

RESEARCH NOTE

Forming Conscious Discipline Among Students of Higher Educational Institutions

Formar una disciplina consciente entre los estudiantes de instituciones de educación superior

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Summary

The article deals with forming conscious discipline among students of higher educational institutions, as well as defines the criteria for assessing the development of discipline. The research object of the present work is the process of educating conscious discipline among students of higher educational institutions. The authors used the following methods in the article. Firstly, the analysis of literature sources made it possible to single out the main theories that were taken as the basis for the study. Secondly, the survey method of conversation allowed the authors to identify the main problems of the relationship between students and teachers, as well as the reasons for the violation of discipline. Thirdly, the authors used the observation method, which helped to determine the relationship and actions of students in the group. This made it possible to more objectively identify the causes of conflicts and develop proposals for their resolution. The authors also studied special methodological literature on improving student discipline, which allowed them to propose measures to increase students' motivation in the formation of conscious discipline. According to the authors, purposefulness, objectivity and pedagogically expedient actions of teachers, and their communication with students are the leading conditions that ensure the parenting of conscious discipline.

Keywords: Higher Education, Upbringing, Conscious Discipline, Higher School, Student.

Introduction

Discipline is a certain order of behavior of people, which meets the provisions for law and morality established in society, as well as the requirements of a particular organization (Sarybekov, Sydyknazarov, 2008). The word discipline originates from Latin *disciplina* which means restraint, rigor, derived, in turn, from Latin *discipulus* that means student. Thus, discipline is the rules of behavior of an individual that corresponds to the norms accepted in society or the requirements of the code of conduct. This concept has been undeservedly forgotten in recent years in education and upbringing. At the same time, it is a resource that allows getting a quick and tangible effect in the education and training quality of students without major financial costs. In the context of the informatization of society and the ongoing reform of education, the norms of social and corporate discipline are converging. At that, the emphasis of ensuring the order is switched to the preparation of students for the conscious and active implementation of the norms and requirements of the public, state, and labor discipline.

Methods

In the course of the study, the most accessible and, at the same time, labor-consuming research method is used, namely, the analysis of literature sources. The purpose of this method is to collect scientific data on the research topic, determine the achievements in the studied field of knowledge, as well as analyze different available standpoints on the studied problem. This method is used at the initial stage of familiarization with literature, as well as further when clarifying and confirming the issues of the studied problem.

In the study, the authors use the interview as the survey method and a tool for sociological research. Besides, the interview is an easily applied method in terms of its arrangement which allowed getting a large range of data over a short time not requiring complex organization.

Furthermore, another most common empirical method is also used, namely, an observation which involved "purposeful, planned, and systematic perception and capture of the manifestations of psychological and pedagogical phenomena and processes" (Obraztsov, 2012). Observation is a method of collecting information by studying directly a phenomenon in its natural conditions; it implies direct recording of events by an eyewitness (Matyushkina, 2012).

The used methods of the literature data analysis and observation allow considering the existing problems of the formation of conscious discipline, taking into account the achievements in both theoretical and practical development of the present research problems. The criterion for selecting literature is the relation of the research to the issues of higher school.

Using the analysis of psychological, pedagogical, and methodological literature, the authors analyze works of various researchers and their practical experience, which allow identifying different viewpoints on the concerned research problem and ways to solve it. More than 25 literary sources on the formation of conscious discipline among students of secondary general and secondary vocational educational institutions have been analyzed. There are significantly fewer works dedicated to the study of systematic knowledge in higher education, which served as an incentive to conduct this study.

Results and Discussion

The analysis shows that under equal material, technical, and personnel conditions, the level of students' discipline is different. The causes of this phenomenon among students can be explained primarily by the fact that young people come to the university with already mature standards of behavior which often do not conform to the requirements of the university, as well as by the low level of educational and upbringing process in school, and poor effectiveness of parenting conscious discipline. The universities do not always study causes of the lack of discipline among the students; however, a student's misconduct can be caused by a disease, inability to control himself, difficulties to join the team, and other reasons.

Sometimes the breach of discipline and order is caused by an improperly established relationship between a university teacher and student, and the guilty party, in this case, is often the university teacher who ignores the rules of etiquette towards the students.

Many university teachers tolerate violations of discipline and order and hide behind arguments about a humane attitude to students.

There are also cases of misbehavior on the part of teachers, which negatively affects the overall discipline of the students' community.

It is not uncommon that the basics of work on parenting conscious discipline is understood as sheer obedience, while the process is replaced by the administration, establishing requirements and standards that are not always justified. As a result, the idea of conscious discipline, its moral meaning, is distorted.

However, forming conscious discipline just at the level of higher education is quite difficult. The process of parenting discipline should begin before school and continue during school education, while at a university, this process should be only consolidated involving professional standards and requirements.

Taking into account the recent acts of the President and the government of the Russian Federation, the process of youth upbringing should be given more attention in educational institutions. This will contribute to the development of a tendency to form conscious discipline, where the role of the administrative regulation of students' behavior decreases, while the importance of students' teams and communities should increase. In these conditions, the level of requirements to the behavior of students is getting higher, and the criteria for the assessment are not only diligence in meeting certain requirements of teachers but also initiative and independence, the ability to overcome difficulties, self-criticism, etc. The most important thing is that a person should understand what discipline is, and why it is needed.

Today's production job requires a graduate to be prepared for teamwork, to be responsible, creative, able to make decisions and take responsibility, which is impossible without conscious discipline. A conscious approach to rights and duties, to the performance of basic social functions in independent life, requires a clear understanding of the main indicators and criteria for parenting the conscious discipline.

Here are the basic criteria that characterize conscious discipline, formed in the course of learning.

Responsibility. The student sees the result of his actions and makes strict demands on both personal discipline and the discipline of his peers. He performs in good faith and on time all the duties and assignments, experiences satisfaction from active participation in public affairs, shows initiative and independence, empathizes with the success and failures of other people, seeks to help them to overcome difficulties in team-based socially useful work. Mastering responsibility was especially clearly manifested in the implementation of student's volunteer activities during the pandemic.

Careful attitude to public property. Any person, including a student, is characterized by an attitude to spiritual and material values, an active attitude towards the facts of vandalism, damage, and theft of public property. Mastering such attitude is impossible without a moral upbringing and an explanation of the importance of public property, which should be carried out from an early age.

Sense of community. The student cares for the honor of the team and supports its integrity. He understands the need for unity of personal and public interests, strives together with peers to participate in socially beneficial activities, supports healthy public opinion, and perceives the goal of the team as a personal goal. Mastering this indicator is necessary for subsequent work since the greatest results can be achieved only in teamwork.

Promptness in obeying, orderliness, and fidelity. A person strictly fulfills the assigned employment duties, observing the rules of conduct, fulfills the orders of the administration and self-government bodies, shows concentration, knows how to properly organize his work (can plan the work, determine the sequence of execution, observe the pace and rhythm of the work, allocate time and effort, taking into account his individual capabilities). Forming these abilities also begins in the preschool period, continues at school age according to educational standards, which prescribe regulatory universal educational actions. The consolidation continues with further training, and at this level a large role is given to teachers, who should show the significance of these criteria by their own example.

Self-dependence. The student is aware of the need for independent creative activity. He is able to make decisions, find ways and means to accomplish tasks and implement them in practice, and can work without outside help and control. Self-dependence is well mastered in the course of research work. The student gets the opportunity for scientific creativity, searches for nonstandard ways, and, most importantly, makes his own decisions.

Self-starter, initiative. A person is able to see new things, can generate new ideas, and act as an active guide to realize them. When performing tasks, he shows imagination, creativity, and can make any work interesting. Mastering of this ability is carried out through the activities in the students' self-government bodies and allows consolidating the organizational skills necessary for further professional activity.

Self-criticism, self-control, and self-assessment. The student is characterized by self-demand, the ability to criticize and analyze his own behavior, and the results of his own work. He can understand and correctly evaluate his actions, draw the right conclusions, and find ways to correct or improve them. He recognizes criticism that he receives from teachers and peers. He perceives the advice on overcoming shortcomings. For the correct mastering of these qualities,

the student needs personal experience and the assistance of a teacher who would point out the shortcomings and give advice in a delicate and accessible form.

Irreconcilability to antisocial behavior. The person understands the antisocial orientation of violations of public order and discipline, correctly assesses certain moral and social situations and cases, and, if necessary, resists the influence of false beliefs and negative habits. At the highest level of this quality, the person fights against all negative actions and contributes to the development of public opinion.

The proposed set of qualities does not imply the reduction of all educational work only to their development, or the achievement of maximum indicators for all considered criteria. However, these are the qualities that, in the authors' opinion, prepare the student for independent professional and social life (Vospitanie soznatelnoj discipliny uchashchih... , 1989).

The correct assessment of the behavior of participants in socially beneficial activities depends on a purposeful study of their actions, systematic identification of the level of their conscious discipline. With this information, the teacher can improve and adjust their work on forming conscious discipline and cultural behavior. Since conscious discipline is an integral quality of the individual, it is impossible to study and form it in isolation, it should be studied only against the background and within the system with other qualities. In this respect the student's self-esteem, his understanding and evaluation of the level of mastering these qualities are also of very much importance. Since at the university one is dealing with students, who are almost adults and have their frame of mind developed, it is impossible not to take into account the issue of self-determination, self-esteem, and self-perception. And, if necessary, the teacher's task is to correct and direct in a delicate form the development of the young person's personality.

High results in the parenting conscious discipline in students can be achieved under the following conditions:

- if the relevant system of working with students is aimed not only at ensuring the effective course of the educational process but also at meeting the requirements of the public, state, and labor discipline;
- if the unity of the requirements of the teaching staff to students' behavior is constantly supported by personal examples of the teachers and reasonable public opinion;
- if there is an interrelation between the requirements of the administration and students' public organizations of self-government;
- if educational work in an educational institution finds support in the student's family;
- if the students transfer the acquired knowledge and skills of conscious discipline to society either individually or collectively.

The process of parenting conscious discipline in students consists of the following components: realizing the social and personal meaning of the discipline norms; organizing active behavioral practice of each student, training him in compliance with generally accepted norms; and forming the educational environment as a source of disciplined behavior of students. Ideally, all these upbringing components should be laid down at the previous stages of the educational process in secondary school and consolidated at the stage of higher education. However, the experience shows that high school students do not always have a sufficient level of responsibility, organization, initiative, etc. Usually, such qualities of high school students as self-sufficiency, self-criticism, and self-esteem are especially poorly developed. Therefore, they are not ready to take responsibility not only for the team but also for themselves and their actions.

Conclusion

Conscious discipline is the process of moving from necessary behavior to free behavior, turning it from the external organization into an internal stimulus, the transition from external dependencies to dependence on conscious and internal stimuli, to the belief in the need for such behavior (Gordin, 1975).

The parenting of discipline is largely based on the emotional and psychological realm of a person. The very practice of organized life activity of a student should include daily compliance with the norms of discipline. The system of events at educational institutions of all levels of education can contribute to a deep understanding of the meaning and necessity of conscious discipline. The discipline results in the creation of the image of a successful young man, who controls himself, adequately assesses himself and others, and will hopefully enter the future professional and social life, and become a support for his family and society.

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