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## Multiple aspective study of the phenomenon of higher school student self-organization

**Abstract.** The article is devoted to the theoretical foundations of the student self-organization formation problem. In order to understand the reasons that encourage students to form self-organization in the learning process, the authors analyzed the state of the problem research, determined the prerequisites for the formation of student self-organization by conducting a theoretical analysis from the point of view of the following aspects: (1) hermeneutic, involving a certain interpretation and formulation of the concept of «student self-organization»; (2) morph epistemological, which is aimed at studying the structural content. The work is devoted to the interpretation of this term in the context of hermeneutics. At the same time, within the framework of morphology, the content, structure and composition of the generic concept of the study «student self-organization» are revealed. Under the structure of self-organization in the article is meant the stable unity of the elements of the system, their relationship within the integrity. However, the authors argue that a person's self-organization is manifested not only due to motivation, but also through the use of one's own internal resources and abilities. Thanks to this study, the role of the continuous diversification of academic fields was confirmed, which manifests itself in the difficulty of defining its areas and establishing connections between them, as well as establishing the type of self-organizing personality as its structural components. The authors of the article established the presence of discrepancies in the terminological concepts of the student's self-organization process, identified general provisions in relation to a single interpretation. Self-organization is understood by the authors

as a way of adapting to a changing reality and initiating the individual's self-development to create a new connection between the elements of the system, to effectively redistribute its functions, to build new transactions with the external environment. The authors emphasize that the attributes of self-organization are the desire for stability, the preservation of the features necessary to change the functional or structural unity of the system. The authors note the complication of the structure of self-organization and, as a result, the need for a comprehensive diagnosis, since complex structures require a detailed theoretical justification, they also analyzed the relationship of complex relationships and relationships in the system of modern society, the transience of social processes that determine the problem of the formation of student self-organization in the educational process of the university as attitude to the theory of vocational education.

**Keywords:** self-organization; formation of student's self-organization; professional self-development; structural components of self-organization; bases of self-organization of educational activity

## Introduction

Today's rapid changing professional environment requires university graduates to be able to respond quickly to society's increasing demands on the level of professional training. Increasing information volumes and new approaches for professional training force to search for inner personality reserves enables to master basic practical skills and ways to transform them into professional competences. The analysis of scientific research in the field of student self-organization formation over the past decades allows us to state that this problem is one of the topical ones in the field of socio-humanitarian and pedagogical research.

The concept of «self-organization» is considered to be one of the fundamental concepts in natural science and humanities, which, according to G.N. Vasiliev, is reflected in «a vast field of research of interest for representatives of various disciplines» [1].

Multidimensionality of the student's self-organization formation phenomenon makes it possible to determine the prerequisites of this category through theoretical analysis, outlining the following aspects in its study: (1) *hermeneutic*, involving a certain concept interpretation and formulation of «student's self-organization»; (2) *morphological*, aimed at studying structural and content features of the «student's self-organization» concept.

*The hermeneutic aspect* of the problem concerns not only the fixation of existing scientific interpretations and formulations of the key concept, but also touches upon the scientific interpretation practice of the analysed phenomenon in diachronic aspect in terms of evolution in time [2].

## Theoretical background

Following I. Kant, who characterizes the nature of this phenomenon by the awareness of nature's ability to move «from chaos to an ordered and harmonious system» [3], K.G. Dzugaev explains the genesis of «organization» by the development of philosophical ideas about the processes of self-motion inherent in matter [4].

In cybernetics, the phenomenon of self-organization has been studied most intensively by W. Ashby [5], et al. In the 60's the concept of «self-organization» («self-organizing system») began to be used in systems theory, and in the 70's — in the physics of complex systems. A number of researchers (S.P. Kapitsa, S.P. Kurdyumov, and G.G. Malinetsky [6]) characterize the world by stability and relative constancy, which, according to the researchers, is ensured primarily by the property of self — organization at the micro — and macro levels.

Unlike the cybernetic mechanism, according to V.G. Pushkin, the synergetic mechanism does not require a goal, and the «self-organization» of the system manifests itself «in the spontaneous emergence of a certain organization, not set from outside» [7].

In the works of A.A. Bodalev [8], et al., the followers of acmeology consider the third type of self-organization (self-development and self-improvement) as the main driving force of personal development. The researcher compares «self-organization» with acme — the development peak, «the power over oneself, and the strategy of life construction <...> the ultimate self-giving, the ability to mobilize one to overcome difficulties, to predict the consequences of one's actions».

Over time, the «self-organization» concept, having originated in the natural sciences, penetrated into the field of humanitarian and pedagogical research (management, pedagogy, psychology). Having developed in these sciences, by the beginning of the XXI century it reappears in the works of philosophers (K.G. Dzugaev [4], N.I. Zhukov [9], et al.), in studies investigating social development (N.N. Yarushkin,<sup>1</sup> et al.) in economic studies (T.Yu. Prokofiev [10], et al.).

In the works on scientific work organization by F. Taylor [11], a representative of the «scientific management school», who created the basis for studying the phenomenon of self-organization in the field of humanitarian knowledge, the issues of personal self-organization were considered in the context of work (educational) activity optimization. B. Meshcheryakov [12] interprets scientific work organization as a process of improving work organization based on the achievements of science and best practices. At the same time, the self-organization foundations of learning activity were developed by representatives of domestic pedagogy. Y.K. Babansky [13] notes in his works that «forming the ability to learn is of great educational importance as it contributes to the development of mental abilities: diligence, conscientiousness, discipline, responsibility, accuracy, perseverance, independence, organization, sense of time and many other valuable personal qualities».

In the 50's of the twentieth century, some scientists paid much attention to studying the problem of cognitive activity self-organization. A.A. Gortsevsky [14] considered the ability of a person to self-organize through the prism of forming personal self-regulation and self-control. The self-organization issues have been studied in different years by N.A. Zaenutdinova<sup>2</sup>, N.V. Kuzmina [15], N.V. Kukharev [16], A.G. Sorokova,<sup>3</sup> et al. in the pedagogical sphere.

The results of the hermeneutic aspect analysis of the concept study are presented in table 1.

The analysis of table 1 shows that the concept of «self-organisation» is interpreted by scientists from different points of view.

In psychology, the issues of personal self-organization are considered in close connection with the processes of *professional self-development*, *self-education*, *self-improvement*, and *self-regulation*. The problem of the relationship between self-organisation and a person's professional self-determination comes to the fore. Psychologists also justify the place and significance of self-organization in the process of personal competence formation of student professionalization. The relationship between self-organization and *students' independent work* is the basic foundation of *students' creative activity and personal self-awareness*.

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<sup>1</sup> Ярушкин Н.Н. Саморегуляция и самоорганизация социального поведения личности: дис. ... д-ра психол. наук / Н.Н. Ярушкин. — Самарский гос. пед. ун-т. — Санкт-Петербург, 1998. — 406 с.

<sup>2</sup> Заенутдинова Н.А. Формирование готовности к самоорганизации у студентов педагогического колледжа в образовательном процессе: дис. ... канд. пед. наук / Н.А. Заенутдинова. — Магнитогорск, 2000. — 159 с.

<sup>3</sup> Сорокова М.Г. Система М. Монтессори в парадигме реформаторской педагогики: дис. ... д-ра пед. наук / М.Г. Сорокова. — Москва, 2004. — 216 с.

Table 1

The notion of 'self-organisation' in humanitarian research

The scientific field of the concept study	Study subjects	Researchers
Psychology	Personal self-organisation is considered in close connection with the processes of professional self-development, self-education, self-improvement and self-regulation.	D.N. Zavalishina [17], et al.
	The psychological basis for the formation of personal self-organisation is explored.	L.I. Bozhovich [18], et al.
	Considers the relationship between self-organisation and personal professional self-determination.	T.V. Kudryavtsev [19], et al.
	The role of self-organisation in the process of personal professionalization.	A.A. Derkach <sup>4</sup> , et al.
	The role of self-organisation in the process of building students' personal competence.	S.G. Zogol <sup>5</sup>
	The relationship between self-organisation and the independent work of students and pupils.	P.I. Pidkasisty [20], et al.
	The relationship between self-organisation and learners' creativity.	S.Yu. Stepanov [21], et al.
	The relationship between self-organisation and personal self-awareness.	A.I. Smolyar [22], et al.
	The self-organisation of activities is considered in the light of the subject's personality traits and their role in the activity results.	M.A. Pakhmutova [23], et al.
	The self-organisation of activities is considered in the light of the psychological resources of the individual.	G.A. Vinogradova [24], et al.
Sociology	The link between the quality of a person's self-organisation and the specifics of their perceptions of social reality and their place in it («world picture»).	T.Z. Adamyants <sup>6</sup>
	Man appears to be the most complex system, compiling the laws of nature and the laws of society.	M.C. Kagan [25]
	The capacity for self-organisation is an important component of the regulation of individual behaviour, «which largely determines the personality as a subject of social (group) relations».	N.N. Yarushkin <sup>1</sup>
Cybernetics	The ability of a system to stabilise certain parameters through the directional ordering of its structural and functional relations so as to withstand the entropic factors of the environment.	V.G. Pushkin [7]
Pedagogy	Self-organisation in the context of vocational training can be identified as a necessary personal capacity to mobilise the resource of individual personal qualities.	V.M. Shepel <sup>7</sup> , et al.

Thus, representatives of humanitarian knowledge argue that human self-organization manifests itself in its ability to *self-sufficiency*, *self-development*, *self-regulation* not so much through motivational inflow of energy, information from outside, but through the use of own internal resources and capabilities.

Sociologists link the quality of self-organization of a particular individual to the specifics of his personal *perceptions of social reality and his place in it* («world picture»).

<sup>4</sup> Деркач А.А. Педагогика и психология деятельности организатора детского спорта: учебное пособие для педагогических институтов / А.А. Деркач, А.А. Исаев. — Москва: Просвещение, 1985. — 336 с.

<sup>5</sup> Зоголь С.Г. Формирование персональной компетентности будущего учителя: автореф. дис. на соиск. учен. степ. канд. пед. наук / С.Г. Зоголь. — Поволж. гос. соц. — гуманитар. акад. — Самара, 2013. — 26 с.

<sup>6</sup> Адамьянц Т.З. Социальная коммуникация. Учеб. Пособие / Т.З. Адамьянц. — М.: Ис РАН, 2005. — 158 с. ISBN 5-89697-099-4.

<sup>7</sup> Шепель В.М. Имиджелогия: учебное пособие / В.М. Шепель. — М.: Народное образование, 2002. — 254 с.

*The morphological aspect* of the study of the concept of «self-organization» at a certain period of development of society is aimed at identifying the content and structure of this phenomenon. There have been numerous attempts to solve this problem in the methodological paradigm of pedagogy, psychology and sociology, but so far there is no single point of view on the structure and content of self-organization. We believe that these difficulties can be explained by the following reasons.

The continuous diversification of the academic sphere, in which the signs of self-organization are most fully manifested, makes it difficult to define its domains, to establish connections between them, and to identify the types of self-organization as its structural components. An analysis of the «self-organization» works allows us to identify directions in the content and structure of the conceptual categories. The self-organisation structure is understood as a relatively stable unity of the system elements, their relation within the integrity. The first criterion for evaluating the effectiveness of a given system can be the self-organization component composition. The characteristics of this system differ in many ways. In this regard, it is possible to identify a number of authors' points of view.

*The first point of view* is to present the self-organization content as a set of certain qualities necessary for successful academic performance (purposefulness, responsibility, independence, self-criticism, tolerance, independence, etc.). A number of scientists (Т.А. Egorova [26], N.P. Popova<sup>8</sup> et al.) imply that self-organization is a complex of personal properties; others characterize self-organization of student community members as a set of intellectual and emotional-will qualities for solving professionally significant tasks. The scientists of this point of view present self-organization as the ability of a system to stabilize through directed ordering of its functional and structural relations in order to withstand entropic environmental factors.

Obviously, this position disadvantage is the reduction of the self-organization integrative phenomenon to a certain set of qualities and a certain difficulty in theoretical justification of the selected qualities as the most valuable structural self-organization components.

*The second point of view* unites the scientists who build the structure of the analysed concept from a set of social skills, which include: anticipatory skills, mobilization skills, evaluation skills, reflexive skills, etc. L.I. Savva and A.L. Soldatchenko [27] understand self-organization as a process of orderly conscious activity of an individual aimed at managing one's own behaviour; some of the authors interpret self-organization as the rational use of one's own strength and time. The advantage of this position is the set of diagnostic tools, because pedagogy has a sufficient variety of methods to reveal the formation level of the above mentioned skills. The disadvantage of this position is self-organization as a complex of absolutely homogeneous components — skills, which does not allow presenting the entirety of the phenomenon under study.

*Point of view number three* differs from the others in that it proposes to consider the self-organization structure by singling out its types. Researchers G.H. Popov [28] et al. study technical self-organization, Ivanov O.P. [29] et al. distinguish biological, Naumova N.F. [30] — social self-organization.

The results of this study prove that there is still no unified definition of self-organisation in the psychological and pedagogical literature. This is explained by the fact that self-organization is the subject of a complex, multi-level formation, in the study of which different researchers focus their attention on its various aspects. In our opinion, the most complete is the structure of self-organization described by A.D. Ishkov<sup>9</sup>. This structure offers one personal component — volitional effort — as the

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<sup>8</sup> Попова Н.П. Формирование умений самоорганизации учителя в педагогической деятельности в процессе повышения квалификации: автореферат дис. ... кандидата педагогических наук / Н.П. Попова. — Великий Новгород, 1999. — 19 с.

<sup>9</sup> Ишков А.Д. Связь компонентов самоорганизации и личностных качеств студентов с успешностью в учебной деятельности: автореф. дис. на соиск. учен. степ. канд. психол. наук / А.Д. Ишков. — М., 2004. — 23 с.

main components of self-organization and five functional components of the process of self-organization: goal setting, analysis of the situation, planning, self-control, and correction.

The key to understanding the self-organization essence, according to most scientists, is that changes occur not only under the influence of external factors, but primarily due to internal capabilities. Let us consider *the procedural aspect* of self-organization; its distinctive feature is its purposeful nature. Its regulator is consciousness. Researchers have singled out a volitional component in self-organization, which characterizes the special mobilization of human capabilities and the activity concentration in the right direction.

In order to reveal the course specifics of the self-organization process, let us refer to the concept introduced by B.F. Lomov [31], the «system-forming factor», which allows us to reveal the cause-and-effect relations in a behavioural act. The system-forming factor (hereinafter SFF), as interpreted by many scientists, in any system is a formation, the system «core», mainly under the influence of which the qualitative specificity of the system is formed, on the one hand, and its stability is preserved, on the other hand. He is echoed by B.F. Lomov in his choice of a system-forming factor. F. Lomov, who points out that this prime factor is determined not only (and perhaps not even so much) by the «internal» laws of subject development, but also by the development laws of the systems to which it belongs to [31].

Obviously, content-wise, these or those self-processes can be supported (ensured) both by private (individual) characteristics of a personality and by those that characterize the performance of any of the self-organization components (and thus the self-organization process as a whole). Such integral characteristics are denoted by V.I. Morosanova [32] as instrumental regulatory-personal properties.

The author believes that the following factors are the leading ones: (a) the constructed model adequacy of conditions, algorithm, control methods, success criteria to activity requirements; (b) awareness of ideas about conditions and action program, controlled parameters, success criteria, etc.; (c) plasticity of component regulation process; (d) reliability and stability of functioning of self-organization system and its elements in conditions of mental tension.

The results of the conducted research allow us to state that there is still no unified definition of self-organisation in the psychological and pedagogical literature. The concept underdevelopment has been revealed, i.e. the situation conflict is that the term has multiple meanings and vague wording, as different researchers focus their attention on its different aspects.

The main feature of self-organisation is its purposeful nature, and of the self-organisation use regulator is consciousness. However, while there is variation in the definitions of the term, most authors view self-organization as a set of skills that are part of the activity structure, capable of influencing the activity results. This interpretation meets our research goals and objectives, so we will take it as the formulation basis for the main study concept.

We agree with N.V. Vinogradova [24] that student self-organization is always a conscious, analytical work on oneself. More productive in intellectual work, in activities that involve learning and mastering knowledge, self-organization is necessary for mastering curricula, for comprehending complex sciences. In our study it seems appropriate to consider student's self-organisation specifically in the framework of their scientific and educational-professional activity.

There are many interpretations of the student's self-organisation notion. Most often self-organization is understood as the ability to organize oneself, one's time, and one's actions. In other words, self-organization is the ability to organize internal and external available resources.

In this connection, G.F. Zalutskaya's [33] opinion on student's self-organization as a purposeful systematic and independent activity to develop analytical abilities, acquire a set of knowledge and research skills, theoretical and diagnostic abilities, experience of scientific activity, generalization and systematization of the obtained material seems quite reasonable. All this requires the formation of research and intellectual competences.

A number of scientists propose to include in the structure of student's self-organization its goals, objectives, functions, means, forms and factors influencing the changes of this process.

## Results and discussion

In the context of the problem under study, the student must relate the self-organization goals to reality, through which an effective strategy for its implementation can be developed. *Goals* can be seen as ideal or real objects of conscious or unconscious striving of the subject.

The next component is *the objectives*; they have a narrower and more realistic meaning than the goals. Their fulfilment is the main step towards the achievement of the objective, as well as they are indispensable for the quality and high performance of all the student's independent activities.

Self-organisation *functions* play an important role. A row of authors propose to study a certain set of self-organization functions. He attributes the most important of them to the *developmental* — by performing various tasks increases mental work culture, enriches the student's intellectual abilities; *informative* — gaining new knowledge, skills and abilities in the course of performing certain tasks in each of the studied disciplines; *guiding and stimulating* — almost every student is motivated to get higher education, which is a big push towards gaining higher education; *educational* — during independent work, forms the student's self-organization in the course of his/her studies.

The components of student's self-organization structure also include *means*: (a) *means of material culture* (books, teaching aids, workplace equipment, etc.); (b) *information sources* (literature, computers, Internet resources, e-books).

The scientific literature describes a great variety of educational activity self-organisation *forms*, which V.V. Gura [34] refers to taking notes, working with lectures and existing notes. In order to analyze electronic forms of scientific and educational self-organization using information technologies, the role of which has undoubtedly increased in the modern world, we will describe the digital educational environment as a necessary condition for students' self-organization culture.

Most modern researchers (M.I. Diachenko, L.A. Kandybovich<sup>10</sup>, etc.) use various combinations of the previously considered options in the student self-organization structure in higher education. The authors define the self-organization components as «internal resources like personal consciousness structures: criticism, motivation, reflection, collision, mediation, orientation, autonomy, sense-making, self-actualization, self-realization, providing a level of spiritual vitality».

And 'external initiations' create learning, educational tools and pedagogical conditions. It should be noted that this position inevitably entails the self-organisation structure complication and, as a consequence, the need to implement comprehensive diagnostics, as complex structures require a detailed theoretical justification.

Table 2 summarizes the advantages and disadvantages of the existing positions in relation to the component composition of the self-organized student.

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<sup>10</sup> Дьяченко М.И. Психология высшей школы: Учеб. пособие для вузов / М.И. Дьяченко, Л.А. Кандыбович. — Мн.: Изд-во БГУ, 1981. — 383 с.

Table 2

**Summary of academic community positions  
in the student self-organisation component structure study**

<i>Scientific community positions / authors' names</i>	<i>Component composition of self-organisation</i>	<i>Advantages</i>	<i>Disadvantages</i>
Qualitative position / N.S. Kopeina [35], et al.	The content of self-organisation is represented by a set of personal qualities (purposefulness, responsibility, independence, self-criticism, tolerance, independence, etc.).	Easy diagnostics.	Reducing to a set of qualities.
Operational position / S.B. Elkanov [36], et al.	The self-organisation content is represented by a system of social skills.	Easy diagnostics.	Homogeneity of structural components.
Formal position / T.E. Konnikova [37], et al.	The self-organisation content is represented by formal manifestations and corresponding criteria.	Easy diagnostics.	The development of criteria represents only the exterior of the phenomenon.
Species position / V.S. Solovyov [38]	The content of self-organisation is presented as technical, biological and social self-organisation.	Reflecting the phenomenon specificity.	Complexity of diagnosis.
Competence position / T.I. Shulga <sup>11</sup> , et al.	The self-organisation content is presented as a set of competencies.	Reflects the relevance of the problem, the comprehensiveness of the specific phenomenon.	Contains discrepancies in the concept interpretation and in the phenomenon structure.
Integrative position / N.M. Peisakhov [39]	The content and structure of self-organisation is represented by various combinations of qualities, skills, competencies, types, functions, etc.	Reflection of internal resources and external initiations.	Sufficient reflection of the phenomenon specificity, the complexity of defining the self-organisation components.

As our study takes integrative teaching methods as a basis in the content and structure of student's self-organisation, hence the position of our study is also integrative in nature. Complex component structures more accurately reflect the specificity of this phenomenon and bring the content elements into the system under the above-mentioned limitations.

Let us analyze «student's self-organization» from the point of view of the specifics and peculiarities of this process within the framework of *the procedural aspect*. N.N. Yarushkin<sup>1</sup> understands student self-organization as one of the mechanisms ensuring student's «maladaptive behaviour», «supersituational activity», self-actualization in the present, formation of readiness for various innovations, initiative and ability to assert their positions. Self-organization orientation, according to scientists, is one of the holistic, system-forming psychological mechanisms of the student's readiness for professional activity; which further «ensures the implementation of his personal system of value orientations in the organization regardless of the organization value system features». The phenomenon of students' personality self-organization is studied in pedagogy and psychology in inseparable connection with the factors of the self-organization phenomenon of learning and cognitive activity (D.N. Ishkov<sup>9</sup> et al.), professional self-organization (N.N. Yarushkin<sup>1</sup> etc.), self-management, self-awareness and self-perfection, with the problems of forming personal competence.

<sup>11</sup> Шульга И.И. Профессиональная подготовка бакалавров-педагогов к организации детского досуга: автореферат дис. ... доктора пед. наук / И.И. Шульга. — Краснояр. гос. пед. ун-т им. В.П. Астафьева. — Красноярск, 2013. — 42 с.

The representative of the integral approach, Y.A. Tsagarelli, shares the terminological paradigm as personal and activity students' self-organization. He believes that personal self-organization is «a process of conscious and purposeful construction of one's personality based on the available benchmarks and self-assessment results» [40]; this process also determines the personality development goal. The self-organisation process of activities provides central ways of achieving personal development goals.

Within the framework of the technical approach, researchers believe that «the ability to self-organize is manifested in students' clear planning of their lives, their affairs for a day, a week, a month, and a year as well as for the future. It gives them the opportunity to use their potential and time rationally» [40].

### Conclusion

Thus, theoretical analysis concerning *the procedural aspect* of the «student's self-organization» concept allowed us to establish the presence of discrepancies in the terminological concepts of student's self-organization process. In the representation of educational activity self-organization, it is possible to identify the general provisions with regard to the unified interpretation. Firstly, it is an ability to organize one's own activity and, secondly, it is an independent process including several stages or components. Depending on the approach [41], self-organization ability can be a personal characteristic aimed at organizing internal activities and cognitions, or it can be an ability aimed at organizing one's actions and achieving success [42].

As the theoretical analysis result of the considered problem we came to the following conclusions: the complexity of relations and interrelations in the system of modern society, the transience of social processes determines the problem of student self-organization formation in the educational process of university as relevant to the theory of professional education; personal self-organization in pedagogy and psychology is considered as a psychological quality, personal property, ability, process and activity. In this regard, there are many approaches to understanding the concept essence of «personality self-organization». We consider personal self-organization as a complex of personal properties and a set of actions that ensure the integrity of a personality and its ability to carry out activities effectively, as a basis for professional and personal self-development and self-improvement [43].

Within the framework of our further research we plan to consider the formation problems of student's self-organization culture in a technical university, the ways to solve them, to elaborate on the factors that directly affect the success of this process, and analyze the scientific works describing the prerequisites and the need to develop the pedagogical concept of student's self-organization culture in the digital educational environment, including methodological foundations, basic ideas, essential characteristics, principles and modelling this process to move the problem in question towards a positive solution.

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## **Многоаспектность исследования феномена самоорганизации студента высшей школы**

**Аннотация.** Статья посвящена теоретическим основам проблемы формирования самоорганизации студента. Для того чтобы понять причины, побуждающие к формированию самоорганизации студентов в процессе обучения, авторы провели анализ состояния исследованности проблемы, определили предпосылки формирования самоорганизации студента путем проведения теоретического анализа с точки зрения следующих аспектов: (1) герменевтический, предполагающий определенное толкование и формулировку понятия «самоорганизации студента»; (2) морфоэпистемологический, который направлен на исследование структурно-содержательного наполнения. Работа посвящена толкованию этого термина в контексте герменевтики. При этом в рамках морфологии раскрыто содержание, структура и состав родового понятия исследования «самоорганизация студента». Под структурой самоорганизации в статье подразумевается устойчивое единство элементов системы, их отношения внутри целостности. Однако авторы утверждают, что самоорганизация человека проявляется отнюдь не только благодаря мотивации, но и за счет использования собственных внутренних ресурсов и способностей. Благодаря этому исследованию была подтверждена роль непрерывной диверсификации академических сфер, которая проявляется в затруднении определения ее областей и установления связей между ними, а также установления вида самоорганизующейся личности в качестве ее структурных компонентов. Авторы статьи установили наличие разночтения в терминологических концептах процесса самоорганизации студента, выделили общие положения применительно к единой трактовке. Самоорганизация понимается авторами как способ адаптации к изменяющейся реальности и инициирования саморазвития индивида на создание новой связи между элементами системы, на эффективное перераспределение ее функций, выстраивание новых трансакций с внешней средой. Авторами подчеркивается, что атрибутами самоорганизации выступают стремление к устойчивости, сохранение признаков, необходимых для изменения функционального или структурного единства системы. В статье отмечается усложнение структуры самоорганизации и, как следствие, необходимость проведения комплексной диагностики, так как сложные

структуры требуют детального теоретического обоснования, также проанализирована связь сложных отношений и взаимосвязей в системе современного общества, быстротечность социальных процессов, определяющих проблему формирования студенческой самоорганизации в образовательном процессе вуза как отношение к теории профессионального образования.

**Ключевые слова:** самоорганизация; формирование самоорганизации студента; профессиональное саморазвитие; структурные компоненты самоорганизации; основы самоорганизации учебной деятельности

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