CONTENTS

INTRODUCTION

The aim of the course "Technologies of Self-management and Self-development" is to master the physiological, psychological and sociological tools to develop the universal and professional competences needed by a modern person in both professional and everyday life.

This course focuses on the formation of four competences: one universal competence and three professional competences. Five indicators as indicators of mastering the respective competences are the basis for the development of this training textbook (Table 1).

Table 1

Universal and professional competences in the course

Competences	Indicators
UC-6. Is able to identify and implement priorities for his/her own work and how to improve it on the basis of self-evaluation	UC-6.1. Using self-improvement techniques to develop leadership skills
	UC-6.3. Developing a career trajectory in line with self-assessment and labour market demands (including the use of digital tools)
PC-1. Is able to carry out research and conduct construction engineering	PC-1.1. Analytical problem-solving, involving the choice and variety of actual problem-solving methods
PC-2. Is able to develop the concept of the structural design and the basic design and technological solutions of a capital construction project	PC-2.4. Use information modelling techniques when solving specialised tasks in the life cycle stages of a capital construction project
PC-3. Is able to organise and supervise the formation and maintenance of the information model of the capital construction facility	PC-3.3. Determine the scope and composition of the raw data to be generated and maintained information model of the capital construction facility

The lecture material (7 lesson topics) will provide you with knowledge from various scientific fields: physiology, psychology and sociology. This knowledge (self-management and self-development) is essential for everyone to work and live in today's uncertain and rapidly changing social and professional environment.

You will learn:
– that education is the main tool for human development;
– that the ability to manage oneself is a goal and responsibility of the individual;
– the difference between personal potential and personal resources;
– what ways to overcome personal limitations can be chosen;
– what technologies are available to support self-education and self-development;
– what recommendations you can use when organising a process of self-education;
– what are the ways of overcoming personal limitations and what are the ways of overcoming them.

Each lecture ends with three or five questions ("Think about and answer...").

1. SELF-EDUCATION AS A CONDITION FOR SELF-DEVELOPMENT

Main aims and outcomes. As a result of studying this material, you will learn:
– what is the fundamental difference between growth and development;
– why every state has an interest in the education and self-education of its people;
– what advantages a person gets as a result of the creation of a common educational space;
– what recommendations can be used in organising the process of self-education;
– why technologies for managing others are not as effective in managing oneself.

Keywords: growth, development, education, self-education, elements of self-education, learning styles.

1.1. GOALS, PURPOSES, CONDITIONS FOR SELF-DEVELOPMENT

People often use the terms "growth" and "development" in their everyday lives, but are not always able to clearly distinguish between the two. If self-development is your goal, you need to understand whether you are really developing or building on something that has been there for a long time.

Growth is characterised by quantitative changes, which can be indicated by the mathematical sign "more — less".

You can talk about the physical growth of a person. There is, in fact, a curious pattern to human growth. During pre-natal life and early childhood, the upper part of the body (head) grows faster than the lower part, and the central area grows faster than the limbs. At puberty, the growth ratios of the different body parts are reversed: the limbs grow faster than the head and torso.

There is an increase in the properties of individual mental processes, e.g. the amount of memory and attention increases over time. Recall that this volume will not exceed the magic number: seven plus or minus two. But if you are on a developmental path, the volume of cognitive processes tends towards infinity.

A professional career can also be growth, climbing the professional ladder according to length of service. But it can also be a professional development.

Development is a qualitative regular change of material and ideal objects.

Development, including mental development, is characterised by:

1. The emergence of a new quality in the course of the functioning of the whole system.

To understand the difference between simple summation and the acquisition of a new quality, the following metaphor can help. A chicken egg contains egg white and yolk, and if you mix the two together you get eggnog. But a living chicken hatched from an egg acquires a new quality: it is not equal to what it came from (white and yolk).

2. A change in the structure of the system; a new quality, not just a new, additional layer which is "superimposed" on the old layers; a new quality reshapes the whole structure, changing the previous qualities.

3. The continuity of the process, in other words, the presence of a constant internal organic link between the preceding and the following stages of development.

4. The irreversibility of the process, a new quality that does not disappear.

Mental development as a process unfolds over time and therefore has its own temporal characteristics, but there is no direct functional dependence on time. The emergence of new development is not the result of the number of years lived, but is not the result of the content of the years lived.

Professional development is the change in mental functions (thinking, perception, memory, etc.) and properties of a person that arise in interaction with the profession, in the course of vocational training and professional activity. Psychologists talk about the professionalisation of the psyche. You yourself have probably noticed how people change over time as they immerse themselves in their profession.

Goals for self-development. Self-development, self-realisation, is a journey without an end point. Self-development as a process of movement is more important than its result. The need to grow and develop is seen in psychology as the highest human need. However, we should not forget that people

strive for self-development, self-improvement, always with a specific purpose. Self-development itself is not a goal, it serves as a means to realise some other goals. Moreover, the goals may be different.

There are many people who are passionate about their physical development, so they do a lot of physical activities, like yoga or other Eastern techniques.

Professionally, different people pursue different goals in self-development. One person seeks independence in financial or professional spheres; another wants to gain recognition in a narrow professional sphere or among a wide range of people; another tries to increase their influence, power or to get a more interesting, promising and better-paid job. So, before you set a goal for self-development, you need to understand why you need it.

A distinctive feature of self-development is that people determine the whole chain of the development process for themselves: their goals (what they need to develop for); the specific tasks that need to be completed for the development process to take place; the conditions that are necessary for development; and most importantly, they take responsibility for the process and outcome of their self-development work.

1.2. EDUCATION AS A TOOL FOR HUMAN DEVELOPMENT

There is a direct correlation between the level of education and a person's income. An increase in the level of education, contributing to an increase in intelligence, leads to an increase in human income as well as GDP (gross domestic product) and the national wealth of society as a whole. It is internationally accepted to measure the human capital of a country. This indicator provides insight not only into a country's current performance, but also into its potential and what can be expected from it in the future.

When calculating the index of intellectual potential, the level of education of the adult population, the share of students in the total population, the share of education expenses in GDP, the share of those employed in science and scientific services in the total number of employees, and the share of spending on science in GDP are taken into account.

It is therefore understandable why any state pays close attention to education and creates the conditions for the self-education of the population.

Right to education. The state, in one way or another, assumes the primary responsibility for preparing the rising generation as a cultural and historical subject and as a subject of professional activity.

The right of every person to education was first enshrined in Article 26 of the Universal Declaration of Human Rights (adopted by the UN General Assembly on 10 December 1948). Each state, by signing this international document, formulates its obligations for the implementation of this right.

The Constitution of the Russian Federation of 12.12.1993 (as amended on 1 July 2020) under Chapter 2 of Article 43 states:

"Everyone has the right to education.

General access and free pre-school, basic general and secondary vocational education in state or municipal educational institutions and enterprises shall be guaranteed.

Everyone has the right to receive free higher education on a competitive basis in state or municipal educational institutions and enterprises.

Basic general education is compulsory. Parents or guardians shall ensure that children receive a basic general education.

The Russian Federation shall establish federal state educational standards and support various forms of education and self-education".

The end of the 20th century was marked by the need to expand the educational space. Initially, as it was planned, a single European educational space was formed by 2010. Subsequently, the countries of America, Australia, Canada and others began to join the European countries. By now we can already talk about creating the global educational space. It would expand the opportunities for human capital mobility on the European labour market. The competence approach as the basis for a unified vocational education model (1984) was the basis for this idea.

Three categories of competences are compulsory elements of vocational education: universal, general professional and professional.

Firstly, *the universal competences* shape a cultured person. The social space of the modern world is very complex and tends to become ever more complex. For hundreds of years, different communities have developed in isolation. Over this time, each society has developed its own rules and norms and created its own unique culture. Today, man lives in a multicultural space. The modern person should know a lot about human nature and human society to be able to interact with different cultures, to understand and accept people in all their diversity. This is why representatives of different fields of humanitarian and social knowledge: sociologists, psychologists, educators, lawyers, economists are dealing with the problems of social competence.

Universal competences are formed at all levels of education. It is a condition for the existence of the human community. Otherwise, even if a person does his job well and conscientiously, outside work few people will want to communicate with him. A person who knows nothing but his work and is not interested in anything is usually called uneducated, uninterested, boring. Education in the humanities is called background education, as if to emphasis that it is a universal plane where people of different professions meet and communicate.

Secondly, *general professional competences.* Higher vocational education is something broader than just the narrow specialisation in which a person has to work. A technically educated person should be well versed in the natural sciences: physics, mechanics, chemistry, mathematics and others. Knowledge is constantly being added to, new knowledge is being generated at the intersection of the sciences, and analogies are being actively used, where a well-proven method in one area of knowledge is used in another area. Information technology has become particularly important in recent decades, and it is impossible to become an effective specialist without mastering it.

Thirdly, *professional competences.* In the process of learning, students learn to highlight topical issues in their field: they write term papers, develop projects and conduct scientific research. Each such work implies justification, i.e. it is required to provide evidence that the topic being developed is currently relevant, significant. It is necessary to constantly monitor the state of their field, understanding that the relevance of this or that problem (topic) is a temporary phenomenon.

The state's investment in the education system is huge. But education is not just the responsibility of the state. Organisations and companies, the family and the individual bear the material and non-material costs of acquiring a body of knowledge, skills and attitudes. Ultimately, a person is interested in building his or her own potential. That's why the modern education system is focused on self-education and self-development of the person.

Companies and organisations invest in the professional training and development of their employees. Personnel management necessarily includes continuous training, continuing education and, if necessary, re-training. A number of large firms are setting up their own universities and business education systems at various levels.

The pace of development in industry and society as a whole led to the need for continuing education for the working population. Continuous learning has been replaced by the new slogan of lifelong learning. Lifelong learning is the process of a person's development as an individual, a subject of activity and communication throughout his or her life through training in state and public educational institutions and through self-education.

The need for education is now universal, spreading to all populations, including teachers. Perhaps for the first time, the ability to learn is seen as central to one's success in any professional field, and the ability to teach others is seen as professionally important, not just for the educator but also for the manager.

It should be emphasised that the aim of lifelong learning is not to teach a person for life, but to create the conditions for him/herself to learn.

Continuous education (Long Learning Life) exists as a unified system of state and public educational establishments, providing organisational, substantive unity and continuity of all educational levels.

Traditional education includes pre-school, school, vocational, further education and retraining. Public education includes various courses, seminars and training courses, as well as libraries and the media.

Signs of lifelong learning:
– encompasses the whole process of a person's life;
– the existence of an open education system;
– the place of learning is not limited;
– implementation of the principle of self-education.

A real breakthrough in the implementation of the principles of lifelong learning is the use of Internet-oriented educational technologies, distance learning technologies, media education technologies, e-learning technologies, smart-education technologies in the educational environment. Blended learning in the development of MOOCs (Massive on-line open courses) provide flexibility in the learning process and rational use of class time.

Modern information and communication technologies are improving the quality of education, including vocational education. These technologies are being developed in many countries and, thanks to a common information space, they are available to the global education community within days of their development.

1.3. WAYS TO ORGANISE SELF-EDUCATION

Self-education becomes a vital necessity for a person when the formal learning process ends. Even if you continue to learn under the guidance of a teacher, you are learning on your own. Your task, as an adult, is to organise the learning process in a way that is convenient and useful for you personally.

It should be noted that the first steps in the implementation of lifelong learning of adults met with great resistance, both teachers and adult learners. Adults did not want to learn as children, and teachers did not see how they could teach in a different way.

The differences in attitudes were so striking that special research was required. Eventually a new approach to adult learning emerged: andragogy. Andragogy (Greek *andros* — male, *ago* — leading, educating) is a relatively new branch of pedagogical science, the subject of which is the laws of adult education, their general and professional development.

According to andragogy, an adult is a person who has physiological, psychological, social, moral maturity, economic independence, life experience, and a level of self-awareness sufficient for responsible, self-directed behaviour. In addition, a key characteristic that determines all the others is the typical combination of study and work as an adult; the nature of the latter determines the extent to which all the other characteristics are expressed. He or she has professional experience and needs for professional growth and development of own competence, i.e. motivation to learn. There is another way of looking at what is meant by an adult. According to the idea of the general civilisational context, "adult" is not defined by age or level of education. It starts from the moment when a person recognises the meaning of his/her life, his/her place in the society, his/her human and civil duty, i.e. from the moment of "self-identification of a person".

According to the perceptions of both Western and Russian adult education schools, the general differences in adult learning practices are as follows:

1) learning cannot be imposed on adults: adults will only learn if they want to learn;

2) adults only want to learn what they need for their immediate work or what they will need in the near future;

3) adults learn on the job; they do not like to be away from work for long periods of time;

4) adult learning focuses on specific work problems which are real or may arise in the near future;

5) adult learning is influenced by previous experiences. If these experiences are negative, it is difficult to make people productive learners;

6) adults learn best in informal settings. Like children, they like variety, informality, and a welcoming attitude. They do not want competition in learning, they do not like formal assessments, tests and exams.

In adult education, learning content is therefore selected on the basis of the educational needs of the learners themselves. The design and organisation of learning activities takes into account the age and personal characteristics of adults, their motivation, social, cognitive and professional experience.

The form of interaction between the teacher and the adult learner is based on the paradigm of "subject-subject relations". Teachers need to be attuned to communicating with learners as colleagues, as people who bring a significant amount of their previous experience into the learning process.

Learning styles. A significant step in adult retraining has been taken by D. Kolb. His model presents learning as a cyclical process with successively interlinked stages. Each completed cycle is the beginning of the next cycle. The process never stops and includes 4 stages:

I stage — concrete experience (data collection as a result of observation and personal experience);

II stage — analysis of the meaning and significance of the data;

III stage — generation of abstract concepts and images;

IV stage — experimental activities to test the concepts in new situations.

Further research by D. Kolb and R. Fry showed that different people have a preference for some stages of the learning cycle, finding others unpleasant, difficult or unnecessary. These preferences are the result of an individual's psycho-physiological characteristics, personal experience, abilities and habits, and the demands of the adults around them. Already in the school years one's own preferences are formed: some subjects are learned with ease, some are learned with difficulty, with inability and sometimes even unwillingness to understand them. Teachers teach everyone the same, but everyone learns in his or her own way. One develops a learning style over time. The preferred styles are fairly constant, although they may be changed.

Here is a summary of the four learning styles/activities.

Actors (stage I: acquiring concrete experiences). Completely and without prejudice, immersed in new experiences. They are open-minded, not skeptical and enthusiastic. They act before analysing the consequences. Their days are action-packed and they enjoy brainstorming sessions. As soon as the excitement of one task subsides, they couldn't wait for the next one, thriving on the challenge of solving a new problem, but they get bored of the task and spend a long time with it. Actors are sociable, constantly involved in the work of others, seeking to concentrate all activities in their hands.

Reflexives (stage II: reflective observation and analysis). They try to stay away from the events, carefully reflect on the situation, looking at it from different points of view, using the data collected by themselves and received from other people. This for them is the main value, so tend to postpone making a final decision, as far as possible. They tend to be unnoticed, to be somewhat detached, tolerant, and unperturbed.

Theorists (stage III: creation of abstract concepts and models). Considering the problems vertically, stage by stage, they systematise different facts, form rather complicated, but logically correct theories, they seek perfection, and are not at ease until all the data are classified and fit into a rational scheme. They enjoy the process of analysis and synthesis. They are interested in basic assumptions, principles, fundamental theories, models; they tend to remain dispassionate, analytical, and committed to rational objectivity. Feel uncomfortable with subjective judgment, lax methods of thinking, and similar "levity".

Pragmatists (stage IV: testing of concepts). Show enthusiasm for testing ideas, theories, and techniques to see if they work in practice. They like to work fast and confidently on ideas, and do not tolerate long arguments and endless discussions, expressing themselves as people who like to take decisions, rather than wasting time. They respond to challenges and opportunities as if they were being challenged.

By creating a learning environment for adults that is appropriate to their style of activity, teachers increase the effectiveness of learning new material and have a favorable impact on the formation of new professional competencies.

Technologies to support self-education and self-development. Suppose you really wanted to do your own self-development and self-education. Many questions arise:

1. How to organise your life so that there would be enough time for everything?

2. Where to draw energy to realise your "I want"?

3. How to understand what prevents you from achieving the desired?

4. What can support a person on a long way of self-development and self-education?

Sooner or later the moment will come when the process of self-education will become your vital need, which no one has ever managed to satisfy. The need, if it has arisen, will never disappear, but it may weaken, dim, fade. The primary motivation allows the fire to ignite, but it is not enough to keep this fire burning for a long time. What can help in this case?

First, *action*: to learn, you need to act; to develop, you need to act.

Many people think that by listening to lectures, reading books, making a content, they are working "for the future", creating something that will come in handy later. Our brain will not absorb information, will not process and break down in it if it thinks that it is not important. And what is important to it is only what is used "here and now". Turn your knowledge into a problem-solving tool, try to create something from it. Having a goal generates a need for knowledge as a means to achieve it.

Second, *word*: in order to learn, you have to explain.

Knowledge needs to be constantly "shuffled", so retell what you learn to your friends. You're bound to discover a curious pattern: the more you retell, the better you understand. This is because by explaining to someone else, you are expanding your space of knowledge to include new arguments, associations, and examples.

Another effective way is to write down what you find curious. Writing down a thought triggers a process of reflection, but it's not about taking notes. Many people assume that if they take notes in a book, it means they have understood the material and can use those notes later. When you start studying for exams, you'll realise that it doesn't work. Taking notes requires no mental effort, and moreover, if you devote your resources to taking notes yourself rather than processing the information, that information simply does not get into your long-term memory. First, read the entire text (paragraph, chapter) and begin to retell, explaining to yourself that you have understood. And only after you have been able to clearly explain what you have just read can you take notes. Don't be fooled — no one gets it right the first time.

Third, *another person*: it is important that someone supports and accompanyies you.

As you know, human is a social creature. We live in a society; we are part of it. Every society has its own layers, communities, groups and factions. Professional community is not homogeneous, and it differs first of all by the level of education. It is education that moves a person in the space of social interaction, and in this movement, you need someone meaningful to you: a friend, a rival, a critic, a mentor. And it does not necessarily have to be a real person. The ideals on which a person relies for self-improvement can also be in his or her own imagination.

1.4. MANAGING OTHERS AND MANAGING YOURSELF

There are two concepts: Management and Self-management, which are known to everyone. It is safe to assume that interest in these phenomena is also widespread, especially what concerns the management of others. Scientists of various directions: social, humanitarian and even natural sciences are studying these phenomena. One gets the impression that everything and everyone knows about management. Many hundreds of scientific works have been written, numerous studies have been conducted, but the work is actively going on.

Interest in the management of others exceeds interest in self-management many times over. Many people believe that technologies of managing others are identical to technologies of self-management. If a person has mastered the technology of managing others, then he/she has also mastered self-management. However, it is not so. The technologies of managing others and managing oneself coincide only partially.

The presence of people who are engaged in management is a prerequisite for the organisation of group work. It is believed that people were able to escape from the animal world thanks to collective work. Thousands of years of experience have collected numerous techniques and ways of managing people,

which have been passed down from generation to generation. And it was considered that the ability to manage others is a special ability, it is not given to everyone. As a rule, the managers of the past managed people on the basis of life experience, traditions and religious commandments.

Management as a profession appeared at the end of the 19th century and demanded special professional education. Today this profession has become one of the most demanded and widespread.

For thousands of years, people have learned to control others by virtually ignoring them. "Black box" was the name given to a person, to the specifics of his motivation, goals, values, that is, to everything that could not simply be seen. There was no particular need to look into people and consider their personality. The work was done by low-skilled workers, who easily replaced each other at the expense of the large number of those who needed work.

The last decades have been characterised by rapid changes in all spheres of life. These changes are so tangible that they can no longer be ignored. People change slowly. Of course, the new generation has always been different from the previous one, but never so radically. Changes are fixed at the deepest level of worldview and psychological attitudes, motivation and system of values, forms and types of cognitive activity and thinking. Previously, the differences between the generations were leveled out as children grew up and entered professional life. But today professional life as never before does not correspond to the past, and the new generation is adapted to this new turn of life. Therefore, those technologies and methods of management that worked well in the past are no longer effective.

Self-management as a type of managing others. Management by others is a complex process that involves interrelated methods, tools, and techniques, and can be characterised as a set of technologies, methods, and techniques that leaders use to regulate behaviour, thoughts, and emotions, the application of which leads to success in personal affairs and in the profession. Such techniques are used by those in leadership roles or who own businesses. These people do not only "administer" their responsibilities, but also manage others.

Traditionally, the managerial process is presented as a series of successive steps:
– goal setting;
– assessment of the situation;
– problem definition;
– development of management decisions;
– motivating executives to implement the planned actions and achieve the goals;
– control, which lies in the correlation of actually achieved results with those that were planned.

The management process consists of the alternation of certain stages and is manifested as a continuous sequence of purposeful actions of the management apparatus and manager to achieve certain results.

Similarly, the same stages can be traced in the process of self-management: selection of goals and building an action plan to achieve them, formulation of tasks; decision-making and taking responsibility for oneself; self-motivation, self-control and self-evaluation.

The technologies developed for the organisation of managerial activity (goal-setting, planning, motivation, control, and evaluation) are only partly suitable for self-management. Self-management is a broader concept than the management of others.

Self-management as a mental regulation system. In psychology, the problem of self-management lies in the emotional sphere, at the heart of mental regulation. Self-management refers to self-adjustment, optimisation of the mental state, increase in the level and stability of a person's mood. The goal of self-management is aimed at maintaining mental health, personal harmony, the positive dynamics of all processes, the coherence between them.

The state of harmony and mental health determines a number of interconnected components:
– conscious and unconscious needs, desires and aspirations of a person;
– capabilities: the presence of necessary abilities, hidden potential;
– environmental conditions: influence that is exerted on the person, subjective perception of this influence, understanding: acceptance or rejection of the current situation.

The tendency to change state or the change in mental state itself is expressed in a complex of different, sometimes contradictory feelings of the person.

On the one hand, the individual is a self-regulating system. It was supposed that energetic, dynamic and socio-content elements of psychic self-regulation are self-adjusting, without involving human consciousness. Of course, much depends on inborn peculiarities of nervous activity, its energetic and dynamic elements. On the other hand, during readjustment, a person has to take into consideration the social situation, the importance of his or her own actions, possible consequences of his or her actions, etc. In other words, a person has a possibility of choice, and this choice requires awareness.

Summary

1. A distinctive feature of self-development is that people themselves determine the whole chain of the development process:
– their goals (what is needed for development);
– the specific tasks that need to be solved to make the development process take place;
– the conditions that are necessary for development;
– they take responsibility for the process and result of their work on self-development.

2. Mental development is not the result of the number of years lived, but the result of the content that the years lived were filled with.

3. Everyone has the right to education. The state, organisations, family, and people themselves take upon themselves to realise the individual's right to education.

4. The education of an adult is subject to different laws than that of a child. It is desirable to take these features into consideration when organising your own education.

5. Mechanisms supporting the processes of self-development and self-education are action, word and other person.

6. The techniques developed for organising management activities: goal-setting, planning, motivation, control, evaluation, are only partly suitable for self-management. Self-management is a broader concept than the management of others.

Think about and answer these questions

1. What indicators characterise the results of the self-education process?
2. What do you think are the benefits of continuing education?
3. How do you feel about learning: as an adult or as a child?
4. What features of adult learning are you ready to use in the process of your self-education?

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