legal position in the process of conducting academic activities.

Own experience of teaching provides an opportunity to assert that the self-organization of educational activities in the process of studying legal disciplines clearly manifests itself in group work in which students combine a common goal, interests, and motivation. We draw attention to the fact that the teacher should help students who do not have the motivation to study a particular discipline so that the process of its study creates a sense of meaning.

In support of the above, we give an example of one of the group tasks, which, in our opinion, clearly illustrates the importance of the collective educational and cognitive activity of students for the formation of skills and abilities of self-organization. Students of the Faculty of Law were asked to divide into mini-groups (four to five persons) to perform a creative search task, which implied preparing a strategy for resolving a legal incident from the position of the plaintiff and the position of the defendant in the trial. Students were united by one goal – the choice of a strategy for protecting their principal, determining the participation of everyone in the preparation and processing of legislation, determining the sequence of actions for further presentation to opponents. Students independently defined their action plan and its implementation in their mini-groups. It is worth paying attention to the fact that even students with low motivation to study activities, which did not show at the beginning of interest in the task, actively joined the work and tried to fulfill their part of the task. In each mini-group there appeared leaders, who determined the purpose, sequence of execution, distributed responsibilities, and monitored the progress. Those students who in the beginning tried to choose the implementation of the easiest points of the plan, in the future were actively involved in all processes of preparation. This proves that the self-organization of educational activities not only helps in the task but also forms part of the success of all educational activities.

Thus, one can confidently state that the motivational and organizational component is of special importance, since the motivational sphere plays a decisive role in the development of cognitive forces and formation of self-organization skills, while the organization of study time enables a precise way of implementing, organizing, functioning, self-regulation of all essential manifestations of future lawyers (jurists).

Conclusions. Summing it up, there should be noted that to create an effective method of self-organization in academic activities of future lawyers, it is necessary to clearly understand its structure and the ratio of its separate components.

The self-organization of the training of future lawyers involves the combination of structural and functional components, which, in their unity, ensure the formation of not only academic skills but also professionally significant competencies. The structural components of self-organization include:

¹ Староста, В., Щерба, І. (2015). Самооцінка майбутніх учителів власної готовності до педагогічної діяльності. *Вісник Черкаського університету. Серія «Педагогічні науки»*, 8(341), 117.

information-diagnostic; problem-oriented; operational-activity, reflexive-corrective. The functional components of the self-organization of the training of future lawyers are: design-constructive; communicative-gnostic; motivational and organizational.

The capacity of each structural and functional component is determined by self-processes that ensure the gradual and progressive development of a law student, starting from the goal setting and resulting in its achievement. Therefore, the self-organization structure of educational activities of future lawyers, who represent a set of self-processes, which assume that it is possible to have concrete self-organizing skills:

- the ability to formulate a clear goal and objectives for an educational or professional legal situation;
- the ability to determine their own needs and interests in legal science and practice that relates to the goal;
- the ability to plan and detail the process of acquiring knowledge, abilities and skills;
- the ability to select effective methods, techniques and resources for achieving the goal independently;
- the ability to control the progress of educational or professional tasks;
- the ability to assess own achievements and adjust own knowledge, abilities and skills.

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