

UDC 005.642.8:378.018.43](045)

DOI <https://doi.org/10.24919/2308-4863/71-1-38>

**Inna BORKOVSKA,**

*orcid.org/0000-0001-5035-7866*

*Candidate of Philological Sciences, Associate Professor,  
Associate Professor at the Department of English for Humanities  
National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"  
(Kyiv, Ukraine) Borkovskaya@meta.ua*

**Inna ANTONENKO,**

*orcid.org/0000-0001-6238-9937*

*Candidate of Pedagogical Sciences,  
Associate Professor at the Department of English for Humanities  
National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"  
(Kyiv, Ukraine) discussion17@ukr.net*

**Oleksiy TSEPKALO,**

*orcid.org/0000-0002-8634-1265*

*Candidate of Pedagogical Sciences,  
Senior Lecturer at the English Language Department of the Technical Direction No 2  
National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"  
(Kyiv, Ukraine) atsepkalo@gmail.com*

## DEVELOPMENT OF STUDENTS' TIME MANAGEMENT SKILLS DURING DISTANCE EDUCATION

*The article examines the essence of the time management concept and its importance in the development of a student as an individual. Time management skills are defined as abilities that enable students to use their opportunities as efficiently as possible during their studies.*

*A generalization of the adaptation problems among first-year students in a new educational environment, taking into account distance learning, was carried out. The article lists the basic components of time management, which should work comprehensively: 1) setting realistic goals – long-term and short-term; 2) organizing time and tasks; 3) delegation; 4) relaxation and recharging; 5) struggling with guilt.*

*The main component of time management, goal setting, has been thoroughly examined, as it holds a crucial role in personal success. The necessity of analyzing one's time using tables, where students establish both long-term and short-term goals, is substantiated. This division enables students to orient themselves among their numerous goals and tasks, helping them determine priorities and the strategy for achieving their set goals.*

*The article substantiates the necessity of developing organizational skills and emphasizes the significance of delegating responsibilities. During delegation, students can transfer the resolution of less significant problems and responsibilities to their groupmates. The main tasks of relaxation have been defined, and the concept of 'struggle with guilt' as one of the most challenging components of time management has been clarified. The article also highlights the main obstacles to successful time management – procrastination and perfectionism.*

*Special attention has been paid to time management methods that help students plan their time effectively. The possibilities of developing time management skills were demonstrated with the help of a two-stage master class for first-year students. The theoretical part takes place on the service for organizing online classes, during which students are introduced to the essence of time management. During the practical part, it has been presented possible ways to overcome time problems using Pomodoro time management technologies and filling in the Eisenhower Matrix.*

**Key words:** *first-year student, online education, soft skills, time management, time management technique.*

**Інна БОРКОВСЬКА,**  
 orcid.org/0000-0001-5035-7866  
 кандидат філологічних наук,  
 доцент кафедри англійської мови гуманітарного спрямування № 3  
 Національного технічного університету України «Київський політехнічний інститут»  
 (Київ, Україна) [Borkovskaya@meta.ua](mailto:Borkovskaya@meta.ua)

**Інна АНТОНЕНКО,**  
 orcid.org/0000-0001-6238-9937  
 кандидат педагогічних наук,  
 доцент кафедри англійської мови гуманітарного спрямування № 3  
 Національного технічного університету України  
 «Київський політехнічний інститут імені Ігоря Сікорського»  
 (Київ, Україна) [discussion17@ukr.net](mailto:discussion17@ukr.net)

**Олексій ЦЕПКАЛО,**  
 orcid.org/0000-0002-8634-1265  
 кандидат педагогічних наук,  
 старший викладач кафедри англійської мови технічного спрямування № 2  
 Національного технічного університету України  
 «Київський політехнічний інститут імені Ігоря Сікорського»  
 (Київ, Україна) [atsepkalo@gmail.com](mailto:atsepkalo@gmail.com)

## РОЗВИТОК НАВИЧОК ТАЙМ-МЕНЕДЖМЕНТУ У СТУДЕНТІВ ПІД ЧАС ДИСТАНЦІЙНОГО НАВЧАННЯ

У статті розглянуто сутність поняття тайм-менеджменту та його значення в розвитку студента як особистості. Навички тайм-менеджменту визначаються як здібності, які дозволяють максимально ефективно використовувати свої можливості під час навчання.

Здійснено узагальнення проблем адаптації студентів-першокурсників у новому освітньому середовищі з урахуванням дистанційного навчання. У статті наведено базові складові *time management*, які повинні працювати комплексно: 1) фіксація реалістичних цілей – довгострокових і короткострокових; 2) організація часу та речей; 3) делегування; 4) релаксація; 5) боротьба з почуттям провини.

Досліджено основний компонент тайм-менеджменту – постановка цілей, яка має вирішальне значення для особистого успіху. Обґрунтовано необхідність аналізу свого часу за допомогою таблиць, де студентами складаються довгострокові та короткострокові цілі. Даний поділ дозволяє студентам зорієнтуватися в множині своїх цілей та завдань, визначити пріоритети та стратегію поставлених цілей.

У статті обґрунтовано необхідність формування навичок організації речей, та з'ясовано значення делегування відповідальності, під час якої студент може передати вирішення менш значущих проблем і відповідальність своїм одногрупникам. Визначено основні завдання релаксації, уточнено поняття «боротьба з почуттям провини» як одного із найскладніших складових *time management*. В статті також акцентовано увагу на основних перешкодах успішного тайм-менеджменту – прокрастинації та перфекціонізму.

Особливу увагу приділено методам тайм менеджменту, які допомагають студентам ефективно планувати свій час. Продемонстровано можливості розвитку навичок *time management* за допомогою двоетапного майстер-класу для студентів першого курсу. Теоретична частина проходить на сервісі для організації онлайн-занять, під час якої відбувається ознайомлення студентів із сутністю *time management*. Під час практичної частини представлено можливі шляхи подолання часових проблем за допомогою технологій тайм-менеджменту «Помодоро» та Матриці Ейзенхауера.

**Ключові слова:** організація часу, онлайн навчання, студент першокурсник, *soft skills*, техніка *time management*.

**Statement of the Problem.** Distance education has become the most common form of education among students in the modern educational process in Ukraine. Among the advantages of this education, it should be noted flexibility, access to various resources, economic benefits, saving time and others. However, successful distance learning requires the student to be responsible and able to manage their

time and resources. Effective time management is extremely important for students, as it must ensure a balance between study and leisure. Moreover, nowadays there is a need for specialists who possess not only professional competences, but also know how to effectively organize their activities. Therefore, the professional training of future specialists should be aimed at teaching students to plan their activities

clearly at the university, and subsequently their professional activities.

**Research analysis.** Numerous Ukrainian and foreign scientists, including M. Boyko, A. Zhukovska, O. Ratushniak, N. Yashkina, V. Jackson, and others, have explored time management issues. Nevertheless, the relevance of effectively applying time management methods by first-year students during distance learning at the university persists.

**The purpose and main tasks of the research** consist of determining the features of time management as a means to enhance the efficiency of future specialists' professional training and developing recommendations for the efficient use of time during distance learning at the university. The tasks of the work include: 1) justifying the importance of forming time management skills; 2) identifying the problems of the adaptation period for first-year students; 3) clarifying the essence of the concepts 'self-management' and 'time management'; 4) analyzing the two-stage process of forming time management skills among first-year students.

**Presentation of the main research material.** In our time, new requirements have emerged for specialists who will encounter tasks demanding a creative approach to collaboration with others. Abilities such as independent decision-making, multitasking, and creative thinking have become increasingly important. Therefore, it is worth reconsidering the current approach to training and placing special emphasis on the development of soft skills, the manifestations of which are challenging to track, verify, and demonstrate. Individuals who possess these skills can effectively manage their tasks and achieve success in their endeavors. Even in cases where training or work occurs remotely, establishing effective communication with classmates, teachers, or colleagues is a key skill. Furthermore, the abilities of self-organization and the effective distribution of personal time are crucial determinants for a successful career.

When entering the university, first-year students try to master a new social role – the role of a student, which requires from him a systematic tension related to self-discipline and self-organization. Recent schoolchildren do not have the skills to fulfill this role yet, and the process of obtaining higher education is significantly different from the process of learning at school.

This period of study at university is quite important for the development and formation of a personality. The problem of adapting a freshman to all the changes in his life is extremely urgent. The main reasons for the problem of first-year students' adaptation include: lack of experience in the rational use of their resources; uncertainty of educational

priorities; vagueness in defining one's own goals; lack of communication skills (Boyko, 2020: 17). But the most important thing is that most first-year students do not know how to plan and allocate their working time to study and do various types of social activities. Therefore, the majority of first-year students try to set their priorities for themselves from the moment of study (Yatsenko, 2018).

In addition, distance learning complicates the process of students' adaptation. Therefore, it is necessary to consider the problem of time management: 1) as the ability to build a temporary way of life for a fairly long time; 2) as the ability to organize one's activities in accordance with new learning conditions, which requires maintaining high mental capacity (Zyuz & Balukhtina, 2020: 95).

The importance of the adaptation period in the first years at universities requires the development of courses, lectures, master classes, conversations that would be able to provide solutions to the first-year students' personal problems in the most effective way. We offer to conduct a master class on the topic «Development of effective time management», which takes place in two stages – theoretical and practical stages. The theoretical part can take place on any service for organizing online classes, during which students are introduced to the essence of time management and further two-stage educational training.

During the theoretical part, it is appropriate to tell students about the essential characteristics of the concepts of “soft skills”, “self-management” and “time management”. Self-management is self-organization, the ability to manage oneself and the time process (Boyko, 2020: 17). It deserves attention and the statement that self-management is a science of methods of managing one's capabilities, abilities, and knowledge in order to achieve set goals and higher productivity at work (Ratushnyak, & Lyalyuk, 2021: 170).

An important element of the self-management process is time management, which is considered as effective use of time and detection of irrational part of time. It is believed that the time management system consists of the following elements: development of a sense of time, goal setting, planning, decision-making, implementation and control (Yashkina, 2010: 35-36). Time management is responsible for planning and control. This is a set of work planning technologies that a person applies independently to increase the efficiency of using his working time (Zhukovska, 2021: 79).

It should be added that it is not so easy to master time management as soft skills in education and future professional activity, the content of these concepts,

their technological aspect in the organization of education. A student should start with self-education, and it is not enough to acquire knowledge, practical implementation, readiness for self-improvement and self-development are also needed.

Time management is essential for individuals who approach their responsibilities with seriousness and commitment. We will explore how to manage time effectively, where to begin in terms of controlling and planning actions, typical challenges that may arise on this journey, and strategies for overcoming them.

Time management, the art of managing one's own time, comprises essential components that should operate comprehensively: 1) setting realistic goals – both long-term and short-term; 2) organizing time and tasks; 3) delegation; 4) relaxation and recharging; 5) dealing with guilt (Jackson, 2009: 434).

*Goal setting* is critical to personal success. Every task that a student undertakes should contribute to the achievement of the goal. Some goals will be career-related, while others will contribute to the student's personal development. The task should be carefully weighed and balanced. If you think about which tasks will help you achieve certain goals, you can make better and more informed decisions about your time.

First-year students were asked to fill in three tables. In the first table, they attempted to predict their goals for several years ahead – these would be considered long-term goals. The survey revealed that the most important goals for first-year students include obtaining a higher education, becoming a professional in their field, opening their own business, achieving fluency in English, becoming a member of specific organizations, and visiting many countries.

The next step is to prepare a list of 10 things and jot down important actions that need to be completed within a few weeks. This involves planning short-term goals, among which include: doing homework, enrolling in English courses, finishing a chapter of a book, learning a specific number of English words, and participating in a conference with thesis writing. Subsequently, the next step involves analyzing these tables to determine which short-term goals are related to the long-term goals and recording them in the third table.

Obviously, a student cannot ignore many weekly tasks, but thanks to the last table, he can prioritize and work on achieving exactly those tasks that correlate with the main goals of life. Many students managed to correlate short-term and long-term goals, for example, learning English will help to find a high-paying job more easily and facilitate communication while traveling; participation in a conference will allow to defend diploma theses successfully. In a professional career, this will enable students to

conduct high-quality business negotiations, clearly convey their ideas, and confidently report on the results of their activities.

*Organization of time and things.* Productivity starts with comfort in the workplace. A conveniently organized space allows a student to focus better on his tasks and achieve the goals more easily. It is advisable to review all documents and various papers and throw away unnecessary ones. The remaining papers should be organized so that they can be easily found in the future. That is, a student should conduct a kind of inventory and free the table from things that he will not use during his studies.

One of the key components of time management is managing your own calendar. It is advisable to write how you spend your time. A physical or telephone calendar is essential for anyone who wants to keep track of upcoming tasks and events and help remind a student of all important matters. It is essential to take the time to review your past assignments, assess your current performance, and plan for future responsibilities. In addition, it is also important to review your to-do list regularly, as task priorities may change over time. The main secret of time management is to think not about time, but about priorities. Another important tip is to be realistic about what you can accomplish in the next day, week or month.

It is necessary and important to develop certain intellectual abilities, to stimulate mental work. To begin with, a student should determine his most effective mental time, i.e., the time with the most brain activity during the day and schedule this time to work on important tasks. In addition, it is vital not to forget to break the task into manageable segments with a break, paying attention to whether your task is urgent and, if so, it should be at the top of the list of priorities. A full calendar of deadlines can be overwhelming, but if a student has planned ahead, managed his hours, and allocated their energy wisely, even the most hectic schedule can be met with confidence.

*Delegation of responsibility.* This element of time management becomes particularly crucial in the workplace. The core idea of this element is not to undertake every task independently. Roles and responsibilities should be delegated based on colleagues' specializations. For instance, a secretary cannot perform the work of a lawyer. Competent delegation allows for the efficient distribution of tasks among employees, organizing work to achieve goals swiftly and effectively. In student life, there are numerous instances when a student, responsible for specific tasks within a group or faculty, cannot address all the issues alone due to their diversity and specificity, and limited knowledge, experience,

and time. Therefore, by retaining overarching strategies and general management, they can delegate the resolution of less significant problems and responsibilities to teammates interested in participating in the management process.

*Relaxation.* In today's environment of over-achievement, over-planning and over-stimulation, we tend to underestimate the need for mental rest and relaxation. Obviously, it is necessary to balance study and rest, because only in this case will the student find new strength to solve all the tasks, and this will contribute to greater satisfaction from the work done, the normalization of the psychological climate in the group or team, the increase in productivity in the performance of tasks.

*Struggle with guilt.* One of the most important (but most difficult to implement) components of time management is getting rid of guilt. Guilt may refer to those tasks that the student did not have time to complete. Over time, guilt leads to stress and anxiety, and as a result, tasks not only take longer to complete, but also become less enjoyable to complete. Being in a state of anxiety or depression makes it even more difficult to manage your time, complete urgent tasks, and achieve further goals. If the student cannot do anything about it, a specialist should be contacted for professional help. But the main thing is to learn how to effectively cope with your everyday tasks. Good time management will allow the student to relax and prioritize the commitments and relationships that matter most.

Here it is also important to add about the main obstacles to successful time management. A frequent problem among students is procrastination – putting things off until later. That is, the student promised himself to do something, but postpones it to tomorrow, then to the day after tomorrow, and so it goes on endlessly (Manayenko, & Matiyash, 2021). Such procrastination is a person's tendency to postpone unpleasant tasks for later, leads to an increase in the level of anxiety. Perfectionism means being perfect in completing all tasks. It also leads to feelings of guilt or stress because it minimizes the likelihood of completing the planned task.

Effective time management helps to rationally allocate your time. Each student can apply his own method of time management based on general rules and principles, taking into account his style and rhythm of life, priorities, personal qualities, strengths and weaknesses. Having analyzed the existing methods of time management, we suggest using the "Pomodoro" time management technique and filling in the Eisenhower Matrix during the second – practical part.

With the 'Pomodoro' technique, the student can enhance productivity when completing homework, avoiding stretching the work throughout the entire day or evening. The essence of this technique is to divide the work process into 'tomatoes,' which are periods of 25 minutes each. A timer is used to track the time. The 'Pomodoro' technique involves the following main steps: 1) choose a task to be performed; 2) set the timer for 25 minutes; 3) start and actively work on the selected task until the timer rings; 4) put a checkmark next to the successfully completed task; 5) take a short break (3-5 minutes); 6) start working on the next task (Zhukovska, 2021: 81-82).

The experiment was conducted among first-year students who were assigned homework on the subject of 'Foreign Language.' The homework comprised four parts: reading and understanding the text, preparing for a discussion in pairs; writing out unknown words from the text and learning them; completing grammar exercises, and describing a picture using key words. It is noteworthy that this technique had several advantages, as many students observed that it allowed them to: focus on specific tasks; accomplish more in less time; and develop skills for competent daily task planning.

A student's task list is always in an overloaded state. Homework, essays, coursework accumulate and sometimes it is very difficult to understand what to do with all this. Prioritization is important for planning students' tasks. In the second part of the practical part, the students had to set the goals for the week in such a way that the really important and urgent tasks are completed first. The Eisenhower Matrix was able to help in this. In this task, students learn to prioritize urgency and importance, and select less urgent and important tasks that should either be delegated or not done at all.

The analysis of task performance revealed that first-year students still find it challenging to determine priorities. However, among the most urgent and important tasks, students identified completing homework, preparing for tests, attending online courses related to their future profession, creating presentations, and even achieving excellent grades in subjects. Tasks perceived as least important and non-urgent included organizing the workspace and cleaning the room. Notably, half of the respondents couldn't list any tasks in the table at all, as they believe that all tasks need immediate attention. Therefore, through the use of the Eisenhower Matrix, first-year students learn the process of task prioritization, emphasizing the importance of tackling high-priority tasks first before moving on to less important ones.

**Conclusions.** An essential skill for a university student to acquire is the ability to approach mental work

rationally and effectively plan time for its execution. The development of time management skills is facilitated through the utilization of various pedagogical technologies. Analysis of student surveys and research samples, employing techniques such as the 'Pomodoro' technique and the Eisenhower Matrix, revealed that only a small fraction of students possess a sufficient level of self-organization. This underscores the necessity for corrective measures to teach time management skills to students. The integration of time management

technologies not only addresses this need but also presents an opportunity to enhance the competitiveness of future specialists. Such students are characterized by their goal-oriented approach, the ability to mobilize their efforts for study, and effective future work.

Future scientific research will involve the exploration and implementation of the latest technologies aimed at developing time management skills, incorporating modern innovative methods into the distance learning process.

#### BIBLIOGRAPHY

1. Бойко М. М. Самоменеджмент у підготовці майбутнього педагога: зміст і технології. *The scientific heritage*. Будапешт, 2020. № 48, Ч. 4. С. 16-20.
2. Жуковська А. Ю. Сучасні методи та технології тайм-менеджменту. *Вісник Харківського національного університету імені В. Н. Каразіна серія «Економічна»*. 2021. № 101, С.79-93.
3. Зюзь В., Балухтіна В. Тайм-менеджмент як фактор адаптації студентів. *Актуальні питання гуманітарних наук*. 2020. № 28, том 2, С. 93-98.
4. Манаєнко І. М., Матіяш Д.О. Тайм-менеджмент студентства в умовах пандемії Covid-19. *Економіка та суспільство*. 2021. № 32 <https://doi.org/10.32782/2524-0072/2021-32-27>
5. Ратушняк О. Г., Лялюк О. Г. Самоменеджмент : навч. посіб. Вінниця : ВНТУ, 2021. 170 с.
6. Яшкіна Н. В. Основні характеристики сучасного менеджменту. *Економіка та держава*. 2010. №7. С. 35-36.
7. Яценко В. В. Тайм-менеджмент в організації навчальної діяльності студентів закладів вищої освіти. *Наукові записки кафедри педагогіки*. 2018, 42. URL: <https://periodicals.karazin.ua/pedagogy/article/view/10688>
8. Valerie P. Jackson MD. *Journal of the American College of Radiology*, 2009-06-01, Volume 6, Issue 6, Pages 434-436.

#### REFERENCES

1. Boyko, M. M. (2020). Samomenedzhment u pidgotovtsi maibut'oho pedahoha: zmist i tekhnolohii [Self-management in training a future teacher: content and technologies]. *The Scientific Heritage [The Scientific Heritage]*, 48(4), 16-20. [in Ukrainian].
2. Zhukovska, A. Yu. (2021). Suchasni metody ta tekhnolohii taim-menedzhmentu [Modern methods and technologies of time management]. *Visnyk Kharkivs'koho natsional'noho universytetu imeni V. N. Karazina. Seriiia "Ekonomiczna," [Bulletin of Kharkiv National University named after V. N. Karazin. Series "Economic"]*.101, 79-93. [in Ukrainian].
3. Zyuz, V., & Balukhtina, V. (2020). Taim-menedzhment yak faktor adaptatsii studentiv [Time management as a factor of student adaptation]. *Aktualni pytannia humanitarnykh nauk [Current issues of humanitarian sciences]*, 28 (2), 93-98. [in Ukrainian].
4. Manayenko, I. M., & Matiyash, D. O. (2021). Taim-menedzhment students'tva v umovakh pandemiyi Covid-19 [Student time management in the conditions of the Covid-19 pandemic]. *Ekonomika ta suspilstvo [Economy and Society]*, 32. <https://doi.org/10.32782/2524-0072/2021-32-27> [in Ukrainian].
5. Ratushnyak, O. H., & Lyalyuk, O. H. (2021). Samomenedzhment [Self-management]: Vinnytsia: VNTU. [in Ukrainian].
6. Yashkina, N. V. (2010). Osnovni kharakterystyky suchasnoho menedzhmentu [Basic characteristics of modern management]. *Ekonomika ta derzhava [Economy and the state]*, 7, 35-36. [in Ukrainian].
7. Yatsenko, V. V. (2018). Taim-menedzhment v orhanizatsii navchalnoyi diial'nosti studentiv zakladiv vyshchoyi osvity [Time management in the organization of educational activities of students of higher education institutions]. *Naukovi zapysky kafedry pedahohiky [Scientific Notes of the Department of Pedagogy]*, 42. Retrieved from <https://periodicals.karazin.ua/pedagogy/article/view/10688> [in Ukrainian].
8. Valerie P. Jackson MD. *Journal of the American College of Radiology*, 2009-06-01, Volume 6, Issue 6, Pages 434-436.