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THE IMPACT OF TIME MANAGEMENT SKILLS ON PROCRASTINATION IN STUDENTS

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Abstract

This article analyzes the impact of time management skills on the level of procrastination in students. Factors such as time planning, prioritization, and self-control are associated with procrastination of academic tasks. It is also stated that students with developed time management skills have lower levels of procrastination and that the formation of time management skills is an important psychological factor in reducing procrastination.

Keywords

Time management, procrastination, academic activity, self-control, motivation, planning, prioritization, student personality, socio-psychological factors, efficiency.

ENTRANCE

In the modern education system, students are required to work independently, make responsible decisions, and manage their time properly. However, practice shows that many students have difficulty completing their academic assignments on time. Postponing assignments, or procrastination, leads to decreased academic performance, increased stress, and increased feelings of internal dissatisfaction.

Student life is an important stage of personal development, during which the level of independence increases. At the same time, if time management skills are not sufficiently developed, the student will have difficulty achieving the goals set for him. The inability to plan time, prioritize tasks, and control his own activities can lead to increased procrastination. This problem is not only individual, but also socio-psychological. Because the student's ability to manage time directly affects his academic success, professional development, and future work. Therefore, scientific study of the impact of time management skills on procrastination is one of the urgent issues.

MAIN PART

The problem of procrastination in students has become one of the important areas of psychological and pedagogical research in recent years. Postponing academic tasks is often interpreted as laziness or irresponsibility. However, scientific observations show

that procrastination is a complex psychological process, which is associated with many internal and external factors. Among these factors, time management skills occupy a special place. Because how a student organizes his daily activities directly affects his academic performance.

Time management skills are the ability of a person to plan their activities, prioritize tasks, set clear deadlines, and monitor their own work process. These skills are not innate, but are developed gradually. The increased volume of independent study during student life increases the need for proper time management. If a student does not consciously plan their time, important tasks can be postponed. Procrastination is often caused by uncertainty, decreased motivation, or the complexity of the task. However, a student with sufficient time management skills can make it easier to complete a task by breaking it down into smaller steps. For example, instead of leaving a large amount of coursework until the last day, it can be completed in stages over several days. This approach reduces stress and increases the sense of internal control.

There is a negative correlation between time planning and procrastination. That is, students who manage their time effectively procrastinate less. Such students have a higher level of self-control. They are able to control their activities and are more stable in relation to distractions. On the contrary, students who work without a plan often take frequent breaks, get involved in social networks, or postpone starting a task. An important component of time management skills is prioritization. If a student perceives all tasks as equally important, he may not know where to start. This leads to internal hesitation and procrastination. However, if tasks are sorted by importance and deadline, the work process becomes more systematic. Therefore, prioritization is an important psychological mechanism for reducing procrastination. In addition, time management is closely related to self-control. When a student sets a goal and monitors the process of its implementation, a sense of internal responsibility increases. Lack of self-control makes you more likely to indulge in activities that provide immediate gratification. For example, choosing an activity that provides short-term gratification over a complex task is a typical form of procrastination.

The social environment also influences the formation of time management skills in students. Family discipline, learning experience during school, and the demands of teachers play an important role in this process. If a person is taught to plan from childhood, this skill will be relatively stable even during student life. Otherwise, it will be difficult to properly distribute time when independent life begins. The level of academic workload can also affect procrastination. An increase in the number of tasks encourages some students to organize their activities more systematically, while others have the opposite effect. They may become tired of the abundance of tasks and tend not to start any of them. In this case, teaching specific time management strategies will be effective.

Making a daily plan, writing down weekly goals, and marking completed tasks increases students' sense of responsibility. When the planned activity has a visible form, the task does not become abstract. This makes it easier to start it. Also, the method of dividing large tasks into small stages is effective. This method reduces the feeling of fear when completing complex tasks. Psychological trainings and seminars are important in developing time management skills. In such trainings, students learn how to analyze their

time consumption, determine priorities, and reduce distractions. Experimental results show that after systematic training, the level of procrastination in students is significantly reduced. However, it should be noted that time management skills are not the only factor. Procrastination often emotional situation also related to For example, from failure fear or to perfection aspiration is also a task to postpone reason to be possible. So although, time right organization to grow this negative factors the impact to reduce help gives. Because planned activity uncertainty reduces and internal trust strengthens.

Digital of technologies effect. Current in the period students many time on the internet and social on the networks If you spend time management strategies there is if not, this factor procrastination strengthens. Therefore for time control to do programs or known time between break to do from the methods use recommendation is generally when you get it, time management skills student's academic success and psychological to stability directly impact shows. This skills procrastination as it develops level decreases, to study was attitude becomes positive and stress is reduced. So, in students time management ability develop procrastination reduction important socio-psychological direction as consideration possible. Therefore supreme education in institutions time management according to special trainings organization to students planning culture to absorb and independent activity control to do skills formation to the goal It is not only procrastination reduces , maybe students future professional successful in his career to be ground creates.

CONCLUSION

Time management skills in students have a direct impact on the level of procrastination. Students who have developed the ability to plan time, prioritize tasks, and control their own activities are less likely to procrastinate on academic assignments. On the contrary, the inability to systematically organize time leads to procrastination, increased stress, and decreased academic performance. It has also been found that time management skills are not only an organizational process, but also associated with psychological stability. Planned activities reduce uncertainty, increase internal confidence, and form a positive attitude towards one's own capabilities. This is an important factor in preventing procrastination.

higher educational institutions. Such an approach will help to increase students' academic activity, strengthen their sense of responsibility and form the habit of completing tasks on time. In general, the development of time management skills is one of the effective socio-psychological directions for reducing procrastination in students. Systematic work in this direction will have a positive effect not only on the student's success in studies, but also in his future professional activities.

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