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**SELF-EFFICACY: HELPING STUDENTS OF AGRO-TECHNICAL  
SPECIALTIES BELIEVE IN THEMSELVES**

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Efficacy is the ability to generate an effect. In education the term implies the personal belief among teachers who think that their activities have a direct impact on the performance of students. General self-efficacy refers to one's overall belief in his ability to succeed, but there are many more specific forms of self-efficacy as well (e.g. academic, parenting, sports). Self-efficacy is also commonly defined as the belief in one's capabilities to achieve a goal or an outcome. This belief is specific to a task or an area of knowledge or performance and shapes the behaviours and strategies that help one pursue their goal.

When it comes to students of agro-technical specialties, self-efficacy is core to their academic success in educational process as well as in their professional activities. Research suggests that self-efficacy can boost students' achievement, foster emotional health and well-being, and serve as a valid predictor of motivation and learning. Self-efficacy is how a student perceives him or herself in terms of their ability to perform a specific activity. It reflects a student's confidence in performing a particular task. It is not possible to equal low self-efficacy in one area with high efficacy in another area because self-efficacy is specifically attached to the assignment being undertaken.

It is important to develop a strong sense of efficacy of future specialists in agribusiness. In this case they are more likely to challenge themselves with difficult tasks and be intrinsically motivated. These students will put forth a high degree of effort in order to meet their commitments and attribute failure to things which are in their control, rather than blaming external factors. Self-efficacious students of agro-technical specialties also recover quickly from setbacks and ultimately are likely to achieve their personal educational and professional goals. What concerns students of higher educational institution "Belarussian state agrarian technical university" (BSATU) most of them are characterized by low self-efficacy, e. i. they believe they cannot be successful and thus are less likely to make a concerted, extended effort and may consider challenging tasks as threats that are to be avoided. They have low aspirations which may result in disappointing academic perfor-

mances. Often, self-efficacy determines the activities that students are engaged in, the amount of effort they put into those activities and how well they persist when they come across difficulties.

Though self-efficacy is an indicator of a strong belief in their ability to perform well, such students may also believe that there are other factors that could impede their success. Research shows a significant positive correlation between self-efficacy beliefs among students and their performance academically.

Teachers of BSATU stimulate critical thinking and comprehension and thus increase self-efficacy of students of agro-technical specialties through a variety of strategies such as goal-setting and goal-monitoring, peer modelling, dialogic, open-ended questioning, positive reinforcement, increased availability and the flipped classroom.

A regular practice of goal-setting and goal-monitoring lets students of agro-technical specialties see the larger process of learning, rather than merely the obstacles and outcomes. Students study how to set realistic goals and strategies for persisting in achieving those goals when they encounter obstacles. This practice helps them experience greater mastery in education and then in future professional activities, identify or create many paths to a goal and keep motivation up while pursuing a goal. As a result, students experience more success in achieving the goal and build their academic self-efficacy.

Peer modelling is an educational practice in which students interact with other students to acquire educational goals. The best peer models are those that make errors at first and express doubt about their self-efficacy (“I’m not sure I can do this”).

As for teachers of BSATU they support peer models by giving prompts to their students. Then those peer models can successfully complete a specific task. After finishing, it’s important to ask students questions about how they overcame failure and developed mastery. When students can see how their peers muddle through a task, overcome hurdles and do well they are more likely to believe they are able to achieve success themselves.

Whether it takes place in a formal or informal learning context, in small groups or online, peer modelling manifests aspects of self-organization. Peer modelling also helps build self-efficacy.

The strategy of dialogic, open-ended questioning slows down the process of critical thinking and analysis, encouraging deliberate thinking and reasoning, stimulates self-efficacy of students. It would be a good thing to have students work problems out aloud. Open-ended questions are questions that allow students for various response options. Open-ended questions do not expect a particular answer. Rather, they allow students providing the response to answer however he chooses. They are best when engaging in a meaningful conversation. Some possible situations that call for open-ended questions are a first date, a job interview, an essay-response test, or professionally oriented conversation with colleagues. It is possible to provide students with prompts to encourage student’s confidence in reasoning (e.g. Tell me what you know about ... . How might you break this problem into smaller steps? How did you get from ... to ... ? Why do you think the author ... ?)

Positive reinforcement involves the addition of a reinforcing stimulus following students’ behavior. that makes Their behavior is more likely will occur again in the future. When a student does well, he wants to keep doing well. That’s the philosophy behind building upon students’ successes. We know that nothing breeds success like success. That one is certainly true when it comes to helping students improve their self-efficacy. If a student has been successful for a particular skill and has been rewarded he will begin to believe in himself. He will begin to execute the same skill in the future and be excellent at it. When a favorable outcome, event, or reward occurs after an action, that particular response or behavior will be strengthened. The power of praise in changing a student’s behaviour is that it both indicates a teacher’s approval and informs the student about how the praised academic performance or behavior conforms to the teacher’s expectations.

Positive reinforcement can be an effective learning tool in educational process of BSATU when used appropriately through normal interactions of future engineers with the educational environment. In other cases, students of agro-technical specialties are able to use this behavioral technique to help teach new behaviours.

It is important to celebrate students' successes, whether big or small to increase student's self-efficacy. It will help develop a student's desire to push themselves toward success again.

Teachers of BSATU use a flipped classroom model to produce significant learning gains. In such a model, students of agro-technical specialties do the "easier" work of comprehension and acquiring information independently. A variety of sources to appeal to multiple learning styles are used by the teachers of BSATU: textbook readings, online comprehension quizzes, PowerPoint presentations and video presentations. The teachers then devote the classroom time to "skilled navigation" of the student's analysis, application, and discussion. Discussions are common classroom practices at BSATU, and provide another opportunity to observe the effects of self-efficacy in the educational process of the university. When future engineers discuss class topics, they learn to express complex ideas and respond to differing arguments. During such discussions students seeking to understand what others know become more confident. However those conditioned for singular perception or thought lose their confidence; they discover the insular nature of a creative-centric curriculum. As a result, they are less likely to contribute a potentially valuable viewpoint to a discussion.

In conclusion it should be noted that strategies used in the educational process of BSATU have the dual outcome of improving both self-efficacy of students of agro-technical specialties through their university years and academic achievements in their professional practice.

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### ФОРМИРОВАНИЕ ТРУДОВОГО ПОТЕНЦИАЛА

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Современная украинская экономика характеризуется новым пониманием места и роли человека в процессе производства и услуг. В качестве основного фактора повышения конкурентоспособности предприятия сегодня рассматривается персонал организации и в частности, его трудовой потенциал. Во многом результат деятельности организации зависит от формирования необходимого и достаточного для достижения ее целей трудового потенциала персонала. Поэтому, система формирования и развития трудового потенциала персонала – проблема неотложная и требует скорейшего совершенствования и приспособления к объективным условиям современности.

Задача формирования кадров - способствовать успеху организации за счет создание сильной команды, привлечение наиболее успешных и результативных работников, которые будут способствовать быстрому и прогнозируемому развитию компании. Формируя собственные кадры любая организация, должна опираться на свои внутренние возможности или привлекать специалистов со стороны.

Внутренняя политика формирования трудового потенциала кадров базируется на "выращивании, воспитании" работников и должна быть ориентирована на подготовку, переподготовку, повышение квалификации и продвижения собственных работников. Самой распространенной формой подбора кадров предприятия является использование резерва на выдвижение.