

## РОЗВИТОК ЛЮДСЬКОГО КАПІТАЛУ

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### ЕФЕКТИВНЕ УПРАВЛІННЯ ДІЯЛЬНІСТЮ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ ПРИ ВДОСКОНАЛЕННІ ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ ЗДОБУВАЧІВ

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**Анотація.** В статті розглянуто переваги вдосконалення самостійної роботи студентів у закладах вищої освіти для отримання якісних результатів в навчальному процесі, чим і обумовлена тема дослідження. Обґрунтовано, що вдосконалення організації самостійної роботи здобувачів позитивно впливатиме на ефективне управління діяльністю закладами вищої освіти. Систематизовано теоретичне підґрунтя самостійної роботи студентів як форми організації освітнього процесу, означено переваги виконання дидактичних умов для того, щоб самостійна робота студентів була ефективною та визначено рівні самостійної діяльності студентів. Виділені компоненти, характерні для самостійної роботи, як такої, що включають: мотиваційні ланки, постановку конкретного завдання, вибір способів виконання, виконавську ланку та контроль. Досліджено досвід європейських країн з організації самостійної роботи здобувачів, які свідчать про тісний зв'язок навчального процесу з ринком, виробництвом і можливими сферами майбутньої діяльності студента. Аргументовано застосування різних форм організації самостійної роботи студентів, залежно від спеціальності та освітніх програм, що мають пропонувати кафедри, розробляючи робочі програми дисциплін, враховуючи потреби стейкхолдерів та ринку праці. Метою статті виступає аналіз існуючих підходів до самостійної роботи студентів та вдосконалення її організації для ефективного управління діяльністю закладами вищої освіти.

У процесі дослідження й вирішення поставлених завдань використовувались різні наукові методи, до основних з них належать: систематизації, порівняння, аналізу, анкетування, графічного аналізу. У результаті проведеного дослідження організації самостійної роботи у закладах вищої освіти визначено позиції здобувачів та викладачів, які у цілому, мають спільні погляди на потребу вдосконалення окресленої проблеми. Завдяки аналізу анонімного анкетування студентів та викладачів визначено конкретні кроки вдосконалення даної форми навчального процесу. Науковою новизною виступає зв'язок вдосконалення організації самостійної роботи здобувачів з ефективним управлінням діяльністю закладів вищої освіти, що надає право стверджувати про підвищення якості освітніх послуг і покращення навчального процесу завдяки вдосконаленню системи СРС. Практична значущість дослідження полягає у застосуванні існуючих доробок для вдосконалення діючої системи організації самостійної роботи студентів, спрямованої на підготовку висококваліфікованих фахівців різних спеціальностей для подальшого розвитку суспільства і країни.

**Ключові слова:** самостійна робота студентів, заклади вищої освіти, анкетування відношення до самостійної роботи з точки зору студентів та викладачів, управління.

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### EFFECTIVE MANAGEMENT OF HIGHER EDUCATION INSTITUTIONS IN IMPROVING THE ORGANIZATION OF INDEPENDENT WORK OF LEARNERS

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**Abstract.** The article discusses the benefits of improving the independent work of students in higher education institutions to achieve quality results in the educational process, which defines the research topic. It is argued that improving the organization of independent work of learners will positively influence the effective management of higher education institutions. The theoretical basis of students' independent work as a form of organizing the educational process is systematized, the advantages of implementing didactic conditions for effective independent work of students are outlined, and levels of student independent activity are determined. The components characteristic of independent work, including motivational links, setting specific tasks, choosing methods of execution, execution, and control, are identified. The experience of European countries in organizing the independent work of learners is examined, which indicates a close connection between the educational process and the market, production, and possible areas of future student activity. The application of various forms of organizing students' independent work, depending on the specialty and educational programs offered by departments when developing discipline work programs, taking into account the needs of stakeholders and the labor market, is justified. The aim of the article is to analyze existing approaches to students' independent work and improve its organization for effective management of higher education institutions.

Various scientific methods were used in the research and solution of the tasks, the main ones being systematization, comparison, analysis, questionnaires, and graphical analysis. As a result of the conducted study of the organization of independent work in higher education institutions, the positions of learners and teachers were determined, which generally have common views on the need to improve the identified problem. Specific steps to improve this form of the educational process were identified through the analysis of anonymous questionnaires of students and teachers. The scientific novelty lies in the connection between improving the organization of independent work of learners and effective management of higher education institutions, which allows asserting the improvement of the quality of educational services and the improvement of the educational process through the improvement of the independent work system. The practical significance of the study lies in the application of existing developments to improve the existing system of organizing students' independent work, aimed at training highly qualified specialists in various fields for the further development of society and the country.

**Keywords:** students' independent work, higher education institutions, attitude towards independent work from the perspective of students and teachers, management.

**Introduction.** The needs of today dictate an increase in responsibility from higher education students, for which a developed system of independent work can be useful. Future professionals are required not only to perform standard tasks and solve problematic issues, but the main focus is on the ability to show initiative, propose and implement new ideas, develop and justify innovative solutions. Currently in Ukraine, the role of higher education institutions and educators is changing, as the level of responsibility of all participants in the educational process increases under martial law, hence significant functions are assigned to organizing the development of students' independence; directing students towards independent activity and forming the ability to solve non-standard tasks and achieve set goals.

The issue of improving independent work has been addressed by both domestic and foreign researchers. For example, Line Mathisen and Siri Ulfsdatter Soreng consider approaches to the formation of online learning landscapes for students [1]; Irene Bernhard and Anna Karin Olsson trace the connection between the educational process and practical needs through the activation of independent work among Swedish students [2]; Evangeline Fangonil-Gagalang proves the correlation between students' self-efficacy and the perceived support of teachers, justifying the presence of a sense of self-efficacy among students with imagined teacher support, preparing students for practice [3]; Xavier Sifuentes-Faura, Ursula Faura-Martinez, and Matilde Lafuente-Lechuga share their experiences with Spanish students [4]; Gwyneth Gilbert, Michelle

Turner, and Omid Haas trace the link between education and professional training in a study of Australian students, highlighting the readiness of male students to learn throughout life and emphasizing the improvement of university operations to develop professional skills and knowledge [5]. Ukrainian specialists consider theoretical and practical issues of organizing independent work in the domestic higher education [6; 7].

The relevance of the chosen topic is determined by the needs of the present, and precisely through the improvement of independent work skills, students can form a high level of organization, responsibility, and independence, and develop self-education and professional realization of acquired knowledge, thus the implementation of the independent work system may lead to a review of the management of higher education institutions' activities and enhance the quality assurance of the educational process.

**Task statement.** The purpose of the study is to analyze existing approaches to students' independent work and improve its organization for effective management of higher education institutions.

**Results.** Independent work of students, alongside classroom work, represents one of the forms of organizing the educational process [12] and is an essential part of it. Independent work, as a form of organizing the educational process, is considered as planned work by students performed according to assignments under the methodological guidance of the teacher but without their direct participation. Given the variety of definitions of independent work in pedagogical literature, we will adhere to the following formulation: independent work is planned work by students performed according to assignments under the methodological guidance of the teacher but without their direct participation [8].

For its successful implementation, two important steps are required in the management system:

- 1) Planning and control by teachers;
- 2) Planning the volume of independent work in the educational plans of specialties by profile departments, educational parts, and methodological services of the higher education institution.

Depending on the time and place of students' independent work (SIW), the nature of its supervision by teachers, and the method of monitoring its results, this form of organizing the educational process is divided into the following types [6]:

- Independent work during main classroom activities - lectures, seminars, practical and laboratory work;
- Independent work under the supervision of the teacher in the form of regular consultations, creative contacts, tests, and exams;
- Extracurricular independent work - when students perform homework of an educational and/or creative nature.

Of course, the independence of the aforementioned types of work is conditional, and in the real educational process, these types intersect with each other.

Structurally, SIW can be divided into two parts: that organized by the teacher and the independent work that the student organizes at their discretion, without direct supervision from the teacher (preparation for lectures, seminars, practical sessions, tests, quizzes, etc.). In this regard, it should be emphasized that managing SIW lies precisely in the ability to optimize the process of combining these two parts.

SIW is aimed at expanding and deepening knowledge of a specific discipline and, on senior courses, at mastering interdisciplinary connections.

Independent work in higher education institutions (HEIs) is multifunctional. Working independently, students firmly and deeply assimilate subject matter, develop research and professional skills, acquire the ability to work with educational and scientific literature, and develop the ability to make responsible and constructive decisions in various situations. Therefore, the purposes of SIW include [10]:

1. Mastering a specific discipline.

2. Forming skills of independent work in general (educational, scientific, professional activities).

3. Ability to take responsibility.

4. Ability to solve existing problems independently.

5. Finding constructive solutions.

6. Finding a way out of non-standard/crisis situations.

Depending on the time, place, nature of supervision by the teacher, and the method of monitoring results, the following types of students' independent work are distinguished:

- Independent work during main classroom activities (lectures, seminars, laboratory work);

- Systematic reading and summarizing of literature, constant familiarization with other information sources;

- Writing abstracts, essays, theses, term papers;

- Processing and analysis of experimental data obtained during research and observations for scientific research within student scientific circles, scientific work of students, etc.;

- Performing homework of an educational and/or creative nature, and so on.

The ratio of time allocated to classroom and independent work in the educational world community is in a ratio of 1:3.5. It is based on the existing didactic potential of this type of student activity. Independent work contributes to [10]:

• Deepening and expanding knowledge;

• Forming an interest in cognitive activity;

• Mastery of the methods of cognitive processes;

• Development of cognitive abilities.

Therefore, it becomes the main reserve for improving the effectiveness of professional training, develops abilities, and proves useful in practical activities.

In scientific and pedagogical literature, a system of principles has been proposed to help develop students' skills and abilities for independent work. These include:

1. The principle of unity of educational (classroom) and independent (extracurricular) activities of students. Classroom activities should ensure the completion of a mandatory minimum of independent work by all students and be conducted under the supervision of a teacher who can provide timely consultation during task execution. For successful implementation, teachers develop methodological recommendations, instructions, and algorithms aimed at successful task completion and fostering students' independence.

2. The principle of individualization and differentiation, which allows maximum consideration of students' cognitive abilities, skills, and interests. The implementation of this principle involves developing multi-level tasks, the necessity of using which is explained by the fact that students have different intellectual abilities. Multi-level tasks should include a mandatory part reflecting the requirements of the higher professional education standard. Students who excel in a certain discipline and quickly handle tasks should be offered various types of work: individual tasks of increased complexity, participation in research activities, work on projects, and at the same time, increase consultation for "weaker" students.

3. The principle of professional orientation, which contributes to transferring students' educational-cognitive activities to a professional level. This orientation is characterized by the personal characteristics of the profession; it is formed and developed based on interest in future activities, the application of theoretical knowledge in practice, and is reinforced by the practical experience gained by future specialists during internships.

One of the ways and means to increase students' professional interest is to solve applied tasks at a high level of skill, perform educational-creative tasks, prepare reports and presentations, write essays, pose and solve problem and situational tasks; students' work on social-practical projects.

4. The principle of consciousness and creative activity of students. Implementing this principle in organizing students' independent work requires the learner to consciously assimilate

knowledge, as well as methods of mental activity and ways of independent work in the process of active cognitive activity.

5. The principle of task complexity commensurate with the time allocated for their completion. This principle requires tasks to correspond to the level of complexity, knowledge, content, and volume of independently studied material to the level of students' intellectual development and the results of their previous preparation.

To ensure the effectiveness of students' independent work, the following didactic conditions must be met:

1) Optimal combination of classroom and independent work, methodology of its organization;

2) Creation of educational and methodological support for independent work, including the development of educational and methodological materials that orient students to the requirements, volume, and time frame for task completion; textbooks; lecture summaries, didactic handouts for practical or laboratory sessions; diagnostic, training, and control tasks, as well as the use of Internet resources, implementation of distance learning systems;

3) Systematic monitoring of the results of students' independent work.

The educational forms of students' educational activities in higher education institutions (lectures, practical, laboratory classes, seminars) determine the forms of independent work and types of homework. The control system also lays the foundation for its orientation. During lectures, the teacher recommends literature to students and explains methods of working with textbooks and primary sources. In this regard, introductory and instructional lectures, which reveal the topic's issues, the logic of mastering it, provide a description of the literature list, and identify sections for independent study, present special opportunities. Seminar and practical assignments should be designed to improve students' skills in finding optimal answers, calculations, and decisions. Independent work is performed using supportive didactic materials aimed at correcting students' work and improving its quality.

Independent work has an activity-based nature, and therefore its structure can be divided into components characteristic of such activity: motivational links, setting specific tasks, choosing ways of execution, execution links, control. In this regard, conditions ensuring successful completion of independent work can be distinguished [11]:

1. The motivation of the educational task (why, how it contributes).

2. Clear definition of cognitive tasks.

3. Algorithm, method of work execution, student knowledge of its execution methods.

4. Clear determination by the teacher of reporting forms, work volume, submission deadlines.

5. Definition of types of advisory assistance (consultations - instructional, thematic, problem-solving).

6. Criteria for assessment, reporting, etc.

7. Types and forms of control (practical work, tests, seminars, etc.).

Independent work includes reproductive and creative processes in students' activities, depending on this, three levels of students' independent activity are distinguished:

1. Reproductive (training) level. Training independent work is performed by pattern: solving problems, filling in tables, schemes, etc. The student's cognitive activity manifests itself in recognition, comprehension, memorization. The purpose of this type of work is to consolidate knowledge, develop skills, and abilities.

2. Reconstructive level. During such work, decisions are rebuilt, plans, theses are compiled, annotation is performed. At this level, essays can be written.

3. Creative, exploratory. Such independent work requires analyzing a problematic situation, obtaining new information. The student must independently choose means and methods of solution (educational-research tasks, course and diploma projects).

The main characteristics of students' independent work include:

1. Psychological conditions for the success of independent work. Primarily, the formation of a strong interest in the chosen profession and methods of mastering its specifics, which depend on the following parameters:

- Relationships between teachers and students in the educational process;
- Level of complexity of tasks for independent work;
- Involvement of students in the professional activities of the future.

Like any type of human activity, educational activity from a psychological point of view represents a process of solving specific tasks. The difference between educational tasks and any other lies in the fact that their purpose is to change the subject himself, which consists in mastering certain ways of action, rather than changing the objects with which the subject acts. The need for setting and solving such tasks arises before the subject only if he needs to master ways of action based on the generalization of the theoretical type.

Considering educational activity as a process of solving tasks, the following links should be highlighted. Firstly, setting the educational task. In pedagogical psychology, it is known that the goal arises as a result of the concretization of the meaningful motives of activity. Only interest in the content of the acquired knowledge can perform the function of such motives. Without such interest, not only independent setting of the educational task is impossible, but also the acceptance of the task set by the teacher. Therefore, education aimed at preparing students for independent educational activities should provide, above all, the formation of such interests. Secondly, the application of optimal methods of task solving. There is a fundamental difference between educational activities under the guidance of a teacher and its independent forms, which is not paid enough attention to. When a teacher leads students from concept to reality, such a course is effective only as a methodological technique. If we are talking about the formation of a concept through independent work with educational materials and tools, the conditions of activity change radically. The main among these conditions is the formation of methods of logical analysis of sources of educational information, in particular, methods of logical analysis of informational models that fix the content of scientific concepts, which simultaneously constitutes one of the most important tasks of education aimed at preparing students for independent educational activities. The next important condition for the transition to independent educational activities is mastering productive ways of solving educational tasks, and ensuring this condition is practically impossible without active methodological and methodical participation of the teacher. Thirdly, monitoring and evaluation of the progress and results of task solving. The formation of control and evaluation operations should start from mastering the methods of control and evaluation of the actions of the teacher and other students through control and evaluation of one's own work under the guidance of the teacher to self-control and self-assessment of independent educational activities.

2. Professional orientation of disciplines. The indisputability of this educational-content thesis from the point of view of knowledge, attachment to creative professional activity, effective personal interaction in the profession should not diminish the significance of knowledge of general humanitarian culture of relevant blocks of disciplines of the curriculum. In addition, the depth of profiling of certain disciplines should take into account the psychological regularities of the multi-level division of future professionals.

3. Limited student time budget. Firstly, when forming the temporary volume of their subject, the teacher should take into account the total cumulative workload of students beyond the often quite subjective opinion of the undeniable importance of "my" discipline. Secondly, the intensification of the educational process implies the regularity of independent work through reducing the routine work of the student during the semesters.

4. Individualization of independent work, which includes:

- Increasing the proportion of intensive work with more prepared students;
- Distribution of the lesson into mandatory and creative parts (for all those trying to cope independently with more difficult and, most importantly, non-standard tasks, additional questions, educational-problematic situations, etc.);

- Regularity of consultations with those being taught;
- Comprehensive and timely informing about the thematic content of independent work, deadlines, needs for auxiliary means, forms, methods of control and assessment of final results with mandatory comparison with expected ones.

Forms of organized independent work include:

- Essays (from disciplines of the humanitarian and socio-economic block);
- Semester assignments (from general technical and special disciplines);
- Coursework (from general technical and special disciplines);
- Course projects (from general technical and graduating departments);
- Bachelor's and master's qualification papers.

- Presentation with a report - the student's choice of a specific topic for presentation and expression of their vision, understanding, or misunderstanding of any aspect being discussed. Presentation time is 8-10 minutes. The presentation is evaluated based on the degree of topic disclosure; the level of interest generated among the audience; professionalism.

- Business game - role-playing or team-based, aimed at developing skills for future professional activities. Sometimes it requires preparation at home or completion in the library.

- Specific educational situation that requires student responses to questions about it or writing their own view of the problem.

- Group project - the group should consist of no more than 4-5 people. Each group develops its project within a specific discipline or at the interdisciplinary level.

The forms of organizing independent work in higher education institutions should be proposed by departments when developing discipline work programs. At the same time, they may establish other forms not mentioned above if agreed upon by the scientific-methodical council in the specialty.

Speaking about the significance of these forms of independent work, attitudes toward them abroad are somewhat different. For example, in the Netherlands, for each subject taught in any Dutch higher education institution, there is a certain basic foundation, including a textbook selected by a specially created committee on a competitive basis. Once the basic textbook for the course is determined, all students of that educational institution studying the course are recommended to purchase it. Thus, classes for each discipline are conducted from a specific textbook, which allows for more active use of various forms of student independent work in the educational process. Thus, the study of each new topic in the course usually begins with students independently familiarizing themselves with research materials.

With such an approach, strict use of a specific textbook for each discipline allows:

- Changing the form of material presentation and moving away from the "lecture-practice" tandem;

- The teacher works with a separate study group, allowing for an assessment of each student's level of preparedness as a result of independent pre-study of the material;

- Students independently study the textbook in combination with classroom work, with the determination of the importance of each topic left to the discretion of the teacher.

It is noteworthy that the number of so-called credit hours allocated to each discipline of the curriculum is determined by the size of the educational institution's funding and characterizes the volume of students' classroom work. The volume of independent work on the course and its form are determined directly by the teacher who teaches the discipline.

It is also interesting to note the close connection of the educational process with the market, production, and possible spheres of future student activity. For each discipline taught in higher education institutions, a consultant from a company collaborating with the educational institution is appointed. The educational process is provided with real information coming from the same sources. Students have the opportunity to undergo internships, which are not only introductory but also take place in specific workplaces. The time and place of internships usually depend on the profile of the educational institution. For example, at the Limburg School of Economics, on most faculties, students undergo internships twice: during one (autumn) semester

of the third year and during the last semester of the fourth year before defending their bachelor's thesis. For students of the International Business Faculty, this scheme is modified: throughout the third year, they are required to spend time abroad, one semester studying at a similar educational institution and another semester working in a real workplace in the same country. However, with this system, which is valid for international business faculties of all Dutch higher education institutions, students do not have specifically allocated time for pre-diploma internships and write their thesis during the final semester parallel to their classroom work.

Another form of independent work for students is the presence in the curriculum of the so-called integrated course, during which small groups of students (3-5 people) are formed to solve a problem based on real information (provided by one of the companies cooperating with the educational institution) that requires the application of knowledge obtained from several previously studied disciplines. The work is supervised by representatives of various departments of the educational institution. Introducing a similar form of independent work for students in other conditions is considered expedient, as it will not only consolidate students' theoretical knowledge but also more actively instill practical skills in them.

Our research is based on a methodology for analyzing surveys of attitudes towards independent work from the perspective of both students and teachers [11]. We developed two surveys, involving students and teachers from Odessa higher education institutions, covering both the pre-war period and the present. The main objectives of the surveys were:

- To analyze students' attitudes towards independent work as a form of educational and cognitive activity;
- To identify the content and forms of independent work, the technology, and the regularity of its organization;
- To determine the availability and nature of methodological support for independent student work;
- To analyze the types of teaching materials used by students in completing independent work assignments;
- To identify the nature of the tasks and problems presented to students;
- To identify the use of creative projects, independent work programs, etc., in the educational process, allowing students to choose their own educational path and prepare for practical activities.

The surveys for higher education students included questions such as:

1. Which forms of classroom activities encourage you to search independently for educational, scientific, and other sources?
2. What should be the focus of the topics of academic disciplines assigned for independent study: 1 - topics that allow for research activities with the possibility of completing a project task in a team; 2 - topics oriented towards review and consolidation of material covered in class; 3 - topics aimed at studying specific issues that are not essential or mandatory but rather provide additional information for general development; 4 - topics oriented towards in-depth study of specific material issues; 5 - individual practice-oriented topics (sections); 6 - difficult to answer.
3. Which forms of classroom work are most significant and interesting to you?
4. Which forms of independent work do you prefer: 1 - solving typical and complex tasks; 2 - library resource work; 3 - internet research; 4 - team project work; 5 - business game; 6 - working and participating in problem-solving seminars; 7 - participating in student conferences and competitions.
5. Justify your attitude towards the volume of independent work in higher education.
6. How much time do you spend preparing for homework assignments?
7. What guides you when completing tasks assigned for independent study?



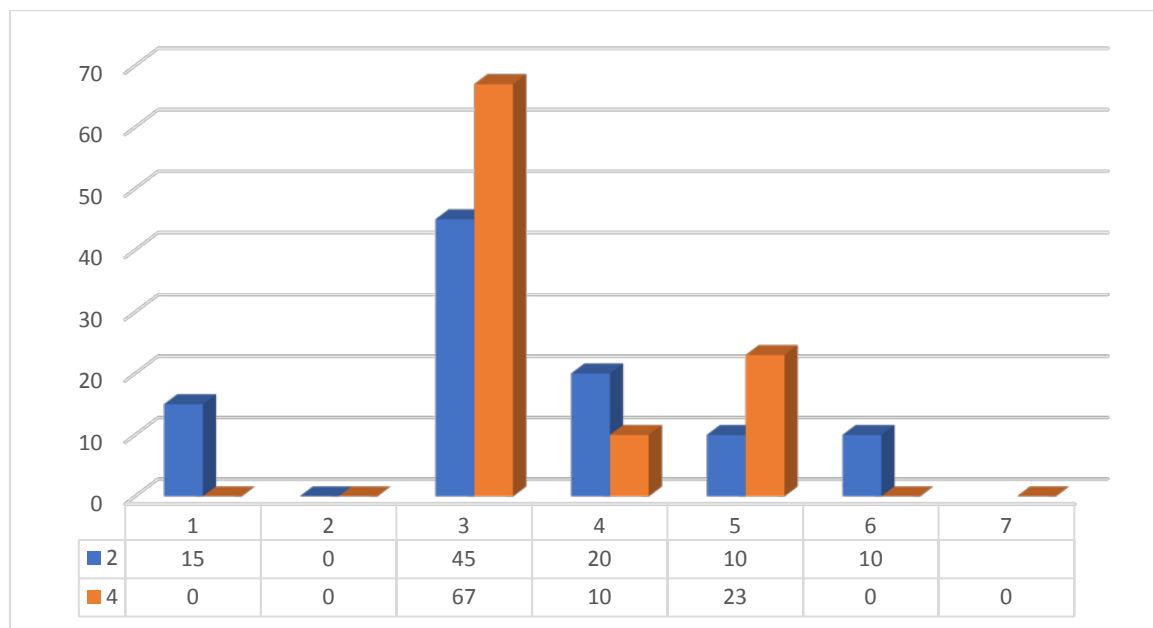


Fig. 1. Students' answers, %

The results of the surveys of higher education students indicate their interest in independent work, the predominant choice of internet sources for research, and the desire to work in teams on projects; the volume of independent work in higher education is generally considered sufficient; students spend an average of 1.5 hours on homework assignments; task completion is oriented towards achieving grades in the discipline.

The surveys for teachers included questions such as:

1. Which forms of classroom activities encourage students to search independently?
2. What should be the focus of the topics of academic disciplines assigned for independent study: [options same as above].
3. Which forms of organizing independent work do you most often use in your work with students?
4. List the forms of independent work that you would like to see additionally in higher education institutions? (e.g., visits to enterprises, excursions, practical application of discussed tasks in production, attending master classes, internships during studies in organizations; conducting scientific seminars within a group, seminars discussing global issues, debate seminars, discussion seminars; interaction between students and teachers through the internet, etc.).
5. What types of consultations do you conduct with students?
6. List the types of methodological support you use in your work with students.

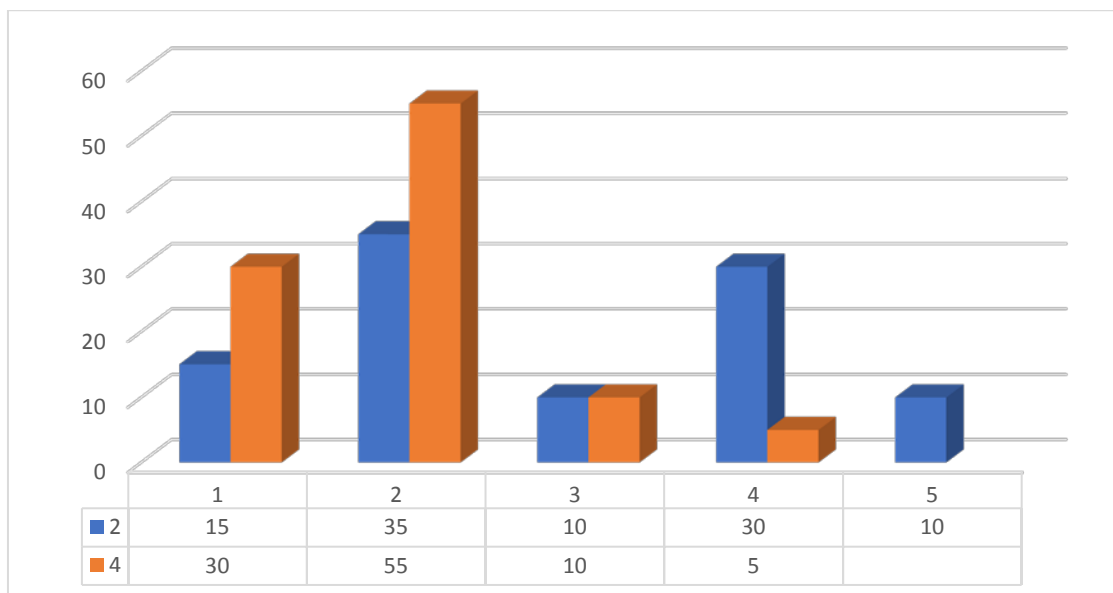


Fig. 2. Teachers' answers, %

Students need skills and abilities related to both professional activities and the development of a high level of organization, responsibility, and independence. Therefore, it requires improvement. Students and teachers, experiencing the challenges of the pandemic, were able to self-organize and work in new conditions, emphasizing independent work. However, it is difficult to determine the quality outcomes of such a process yet. Thanks to an organized system of independent work, higher education seekers in Ukraine can perform tasks even during a state of war.

To effectively manage the activities of higher education institutions, complexes of independent work (CIW) have been developed for various specialties in different institutions. Management in the field of higher education within institutions is carried out by founders and heads of higher education institutions, who oversee the training of specialists in professional fields according to educational programs and stakeholder needs. Improving the quality of educational services and enhancing the learning process is achieved through the improvement of the CIW system, which is based on two blocks: the presence of a task and the target setting for its implementation. Regardless of the specialty and educational program, all complexes of independent work should contain these blocks. Methodological guidelines for completing CIW with specific descriptions and step-by-step explanations, as well as clear evaluation criteria, are relevant. All this allows for control over both the implementation of independent work and the reliability of task completion. Target settings for CIW implementation make it possible to outline the advantages and needs of task execution, as they serve as the management block developed simultaneously for students with different levels of preparedness, self-organization, and responsibility.

Effective management of the activities of higher education institutions is manifested not so much in creating control measures to check the educational process but in forming an active system of organizing students' independent work aimed at preparing highly qualified specialists in various specialties for the further development of society and the country.

**Conclusions.** The research conducted has proven that effective management of higher education institutions is manifested in the improvement of the system for organizing students' independent work, aimed at preparing highly qualified professionals. The scientific novelty lies in the link between enhancing the organization of students' independent work and effective management of higher education institutions, which supports the claim of improving the quality of educational services and enhancing the educational process through the improvement of the independent work system. The theoretical significance of the study lies in the systematization of the provisions of independent work of higher education students and the features of its

organization. The practical value lies in the application of existing developments to enhance the current system of organizing students' independent work, aimed at preparing highly qualified professionals for the development of society and Ukraine. Future scientific developments in this direction may include studies on effective management of higher education institutions while improving the organization of independent work for students in specific fields of knowledge and specialties.

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**ПРОГРЕС КРАЇН У ДОСЯГНЕННІ ЦІЛЕЙ СТАЛОГО РОЗВИТКУ: РОЛЬ ОСВІТИ**

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