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Specifics of Self-Organization of Student's Educational Activity During the COVID-19 Pandemic

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Abstract: Education is one of the most severely impacted sectors by Covid-19. One of the problems in the context of the organization and implementation of distance learning is the readiness of students to self-organize their learning activities. The issue of self-organization has been the focus of this article. Analysis and generalization of various studies show that in the conditions of quarantine, the effectiveness of learning directly depends on the processes of self-organization. To activate the process of self-organization, the student should initiate the process of the activity itself, and then update personal priorities to achieve the goal according to value dominants, motives, meanings, and prospects. The basic psychological and pedagogical concepts of self-organization have been analyzed. The role of the self-organization of educational activity in the student's academic success has been discussed. It was proved that formed self-organization of educational activity is a system-forming characteristic of the individual, which determines the value readiness of a student for independent lifelong learning, provides a high level of adaptability in the conditions of social and economic changes, and the ability to develop new technologies and new models of social interaction and behavior. The analysis has provided key insights into phenomena of self-organization in general and student's self-organization of educational activity in particular.
Based on the study and the practical experience of the authors, the model of self-organization of independent work of students has been presented. It comprises seven main blocks: introductory; actualization of knowledge; reflexive; competencies; diagnostic-reflexive; programming; self-education.

Keywords: *self-organization, higher education, independent work of student, educational activity, distance learning, COVID-19 pandemic.*

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1. Introduction

The current situation in society is associated with radical changes in the organization of human life. The crisis caused by the COVID-19 required the mobilization of all resources, the adoption of emergency measures to reduce the risks of the spread of infection. Numerous subject studies and interdisciplinary research have demonstrated the effect of COVID-19 on various spheres of our lives. Higher education was one of the most severely impacted sectors by Covid-19. Almost all higher educational institutions were forced to move from face-to-face education to online education. Researchers have studied the effects of Covid-19 on higher education in different countries such as Philippines (Cuaton, 2020), Netherlands (De Boer, 2021), Turkey (Erkut, 2020), Australia (Jayasuriya, 2021), Ukraine (Terenda et al., 2020) and Canada (Van Nuland et al., 2020). The studies show the challenges and possibilities of the New Era of distant high education and provide insights on how to promote sustainable development of the educational system.

It should be emphasized that "online learning" and "distance learning" are quite different. Summarizing the conceptual views of representatives of pedagogy and pedagogical psychology on the nature and essence of the phenomenon of distance learning, it is important to differentiate these two concepts. Online Learning is education that takes place over the Internet. This is gaining knowledge and skills using a computer or other wired to the Internet gadget. This format has emerged in the field of distance learning and became its logical continuation along with the development of digital technologies. Online learning is the umbrella term for any learning that takes place across distance and not in a traditional classroom: video conferences, teleconferencing, video lectures, and others.

Distance Education (Distance learning) is a way of educating students online. This form of education is a way to learn without regular face-to-face contact with a teacher, it allows studying at a convenient time and in a remote place. It provides possibilities to study for many people who have certain limitations for full-time education. The basis of distance learning is the independent work of a learner (student). In other words, distance learning involves the organization of the educational process, when the student is learning independently according to the program developed by the teacher and away from him/her in space or time, but can have a dialogue with the teacher through means of telecommunication. The distance learning system is designed mainly for people who are sufficiently conscious, who do not need constant monitoring by the teacher. Therefore, an important role

in distance learning is played by the motivation of students, their ability to self-organization.

Thus, the organization of independent work with students becomes a dominant feature in the professional training of specialists. This requires the students to organize their time effectively and great responsibility from the teacher, as he/she not only acts as a consultant on a certain subject but also helps the students to build an individual educational trajectory. The higher education system should be aimed to prepare a professional who masters the system of knowledge and acquires certain special competencies, as well as realizes the value and need for continuous professional development. So far, the formed readiness to develop "competence to update competencies" is important (Asmolov, 2010, p. 104). In our opinion, the ability to act effectively in educational, professional, and personal situations, which typically are non-standard and uncertain, requires conscious and creative self-organization of personal activities; it requires a willingness to go beyond existing patterns and stereotypes but maintaining a personal balance of activities.

The task of the educational system is to train a qualified specialist of the appropriate level and profile, who is competitive in the labor market, competent, responsible, and able to work effectively according to world standards, ready for continuous professional growth, social and professional mobility. The practice of higher education confirms that only the acquired independently knowledge determines the training of such specialist who can (a) think productively, (b) to creatively solve professional problems, (c) to defend his/her positions confidently, and (d) ready for independent lifelong learning.

To achieve these goals it is necessary the appropriate purposeful organization of independent work of students with educational materials, which is based on the system of skills of such work, willingness to be active and initiative, and the ability to self-organize educational activities.

2. Self-Organization and Independent Work in Higher Education

The formed self-organization of educational activity is a system-forming property of the personality, which determines the value readiness of university graduates for independent lifelong learning. This readiness provides adaptability to socio-economic changes in society, the development of new technologies, and new models of social interaction and behavior. This acquired personality trait that is the basis for becoming a specialist who can constantly acquire knowledge and skills; to be creative, active, and

initiative; to make independent decisions, and to demonstrate broad professional erudition in the modern VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) world.

Independent work is one of the most important components of the educational process. The organization of independent cognitive and educational-professional work of students in higher education is aimed at performing these tasks. Regardless of the profession and the nature of work, any specialist must have fundamental knowledge, professional skills, the experience of creative and research activities to solve new problems, and the experience of social assessment. The basic principle of independent work of students is an integrated approach, in which the combination of skills of reproductive and creative activity of the student in the classroom with cognitive activity during consultations with the teacher, directs the most individualized students' independent activity as a means of improving his/her creative individuality.

One of the problems in the context of the organization and implementation of independent work is the problem of readiness of the student to self-organize personal activity without an external organizational system. Under the quarantine conditions related to the COVID-19 pandemic, the typical external organizational function of the higher education system has been radically restructured. Today, the driving force of the student's activity should be personal organizational activity and responsibility. The readiness for self-organization appeared to be an acute problem, especially in the context of educational activity.

Under normal circumstances, educational activities are subject to fairly clear organizational forms. Those can vary to some extent within the system of general or higher education, but the basic structure (schedule of classes, consultations, sequence of changes in forms of classes) is typical.
While under the normal organization of life the student may deviate from its normalization (not to attend classes, not to perform tasks), the external system still indirectly affects the organization of his/her life and studies. In circumstances when the typical personal algorithms for the implementation of educational activities are even temporarily destroyed, there is a demand to build new algorithms for this activity. Moreover, in conditions of quarantine, the effectiveness of the learner becomes directly dependent on the processes of individual self-organization. It is in such conditions an individual system of conscious self-organization should be gradually formed as a complex combination of purposefulness and spontaneity, autonomy, and dependence.

The basis of our study is the analysis of the psychological and pedagogical content of the phenomenon of general self-organization as well as self-organization of educational activity. The analysis of this phenomenon is based on the provisions of systems and subjective approaches, which have their history and justification in modern psychology. Using the systematic approach, we have the opportunity to extensively explore certain phenomena, taking into account different systems of relations, different social spaces, and levels of human life. From the standpoint of this approach, each time these qualities are revealed, they can be observed only in the manifestation of one of the sides of the system. Within the subjective approach, the center of the conceptual scheme of analysis of a certain phenomenon is the subject, or the personality as a source of activity, which has the properties of self-determination of individual development, personal activities, communication, relationships, and experiences. Numerous studies over the decades have amply demonstrated that subjectivity is a factor that plays a systemic role in the formation and development of a multilevel mental organization of personality (Abulkhanova, 2005; Karpenko, 2006; Tatenko, 2009). The systemic organization of the studied phenomenon and the subjective content determine the need to take into account their complex and integrative nature, which is specifically manifested in certain aspects of human life.

Thus, the basis (methodology) of our theoretical analysis of the phenomenon of self-organization is the following: 1) combining the study of the main components of the phenomenon and determining the general characteristics for all parts using synthesis (systemic approach);
2) acknowledgment that in the structure of human subjectivity as a source of activity, the self-organization of activity is the main component of personality self-determination, along with reflection, conscious attitude to his/her life, attitude to others, and the world as a whole (subjective approach).

The main tasks of the theoretical analysis of this study are:

- To analyze the main psychological and pedagogical approaches to the interpretation of self-organization;
- To determine the role of self-organization of educational activity in the success of the learner in general and in the situation caused by the pandemic COVID-19;
- To identify the main components of effective self-organization of the learner during independent learning.

- To identify the main components of the model of effective self-organization of the student as a subject of the educational process during independent learning.

3. The Concept of Self-Organization

Active use of computer training technologies, the implementation of distance education at the legislative level focus on the problem of students' readiness to self-organize their educational activity without the framework of the external organizational system of the educational institution: timetable, consultations, a clear sequence of changes in forms of learning, methodological support of educational activities. With the reduction of classroom workload and implementation of blended and distance education, this usual external organizational system is fundamentally changing. It is important to stress, that educational needs require independent activity and the formed will to obtain education and professional efficiency. It is in this place the problem of readiness for educational self-organization of students becomes relevant in the psychological and pedagogical context.

The phenomenon of self-organization of the individual is multifaceted and is studied in modern science both within the solution of certain applied problems and at the fundamental level. The variety of definitions of the main characteristics of self-organization depends on the scientific direction of research in psychological and pedagogical practice. Most researchers define self-organization as one of the fundamental properties of personality (Graf et al, 1981; Shmurygina et al., 2015). Some studies state that self-organization belongs to the volitional traits of personality (Kostromina, 2010; Shvetsova, 2013), and the activity approach insists on studying self-organization as a psychological quality that determines the personality of the subject (Tatenko, 2009). Self-organization can be considered as a factor of mental health. The study of Savva et al. (2017) indicates that a mental health index is his/her ability of self-organization.

Based on the literature analysis, we can identify the following spheres of activity of the subject, with which the concept of self-organization is most often identified.

- Self-management as the ability to manage, acquire, develop, store and rationally use personal resources;
- Self-actualization as a self-determined human desire for the fullest expression of personal abilities and capabilities;

- Self-efficacy (resourcefulness) as the ability to actively build behavior and activities according to the purpose, objectives, or conditions of the current situation.

In her scholarly study, Mandrikova defines self-organization as "the ability to manage personal time, which is determined by the ability to structure personal time, tactical planning and strategic goal-setting, or the formation ability for self-management" (Mandrikova, 2010, p. 87). The importance of the analysis of the time component in the context of structuring time within the organization of human life and activity was pointed out by Feather & Bond (1983). Some studies have found a link between the psychological characteristics of the experience of time and self-organization, emphasizing the importance of structured and purposeful use of personal time as part of the overall level of life satisfaction (Kuznetsov et al., 2013). The researcher Klimenko has analyzed the self-organization of lifetime as an important psychological category, which is closely related to the orientation and adaptation of man in the environment, self-organization of life, "ensuring timeliness, productivity, and optimality of social and personal life" (Klimenko, 2015, p. 116). The lifetime organization is inseparable from the formation of content and goal setting as the most important components of the self-organization of the student's personality (Graf et al., 1981).

Derkach (2002) emphasizes that autonomy and spontaneity in the structure of self-actualization play the role of a mechanism of subjective regulation of all forms and methods of regulating external and internal purposeful human activity based on free value-semantic choice. Such self-organization of all types of purposeful activity, conscious initiation and mobilization of human resources, elimination and minimization of internal difficulties determines the management of personality resources according to the requirements of the activity. The process of self-organization of educational activity is necessary for the normal development of human individuality. The main stages of self-organization in the learning process are based on responsibility as a personality trait (Shvetsova, 2013). Thus, the ability to accept responsibility is one of the criteria for the analysis of autonomy in Maslow's theory of self-actualization.

Self-efficacy can be determined as one's belief in one's ability to succeed in specific situations or accomplish a task (Bandura, 2010). The sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges. Such a belief of the subject in his ability to act successfully in specific conditions to solve certain problems with the manifestation of persistence in achieving the goal requires well-established

self-organization and can be defined as its manifestation. Psychologist Schneider defines self-organization as a "way of personal organization of life by expanding the boundaries of personal initiative and independent activity, self-improvement, and self-regulation" (Schneider, 2011, p. 24). This interpretation sets the understanding of self-organization as a process of gradual structuring by the subject of its activity by creating (or reproducing) a system of independent actions (functional components), each of which has its functional load and contributes to successful self-achievement. Based on these provisions the resourcefulness of self-organization for students can be seen both in professional and personal development.

Kostromina (2010, p. 153) defines self-organization as the process of mobilizing and structuring a person's resources (abilities, skills, qualities) to carry out certain purposeful and pre-planned actions. She emphasizes that the phenomenon of self-organization is based on the inherent properties of the system when the organization of the system is created, reproduced, or improved independently without external control influences. The key determinants are "self-processes" - self-observation, self-identification, self-analysis, self-regulation, self-motivation, which determine the self-organization of activity under the influence of various circumstances.

Thus, the outlined diversity requires an appropriate definition of this phenomenon in the context of the readiness of students for self-organization of educational activity. This will make it possible to determine the main tasks of purposeful formation of the ability to self-organize and to increase the efficiency of independent work while mastering the educational content and acquiring the relevant competencies.

The search for the definition of self-organization as a psychological and pedagogical phenomenon determines the following main contexts of its analysis:

- acquisition of skills of rational performance of educational tasks;
- organization of independent work of the student;
- formation and improvement of self-educational activities,
- personal self-realization in educational activities.

Typically the problems of terminology indicate a lack of knowledge of this phenomenon, the incomplete process of identifying the specific content from the standpoint of psychological and pedagogical researches. Therefore, self-organization is one of the problems that are constantly in the focus of educators and psychologists. We can state that multivariate research causes fundamental differences in research approaches, when the object of study is acting as a basis of self-organization, or the subject and his personal

properties, or search and development of effective techniques and methods of self-organization.

The integrative approach to the interpretation of self-organization provides us with the means to analyze the phenomena. According to this approach, self-organization is defined as an individual activity and ability, manifested in purposefulness, activity, justification, motivation, ability to plan, rapid decision-making and responsibility for actions, critical assessment for the results of actions, sense of duty.

The analysis of the overall situation of learning during the uncertain and unstable situation of quarantine conditions caused by the spread of the COVID-19 virus has revealed various objective and subjective problems of adaptation of students to new (unusual) learning formats. It has not been possible within the scope of this paper to include a thorough review of all issues which relate to problems of higher education in this challenging period, so we have analyzed the available intermediate results on the situation in Ukraine (Sirbu et al., 2020; Stukalo & Simakhova, 2020).

Analysis of the educational environment, which is actively studied in the context of the situation with COVID-19, provides an opportunity to summarize the most common psychological and pedagogical problems:

- Lack of live communication, a significant increase in independent work, difficulties in allocating time for learning, the impact of daily household chores, increased household responsibilities (Berezhna & Prokopenko, 2020).
- The need for self-motivation of students in learning, and a high level of self-organization (Terenda et al., 2020).
- Inability to participate in normal daily activities (Pakholchuk et al., 2020).
- Questioning own strength and ability to cope with the consequences of the pandemic, the need for support and assistance (Lobanova et al., 2020).

Problems of self-organization of educational activity are not limited to situational external factors, quarantine conditions, distance learning formats, it is important to take into account the general trends of psychological development. The researcher Smirnova (2015) has defined the features of the psychological development of modern children: the inability to self-organize, lack of motivation and will, dependence on the situation in the development. She considers these problems are largely related to the gap between motivation and ways of action. Cultural means that are being transmitted by adults are not based on the age characteristics of children's

motivation, so their meanings are missing or beyond the traditional cultural context.

The group of researchers has analyzed the situation of forced isolation during the quarantine of COVID-19 and found out that highly effective resources of adaptation and overcoming are based on understanding the current situation of students' life (Baranova et al., 2021). This understanding leads to better control and overcoming the negative aspects of insulation. Adaptation resources are presented in their study as different strategies:

1) Self-directed strategies (self-organization, observance of the daily routine, performance of distance learning tasks, maintenance of physical shape and appearance, self-development, restraint of personal negative feelings);

2) Strategies aimed at others (help and moral support to relatives, friends, other people);

3) Strategies aimed at living space (maintaining cleanliness in the house, work to expand the versatility of space, arranging it for your "self").

Thus, it can be stated that readiness for self-organization of educational activity and mastering the basic techniques of its implementation is an important condition for effective adaptation to unusual conditions, self-realization during educational activities, as well as the acquisition of important professional competencies in any situation and changing external influences.

4. Main Components of Effective Self-Organization of Students

We believe that the main elements of the structure of the psychological readiness of the learner for self-organization can be defined as 1) the maturity of goal-setting skills; 2) the ability to autonomously build the activities under the existing organizational and productive methods of its implementation; 3) the ability to structure and to use earlier experience in new situations; 4) the formation of control in managing the processes of personal activity; 5) the ability to understand the consequences, their conscious prolongation; 6) readiness for subjective and social responsibility, and 7) the formation of value attitude to the uniqueness of individual activity.

Thus, psychological and pedagogical support for mastering the processes of self-organization should be carried out in relevant educational activities, which means that every time we have to turn to a higher level of self-awareness, self-development, and self-realization concerning activities

organized in the formats of classrooms and independent work. And each new level is realized in the educational dialogue based on the results of the performed educational actions.

Purposeful formation of the psychological readiness of the student for self-organization in the context of personal experience actualizes mastering reflection as a mechanism of self-awareness of the processes of personal activity and effective methods of its implementation. Thus, the educational environment is a space for gaining experience in reflecting the effectiveness/inefficiency of personal activities and ways and means of self-organization in this activity.

We have suggested a step-by-step technology of acquisition of skills to reflect students' educational activity - the basics of conscious self-organization of activity. The first key element of ensuring the effectiveness of self-reflection on educational activities and awareness of the features and conditions of its organization is the preparatory stage, which can be called the goal-setting. The analysis of the situation through problematization makes it possible to define and specify the goal of the activity, which means to understand why the student should self-organize his/her activity within a specific context.

Defining the goals of the activity requires the implementation of the second stage - planning. This step activates the analysis of conditions of activity, definition of stages of task realization, available time resources for each stage, setting criteria of efficiency of actions. Thus, it is necessary to structure the process of activity in the appropriate sequence of progression from the goal to the desired learning outcome. Conscious and independent structuring of the process of activity sets the basis for its gradual implementation, so self-control of the subject over the activities according to the plan is an important element of this step

The obtained result of activity should not only be evaluated according to certain criteria, but also analyzed within the scope of achieving the goal. So, assessing whether the result needs correction and how it relates to the plan is the third stage. This requires reflexive work, understanding of the actions that contributed to the achievement of results, as well as those actions that expose new problems of ensuring the effectiveness of educational activities. It is important to emphasize the key role of reflection in successful actions.

Thus, the processes of self-organization (self-analysis, self-management, self-assessment, and self-regulation) are activated under the conditions of internal mobilization of resources according to goal setting,

and the quality of this process depends to some extent on personality traits, self-management ability.

Self-organization is the basis for the formation of individual independence as the actual, subjective experience of personal choices and decisions of vital tasks, understanding of the possibilities, and management of the efforts acquired in ontogenesis. Within the educational space, the level of formation of individual independence is actualized by forms of students' educational activity (lectures, practices, seminars, and other classes) and control system (tests, control works, exams) according to specific forms of independent work and methodological and organizational traditions of higher education. It should be noted that building an active and multivariate educational environment has a significant impact. It encourages the active and independent implementation of educational activities in which students can influence what and how they learn. In traditional educational settings, these powers belong almost exclusively to the teacher (Zaitsev, 2019). The importance of organizing the active and multivariate educational environment has been proven in the research conducted at the University of La Laguna, Spain, based on the results of the implementation of diverse study routes, which students choose according to their priorities. The study has provided a basis to conclude that mixed or hybrid teaching models in higher education are not only adequate and relevant in the context of the digital society, as they prepare and train students in learning, but are also a reliable guarantee for dealing with issues that may arise during COVID-19 pandemic (Area-Moreira et al., 2020). One of the important components of designing an effective learning environment is the admissibility of an error during a certain educational activity and the realization of personal choice. Applying the concept of self-organization to social reality, Capra (2002) has emphasized that the processes of self-organization should include freedom of errors; there is no progress without mistakes and uncertainty.

Thus, the renewal of educational content to those that stimulate the intensification of independent implementation of educational actions sets a conscious need for the formation of readiness for self-organization of educational activity.

The experience of our work and the results of scientific research demonstrate that the overall success of the student directly depends on how he/she organizes the independent work. To organize something means to form a certain order, to build such a structure that would be optimal to achieve the goals, which means the focus of an individual on the results of educational efforts. The self-organization of any activity is a specific self-

activity mode of ordering the objects of personal activity. Therefore, the effectiveness of self-organization depends on many factors:

1) Level of mastering theoretical knowledge within the program;

2) Motivation of educational activity to perform certain independent work;

3) Defining a list of tasks that the student must study independently;

4) Availability of a list of recommended sources and their accessibility;

5) Level of elaboration of guidelines and instructions on independent fulfillment of educational tasks;

6) Understanding the format of tasks, the scope of work, and deadlines for their submission;

7) Opportunity to receive advisory assistance;

8) Development of evaluation criteria, types, and forms of control.

The peculiarity of self-organization is manifested in its process characteristics. In the context of processes, it should be emphasized the importance of time organization of personal activities, or how the process is carried out in time, in what timeframe. The main resources of our lives, the activity of achieving certain goals are measured by time. The resources we use in our activities are usually limited, so the ability to manage personal time, effectively organize work and leisure are important for success in any field of life (Merkulova, 2018).

Addressing the important issues of self-organization of students, it should be mentioned that tasks for independent work in higher education institutions do not have strict regulations typically. They are determined by the specifics of the discipline, forms of teaching, teacher's methodological settings, and others. The student of higher education must perform a significant number of different types of independent work within the defined timeframe. There is a need to organize personal activities by determining the nature of tasks and their scope, self-planning, setting priorities, taking into account the specifics of the discipline and the requirements of teachers. Undoubtedly, there is no one way to successfully organize activities for everybody, it is also impossible to have a universal way to implement it during independent learning. The student's readiness to consciously master technologies and methods of self-organization of their life and learning is important: from its situational manifestations to the formation of potential (long-term) self-organization.

Therefore, it is necessary to gradually learn to choose such methods of activity that take into account their characteristics and the peculiarities of the life situation, and so far can be optimal for current life circumstances.

Accepting the fact that certain difficulties are not an excuse for failure, but rather the factors to consider in organizing learning activities is an important condition in finding the best ways of self-organization. The formation of self-organization of student learning activities is built through a system of actions organized by the teacher, and further internalization (making actions internal) of self-organization.

Instrumental support is crucial in the process of self-organization of educational activity. Such means include various forms and schemes of recording information comprised in the process of self-organization. It is more effective to organize and realize educational activity with systems of external or visual fixation of the goals, plans, models, and schemes. It is very important to visualize the information, to take it from the inside to the outside. When the person is overloaded with many tasks, plans and requirements then the risk to forget something increases. The externalization (text, diagram, or drawing) of various kinds of information makes it possible to look at the problems of self-organization from the distance. The effective practices are keeping records to systematize the variety of learning tasks and information, setting priorities, determining the sequence of learning activities. Such methods also help to effectively monitor and evaluate results.

It is recommended for students to draw up schedules or charts of independent work for the semester, taking into account the workload during a certain semester. Schedules stimulate, organize, and promote time management. "Time management" as the organization of student's life aimed for the most rational planning of the learning process and professional development can improve self-organization (Agranovich et al., 2019). The existing time limits of educational activities require the development of personal methods and techniques of time management. Those are widely presented in the popular literature on self-education and self-development.

The wider the range of time management methods and technologies, the easier it is to navigate and choose the most effective actions for the current situation, including educational activities. t should be emphasized that time management is very important, yet not the only aspect of the formation of a student's self-organization.

Processes of self-organization should be aimed at acquiring the basics of professional scientific knowledge. It is necessary to organize educational activities so that all actions contribute to a holistic process of understanding the content, the context, and how to succeed. The key role belongs to *understanding*, which is a special, very important and interesting psychological problem of learning, which also requires the use of methods

of self-organization of individual thinking. Gamezo et al., the authors of practical recommendations on how to learn for students has emphasized that: (a) to know doesn't mean to understand; (b) in a situation of misunderstanding, it is necessary to identify exactly the primary level and factors that became an obstacle to further understanding; (c) ask yourself questions several times more often than you usually do; (d) it is necessary to expand the conceptual resource and constantly clarify the meaning of terms and content of concepts; (e) "don't remember" and "don't understand" are quite different; (f) to *understand* it is necessary to gain experience "to be able to listen", "to be able to see", "to be able to read"(Gamezo et al., 1982).

For productive work within the course, the student must take into account the general requirements for the organization of mental work, rules for planning independent work, systematic mastery of the basics of theory and methodology of professional disciplines, logic, and integrity of the material.

5. The model of self-organization of independent work of students

The model of self-organization of independent work of students can be presented as a consistent and comprehensive educational activity, combining seven main blocks: introductory; actualization of knowledge; reflexive; acquisition of competencies; diagnostic-reflexive; programming; self-education (Fig 1). Each block has its specifics and orientation of educational activity.

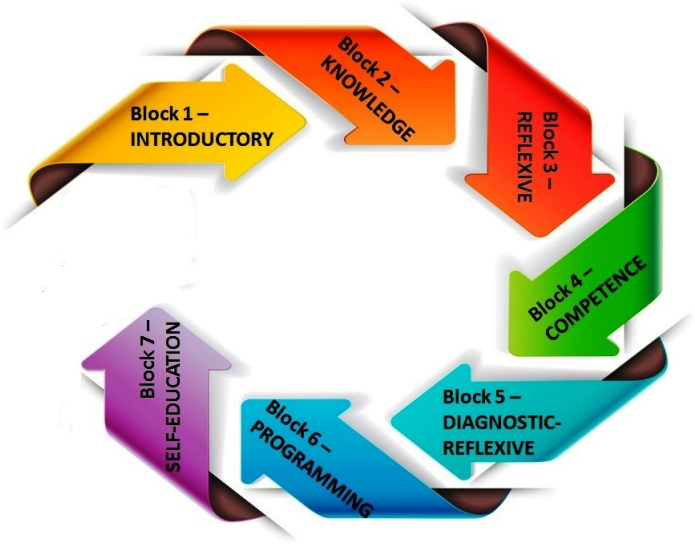


Figure 1. The model of self-organization of independent work of students,
Source: Authors' own conception

Block 1 - INTRODUCTORY: determining the specifics of the studied subject and the content of the educational tasks; setting priorities, making up a plan.

Block 2 - KNOWLEDGE: actualization and deepening of existing knowledge; work with theoretical material; analysis of information sources.

Block 3 - REFLEXIVE: identification of specific problematic issues concerning existing theoretical knowledge and its integration into practical actions; making the list of the main questions that are most interesting and necessary to understand the content; formulation of problem areas of personal competence (problem queries).

Block 4 - COMPETENCE: acquisition of new skills and abilities; performing practical exercises; seeking advice if there are some difficulties in solving tasks, finding answers to problem questions.

Block 5 - DIAGNOSTIC-REFLEXIVE: determining the level of mastery of the content; fixation of successes; identification of new problematic issues and contents that require additional work; understanding of personal limitations.

Block 6 - PROGRAMMING: defining a set of actions to overcome difficulties in the future; fixation of successful actions; choosing of personal means of self-organization.

Block 7 - SELF-EDUCATION: determining the personal request for self-development; compiling a list of sources on topics that are interesting and necessary to improve educational level (literature, courses, disciplines); drawing up a detailed work plan; educational activities according to the plan.

Thus, the basis of the self-organization of educational activity is manifested in the consistent restructuring and reorganizing connections between certain actions (from the simplest, which are carried out according to external control and organization, to the most complex, with well-established internal psychological determination). This sets the conditions for mastering new formats of implementation and expanding their autonomy. The most important feature of the self-organization of education is its ability to purposefully accumulate and use earlier experience.

The self-organization of students is an important value moment of self-realization and the regulatory component of purposeful and conscious management of individual life.

6. Discussion

This study has provided key insights into phenomena of self-organization in general and student's self-organization of educational activity in particular. The main psychological and pedagogical approaches to the interpretation of self-organization have been analyzed. The self-organization in learning is manifested in the abilities of the individual to purposefulness, activity, reasonableness, motivation, along with the ability to plan personal activity, quick decision-making, taking responsibility, and critical thinking in the analysis of the results of actions. The generalization of the results of the analysis gave grounds to identify the main problem areas of higher education in the context of self-organization: the distribution of time between learning and increasing homework, lack of self-motivation to learn, insecurity and inability to cope with the effects of the pandemic, not fully formed value-semantic orientations.

The analysis of the self-organization of educational activity of students provided us with means to describe the main components and their interconnection. At the same time, the study of the phenomenon of self-organization requires experimental research in different educational settings. The study of major factors affecting the self-organization of students, taking into account their educational profile, is currently carried out on the basis of Zaporizhzhia National University (Ukraine).

7. Conclusions

Analysis of the study both in Ukraine and abroad allows us to emphasize the crucial role of self-organization in the success of educational activities during the limitations caused by the COVID-19 pandemic. The situation of forced isolation during the quarantine of COVID-19 actualized the personal resources of students to understand the current situation and the need to overcome the negative aspects of isolation. Moreover, resources for different groups have a diverse focus: on themselves, on others, on living space. It is in the conditions of isolation and quarantine restrictions associated with the spread of COVID-19 that the problem of students' readiness for self-organization became apparent along with the need to purposefully create conditions for students to achieve a high level of self-organization as an important professional competence of the future specialist in any field.

Self-organization of life is an indicator of personal maturity as an integrated set of natural and socially acquired properties. It requires the

restructuring of personal activity, using will regulation, and prioritization. Its purpose is to achieve a personally significant result as successful self-realization in any sphere of life. In various forms of skills acquisition, self-organization requires systematic work, so the educational environment is crucial. The proposed universal model of self-organization of independent work of students determines the main elements and guidelines of efforts and forms systemic integrity of the acquisition of the properties of self-organization by the student as a subject of educational actions, and later the subject of professional activity.

It is the creation of appropriate conditions for independent work of students in the system of organized learning that provides the formation of skills and abilities of self-organization, consolidation and development of skills that are formalized in sustainable competencies that are important for professional activity and lifelong learning.

We believe that the proposed model of self-organization of independent work of students provides the basis to consistently and systematically analyze this activity both in the context of the students' activity and to define and design the research methods for its study. The technological content of the model, taking into account the specifics of different education systems, is a prospect for further research on this issue.

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