

ЄВРОПЕЙСЬКИЙ ВИБІР ВИЩОЇ ТЕХНІЧНОЇ ОСВІТИ

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THE INFLUENCE OF PROCRASTINATION ON STUDENTS' EDUCATIONAL ACTIVITIES

Due to the excessively fast pace of life, the demands of a modern society and information overload, each of us increasingly resorting to procrastination, postponing cases, which leads to irrational use of time and reducing the efficiency of all activities. Accordingly, the educational process is also characterized by the conditions in which this phenomenon most often occurs - a significant number of tasks with a clear regulation of time limits, constant psychological tension, intensive mental exertion [1].

V.S. Kovilin argues that procrastination is a behavioral pattern in which a person consciously postpones the performance of important tasks for later, however, it remains active, but its activity is directed to extraneous and sometimes meaningless activities [2].

The phenomenon of procrastination consists of three main components that are interconnected by cause and effect: cognitive, emotional and behavioral components. Understanding these components makes it possible to establish the reasons of procrastination [2].

The main reasons are violation of the motivational sphere, fear of failure, perfectionism, fear of success, self-restraint, resistance to external control, the desire to increase or decrease stress, violation of goal setting, violation of perceptual-semantic organization of time [6]. Other specific individual psychological causes of procrastination include impulsivity, low vitality, neuroticism, fatigue, social and family difficulties, discomfort from performing certain tasks, irrational desire to postpone a decision or task until "ideal" conditions and state are achieved, fear of the unknown, inability to concentrate and focus on the task due to a negative emotional or physical state [3].

Analysis of psychological research shows that procrastination is accompanied by states of nervous tension, impaired concentration, emotional and physical stress, decreased self-esteem, guilt, loss of faith in oneself and one's strength [4]. Students' propensity for constant procrastination also determines interpersonal conflicts that arise due to non-fulfillment of obligations, acute emotional experiences, and loss of productivity, somatic disorders, and a threat to psychological well-being. According to research by P. Steele, especially negatively, the phenomenon of procrastination affects the educational activities of students. The consequences there are low scores and reduced academic performance, which affects professional development and competence, as well as expulsion from the university [5].

Thus, students are particularly likely to develop procrastination for social and personal reasons. High level of procrastination in students is accompanied by a decrease in academic performance, has a negative impact on the individual and his psychological well-being, which in turn negatively affects the effectiveness of professional of students.

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ПІДВИЩЕННЯ ЯКОСТІ ВИЩОЇ ОСВІТИ УКРАЇНИ З ВИКОРИСТАННЯМ ПОЗИТИВНОГО ДОСВІДУ ЄВРОПЕЙСЬКИХ КРАЇН

У нашому суспільстві освіта відіграє ключову роль, адже за її допомогою в особистості формуються важливі якості, необхідні для її подальшої професійної діяльності.

Досвід інших країн можна впроваджувати в освітні процеси України, тим самим покращуючи якість навчання у ЗВО і збільшувати кількість кваліфікованих фахівців у майбутньому. Ця тема дуже актуальна та вимагає уваги до себе, адже для великих досягнень в майбутньому освітні процеси повинні розвиватись та розширювати свої кордони вже сьогодні. Потрібно надавати освітньому процесу творчого характеру, впроваджувати нові освітні моделі, але відсутність плану інтернаціоналізації освіти призводить до повільних темпів розвитку міжнародних освітніх програм і в результаті - об'єднання систем вітчизняної освіти та європейських країн відбувається менш ефективно.