



Temporal Strategies of Student Educational Activeness: Strategic Capital or Basic Resource?

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Abstract

The relevance of this article lies in the understanding of strategic guidelines by students. In today's world, when social time is accelerating every year, it is becoming increasingly difficult to navigate in personal and public time. Solving life problems, it is necessary to pay attention to planning and proper allocation of time, as years later there is a great risk to consider the past years lost. Timely realization of the opportunities and potential is important when the person has both forces, and time, and it is the period of youth. The aim of the study is to analyze the temporal strategies of personality in the field of educational activeness. The article studies the features of educational activeness of students. Cognitive, emotional and behavioral aspects of students' temporal strategies are analyzed. The novelty and originality of the study lies in the fact that the features of educational activeness of students are studied. It is shown that the majority of students in training focuses on obtaining a diploma and subsequent employment. It is revealed that some students believe that they need education for the sake of self-realization and knowledge. It is established that students have the most common professional and cognitive goals. Cognitive aspects of students' temporality are investigated. It is revealed that students perceive time in quite similar categories as the reserve of a resource that is allocated to them and which they can dispose of as a limited reserve that they dispose of during their lives. It is established that some students see the possibility of time control. It is shown that time for a significant part of students is not a strategic capital that implements life plans. The data obtained in the work can be used in labor psychology, age psychology, social psychology, pedagogy, sociology, as well as for further theoretical development of this issue.

Keywords: Temporal strategy, Educational activeness, Student youth

1 Introduction

Now, education is one of the priority goals of many young people, as it gives them the skills for professional self-realization, financial independence, but to use the training opportunities is necessary taking into account the time costs, as well as the learning strategy (2, 10, 11, 14, 16, 25, 26, 27, 29, 30). It is long-term planning that ensures the implementation of life plans, but in youth, these issues are rarely on the agenda. Therefore, it is important to pay attention to the strategy of distribution of time of students in the field of educational activeness. In the context of

sociological temporalism, many researchers pay great attention to such a direction of research as the way of life (1, 4, 12). The way of life as the most important research paradigm has been established over the past forty years (22). Its characteristic themes include the relationship between human lives and a changing society; the schedule of life; related or interdependent lives; and human activeness (1, 3, 13, 15, 20, 24, 31). Thus, the paradigm of life path also involves the study of temporal aspects of personality biography.

Numerous changes in the study and understanding of human life by scientists have formed the problems of life. A number of these changes have resulted in a General conceptual trend that has made time, situation, and process the most prominent dimensions in sociological and psychological theory. This trend has different directions,

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including the macrocosm of age stratification, culture and intergenerational models, analysis of the impact of social forces that form the way of life. In addition, an important line of interpretation of social time and temporal strategies were research life strategy and behavior strategy as an attribute of life activity of the individual and the social community (3, 4, 7). Treating social community as temporal Association of people, it is possible to consider social time as the integrating beginning, a connecting link for people in social community. It is a distinctive marker outlining the boundaries and specifics of the community. Time of social community is a special form and way of its life activity, which are expressed in chronological dimension and temporal qualities.

The modern stage of development of society is characterized, first, by the need to study the social community as a subject of life, including temporal behavioral strategies, and this need is reinforced by the contradictions that are caused by the tendencies of individualization and atomization of society (5, 8, 9, 17, 23). The freedom of the individual as a subject of life strategies increases significantly. Such individualization creates serious barriers for interaction of representatives of social community, reduces degree of its controllability and complicates process of formation of the General vital strategies. Meanwhile, the processes of evolution of social communities continue against the background of individualization and atomization of society and are manifested in new types of connections, relationships and interactions within the community, in its new types and varieties. Chronological measurement of the life activity of a social community includes its metric parameters: duration, duration of existence and functioning, the speed of the processes occurring in it, the sequence of stages of development, events, filling the content of each stage and forming the biography of the social community. Thus, time is an era in which representatives of generational, professional and other social communities find their place. In addition, chronological parameters include the history and age of the social community (5, 6). Temporalities, temporal values, way of emotional experience of time and other characteristics form temporality; temporal connections and relations of social community. In recent years, researchers have been talking about the acceleration of social, historical time, the processes of life in turbulent time. The time of social inequality is worsening, and theories of temporalism must adapt to social realities, mobilizing conceptual resources (15, 18, 28). We still live according to the laws of linear time, but we must state that time gradually increases its own rhythm, so the concept of accelerating social time is now a necessary tool for social and political analysis (7, 19, 21). Based on the socio-psychological interpretations of the concepts of behavior strategy, temporal behavior, the content of the concept of temporal behavior strategies in relation to the social community from the standpoint of the socio-psychological approach was determined. Temporal strategy of social community behavior is a direction of life activity, forms and methods of which are focused on certain properties and qualities of social time in order to achieve life goals. This strategy of behavior not only characterizes the style and way of life of a social community, but also sets the vector and

speed of its development, serves as a marker of its specificity, the mechanism of education and internal integration.

2 Materials and Methods

This study will consider the temporal strategy of educational activeness of students. In social psychology, it is extremely common to use a student sample for various kinds of research. This is due to their high availability, as well as qualitative characteristics: mobility, high level of adaptation to changing conditions, as well as due to the high importance of this population group in the context of social development. The special direction is made by the researches devoted to social and temporal aspects of life activity of students. Temporal strategy of students' behavior is a kind of their life strategy. It is essentially a way of using certain properties and qualities of social time in order to achieve life goals and prospects. Temporal strategies of behavior accompany a person in all activities, expressing his attitude to time, perception and management skills, manifested in all spheres of life activity of the community and strategies of its behavior - educational, adaptive, financial, career, professional, and reproductive and others. The value of time in students' perceptions in the study was determined by correlation with other success factors.

Main research questions:

- Do students perceive time as a limited resource?
- Are students in the same time rhythm with others?
- Does the students' personal time coincide with the public social time?
- How do students perceive time? As a linear or nonlinear sequence?
- Do students aspire to obtain only professional knowledge?
- How much time do students spend on education?

3 Results

The first task of the study is aimed at studying the features of educational activeness of students. The survey showed that the majority of students in training are focused on obtaining a diploma and subsequent employment. So answered 39% of the surveyed students. This suggests that this category of students intelligently receives education and is aimed at building a successful career in the chosen specialty. Students, who receive education for employment, adequately assess their future and make real plans for it. In addition, a large percentage of respondents believe that they need education for self-realization and knowledge (35%). This group of students with less defined plans do not aim to apply their knowledge in a professional environment, but to increase their own intellectual level, which in the future will allow them to find their place in life.

It is interesting, that the group of students (32%) who consider education a way of self-development assesses the time spent on training entirely justified, because they assess the usefulness of knowledge not in terms of applicability in practice in a particular profession, but as a step in the development, which may consist of knowledge of any field. Attendance is the most obvious indicator of educational

activeness. Quite a large percentage of respondents (27%) indicated that they attend all classes at the University, which indicates a high educational activeness of students. The majority (42%) attend almost all classes, thus, it turns out that 69% of students actively attend classroom classes, which corresponds to the aspirations of students in obtaining valuable skills and knowledge. Almost 24% of students report an average level of educational activeness, attending about half of all classes. Also among students (13%) practiced types of low activeness: attending only a small part of classes. It is worth noting that among the respondents were not those who do not attend classes.

Preparation for classes is also an important aspect of the educational activeness of students. It is revealed that the majority (53%) of students prepare for classes, but they are prepared to different degrees and do not show high activity in this case, not wanting to increase their time spent on independent search and development of information.

Thus, the educational activeness of students is average expressed among the respondents. This suggests that the motives of their educational activities really have an impact on cognitive activity, determining priorities in the choice of educational strategy. The specificity of the definition of time as a hard-to-access resource implies that it is impossible to use it constantly. Time as a limited resource for students, in our view, is something one-off in a global sense, a volume of value that they can manipulate. These results are confirmed by the respondents' answers to the question: "How do you perceive time?" 27% of students consider time an infinite resource, and 73% limited.

Considering the peculiarities of orientation in time in modern students, we found that only 44% of respondents are always in a particular moment of time. At the same, they time poorly oriented in the time of day, lost in the hours of the day. Among respondents, 13% are lost in days and 6% in months. Such indicators show that young people often do not notice the passage of time, do not pay attention to how much time they spend on certain activities. Thus, it is worth noting a certain carelessness in relation to the limited resource of which the students spoke, describing the time. As for the speed of personal and public time, it coincides with 59% of respondents. The study showed that students often consider the course of events parallel, but orderly. The regularity of events in the views of respondents indicates their desire for order, even simplification of the picture of the world. Passivity in relation to the present time is due to the ambiguity of many events. Students often have to solve moral dilemmas that cause them difficulties, misunderstanding. Subsequently, the view from the side helps to determine the significance of the events that have occurred, but it is rarely possible to do it instantly, in connection with which the active perception of the past is manifested. The study showed that 23% of respondents believe that they are in full control of their time, 42.9% - believe that they manage to control most of the time, but some moments are beyond their control. This is a more sober assessment of time management abilities that takes into account the possibility of unforeseen events. Some students (23%) believe that they control about half of what happens to them. This group of people is not quite able to build a competent relationship with time, letting some things

take their course, which is fraught with a complete way out of control. The remaining 11% may or may not want to build relationships with time, allowing events to define their lives. Almost 93% of respondents are engaged in case planning to varying degrees. Combined with the previous figures, this suggests that students are constantly trying to make a plan for the next day, month or year, but do not show enough perseverance in achieving their goals, or are depressed by circumstances. There is also a possibility of constant change of plans due to the high mobility of young people's lives: it can be the dynamics of both external (change of situation, environment, circumstances and living conditions, social relations and status) and internal (change of priorities, attitudes, and worldview). It is also interesting to pay attention to the ways of time distribution by students. Students (29%) spend their time evenly, giving each task, each lesson a sufficient amount of time. Mostly students (37%) use a mixed style: they devote a few hours to one class, but then prefer to change the type of activity, regardless of the degree of completion of the case. Some students (27%) cannot pay full attention to one lesson at all, constantly switching from one thing to another. This indicates that most of the time students spend on something to adjust to a new type of activity, instead of high-quality and thoughtful classes, they prefer to pay attention to several cases at the same time, increasing the speed of their execution, but perhaps significantly reducing the quality.

4 Discussions

Representatives of various Sciences analyze the transformation of time in modern culture: psychologists, historians, philosophers, anthropologists, sociologists. One of the most important problems that have come to the attention of researchers in recent years: the perception of time in different social groups. A number of works of modern sociologists considering the attitude to social time as transformation of cultural forms and value orientations are devoted to the problem.

The idea of temporality is productive from both a theoretical and a practical point of view. It lies in the fact that time can be considered as a structure acting as a condition, principle, rule of generation of any forms of human life, whether texts, institutions, human actions, etc. Signs of temporal organization can be found in any form of human activeness. It does not matter whether the subject is aware of it. Modern socio-bio-graphic temporalism is characterized by a variety of paradigms, definitions. Most objects have both spatial and temporal qualities. Society as a subject with its temporal extent is characterized by complexity: the life cycles of society include many sequential and parallel processes consisting of a huge number of events. This means that temporality is only partly related to astronomical time.

Temporality is determined by the content consisting of events. Temporal analysis of an object is different from structural analysis. There are objects that have only a spatial structure, such as a crystal. In any unit of time, it will be the same unchanging object, having physical but not temporal properties. However, there are also completely temporal objects that do not have spatial characteristics at a particular time. Thus, the temporality of objects implies temporal

complexity (event saturation), not astronomical time (2, 9). Considering the existing approaches to the definition of temporality as a social characteristic, we concluded that this aspect of social reality has an increasing impact on the functioning of society. If earlier the spatial characteristic (occupied area, volume of production, quantity of resources) was important for society, now mobility, speed and innovations are of paramount importance. In the social environment, this is manifested in many ways, including by changing the relationship to time and its perception in both individual and collective consciousness.

Now, the study of temporal strategies of behavior is at the initial level: the definition of terminology and methodology, attempts to understand the problems of this area. The number of studies on the chosen topic is very small, which encourages us to actively study the temporal strategies of the most open and mobile social group - the students.

5 Conclusion

Temporal strategies of students' behavior is an extremely poorly studied topic. This is because the very understanding of this phenomenon came to science recently with the understanding of controllability, mobility of time. Therefore, it is so important now to pay attention to the ways of interaction between man and time, to understand their structure and patterns. Among the numerous studies of students, which traditionally attracts the attention of scientists, and because of its accessibility and openness, and because of the objectively high importance of this social community, a special direction is represented by works devoted to the temporary aspects of the life activity of students. This is a study of the budget of time, including free time and educational, life plans, etc. It is worth noting that the authors do not focus on time as such, but on the time slice of students' life as a reflection of their value world, needs and interests. The study of students' time in this case serves as a tool for cognition of various socio-cultural phenomena and processes occurring in the student environment. Meanwhile, students' social time is not just a form of social activeness. This is a strategic resource for their development, the core around which life prospects, professional and personal development are built. This is a factor that determines the opportunities and ways to achieve life path, self-realization.

Temporal strategy of social community behavior is a direction of life activity, forms and methods of which are focused on certain properties and qualities of social time in order to achieve life goals. This strategy of behavior not only characterizes the style and way of life of a social community, the degree of its adaptation to success in modern conditions, but also sets the vector and speed of its development, serves as a marker of its specificity, the mechanism of education and internal integration. The student youth we study forms a heterogeneous, internally differentiated social community, and as such, it produces and implements various temporal strategies of behavior.

The novelty and originality of the study lies in the fact that the features of educational activeness of students are studied. It is shown that the majority of students in training focuses on obtaining a diploma and subsequent employment. It is revealed that some students believe that they need

education for the sake of self-realization and knowledge. It is established that students have the most common professional and cognitive goals. Cognitive aspects of students' temporality are investigated. It is revealed that students perceive time in quite similar categories as the reserve of a resource that is allocated to them and which they can dispose of as a limited reserve that they dispose of during their lives. It is established that some students see the possibility of time control. It is shown that time for a significant part of students is not a strategic capital that implements life plans.

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