

Styles of self-regulation of learning activities of university students

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Abstract

© 2016 Khusainova and Ivutina. The relevance of the study is largely due to changes in the country's education system in recent years, in particular-the transition to a two-tier system of education-undergraduate and graduate-the purpose of which is to improve learning efficiency. One feature of this system is to strengthen the role of independent educational activity of students enrolled in this program. In this regard, the growing interest to the organization by students of their time, the ability to self-set goals, analyze solutions the way to reach them, which, in turn, determine the success of the training activities. That is, the level of self-regulation is having a major impact on the success of the training. The article aims to study the style features of self-regulation of students. The leading approach to the study of this problem is the subject-activity approach, allowing to reveal representations of the functional structure of the system of self-conscious arbitrary human activity. The article defines the styles and levels of self-regulation activities of the students; identified formed skills of the group of students with a high level of self-regulation; revealed the relationship between styles of self-regulation and the level of subjective control and volitional qualities of students. Article may be useful in the work of teachers, psychologists to optimize learning processes and the development of self-regulation of a personality.

Keywords

Self-regulation, Self-regulation activity indicators, Style features of self-regulation of students, Volitional qualities