

of universal competencies of the individual based on fundamental scientific knowledge, with the key role of the teacher as a mentor. Further research should be aimed at developing effective models for integrating artificial intelligence into the educational process without losing the socio-cultural and educational functions of the school.

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HIGHER SCHOOL UPBRINGING DEMANDS “LIFE MANAGEMENT BY STUDENTS”

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Summary. The present article is aimed at highlighting the problem of upbringing in higher school institutions. Having been agreed with pros opinion the author supposes that it must be appropriate for modern students' needs in contemporary challenges, which they can face in professional and personal spheres.

Follow this idea in the given article it is offered the authored approach named “Life management by Students” - creating local-temporal conditions for testing the ability to adapt to a rapidly changing reality as a part of the implementation of pedagogical interaction between a lecturer and a student in order to upbring the latter in individual managerial qualities.

Key words: upbringing, students, higher school, “life management by students”.

ВОСПИТАНИЕ В ВЫСШЕЙ ШКОЛЕ НУЖДАЕТСЯ В «МЕНЕДЖМЕНТЕ ЖИЗНИ СТУДЕНТОВ»

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Аннотация. Настоящая статья направлена на освещение проблемы воспитания в высшей школе. Автор согласен с мнением представителей профессионального сообщества о необходимости следования воспитанию потребностям современных студентов в решении задачах, с которыми они могут столкнуться в профессиональной и личной сферах.

В русле этой идеи в статье предлагается авторский подход «менеджмент жизни студентов», под которым понимается создание локально-темпоральных условий для апробации умений адаптироваться к стремительно изменяющейся реальности в рамках реализации педагогического взаимодействия между преподавателем и студентом с целью воспитания в последнем управленческих качеств личности.

Ключевые слова: воспитание, студенты, высшая школа, «менеджмент жизни студентов».

Should Higher School Deal with Upbringing of Students? This matter causes many controversies among pedagogical community representatives and the others. Moreover, the number of arguments from both supporters and opponents is increasing. The logic and validity of the expressed opinions do not allow more scales to lean towards any of the antagonising points of view, which catalyses conflicts. However, according to the author's vision, the causal relationship was violated during a long discussion of the given problem, and in order to finally find out its core, it could be more rational to use the recourses of conflictology as a science, whose main postulate is: the conflict can be resolved if its reason is correctly identified. Taking in consideration the upbringing of students, the matter should also be stated accurately. The issue of the message mentioned above operates within its construction - Should Higher School Deal with Upbringing of Students? instead it is better to wonder - "Why should upbringing in higher school be avoided?"

Upbringing activities at the university are implemented by two status subjects of the educational process - a lecturer and students.

The main piece in the puzzle of the modern student socio-psychological portrait is pragmatism [2; 3], which creates a request for a clear understanding of the balance between the amount of time spent and the practical benefits received, between the real goal and the specific outcome. It is the reason of students' being unsatisfied and uninspired by the existing approach to upbringing in

higher school institutions. It makes them be sure in the attitude towards this issue like irrelevant, time-consuming, formal, and uninteresting.

The lack of students' positive response causes a negative reaction from faculties who perceive upbringing activities as work with a lot of reporting, but without a productive result, also against the background of a constant increase in their workload and functional duties.

It comes out as a vicious circle in which students do not want to be upbringing, because of not feeling the practical value and involvement of lecturers, and lecturers, in their turn, do not find any interest in students and do not want to upbringing. Nevertheless, the circle can be easily broken, taking the real needs of modern students as a tipping point. In other words, it is necessary to level and remove the shortcomings of the current approach to upbringing students at the university and give them something that corresponds to the spirit of the contemporary time; that can be a real value for them; what they really need for future life it is "Life management by students".

In the author's wording, "Life management of students" is defined as creating local-temporal conditions for testing the ability to adapt to a rapidly changing reality as part of the implementation of pedagogical interaction between a lecturer and a student in order to upbringing the latter in individual managerial qualities [1], where:

- local-temporal conditions - the student's time of study at the university;
- testing the ability to adapt to rapidly changing reality - participation in life-oriented projects;
- individual managerial qualities - such a set of personal qualities that, on the one hand, are in demand by modern employers, on the other hand, will allow students not to get lost in life and be ready for inevitable changes in it.

Below, the figure clearly demonstrates the gist of the offered pedagogical concept. In the plane of intersection of "management" (2), "upbringing" (3) and "education" (4), which are implemented in the sphere of life (1), a point of growth of "Life management of students" (5) is visualised.

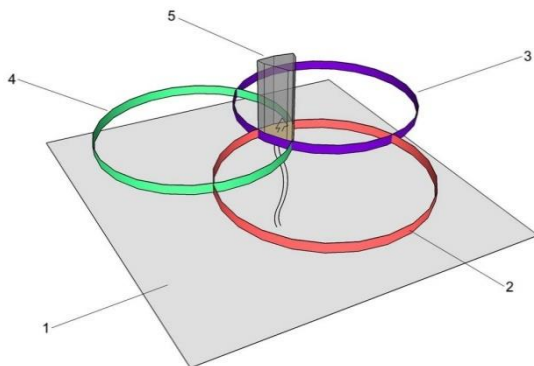


Fig. 1 – “Life management by students”

In conclusion, it should be noted that students require professional help from professors and upbringing is in an urgent demand in higher school institutions. However, it must correlate with the modern youth needs in order to give them the necessary tools to build a harmonious life in a multicultural society and to be able to greet the challenges in a changing labor market. Thus, the lecturers, introducing management tools into the practice of upbringing activities, appeal to students at a different level, therefore, more effectively prepare them for their future life implementing the main goal of education.

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