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INDEPENDENT LEARNING AND INDEPENDENT WORK IN THE MODERN EDUCATIONAL SPACE

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Abstract. *Defining the interrelationships between self-learning and self-employment are particularly important in a global pandemic and online learning environment. The developed skills for independent learning strongly influence the independent activity of the students. Positive attitude towards learning, motivation, self-confidence, curiosity and perseverance are just some of the most important competencies of independent learning. The acquired skills, qualities and abilities allow each student to find his place in educational and research aspects.*

Key words: *self-study, independent work, educational space*

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Introduction

Connectivity skills such as critical thinking, expressing informed opinions, independence, initiative, problem-solving orientation, teamwork skills, adaptability and leadership are just some of the skills needed to live in our age. There is a need for a change in the way of teaching and acquiring knowledge and skills for the formation of values and attitudes. The need for teachers to be creative, innovative and inspiring is becoming clearer. They must be able to motivate students to seek new knowledge and to form research and creative interests. This will increase the quality of training. [7]

The Strategic Framework for the Development of Education, Training and Learning in the Republic of Bulgaria (2021-2030) sets out the policies at the national level. They are in line with current trends in modern education, which involve not only direct transfer of knowledge from teachers to students, but also building skills for independent and critical thinking, teamwork and personal development. Systematic efforts are needed to make the transition from teaching knowledge to acquiring key competences.

In the Qualifications Framework of the European Higher Education Area (EHEA) at the level of the National Qualifications Framework (NQF), two of the

most important competencies set out in the national qualifications framework of the Republic of Bulgaria are:

- independence and responsibility;
- competence for learning.

The listed skills in terms of competencies: for self-management of teams for solving complex problems in unpredictable environments, with many interacting factors and variable possibilities; to show creativity and innovation in project development; systematic and in-depth assessment of knowledge and identification of needs for new knowledge; demonstrating a high degree of independence and easy orientation in complex learning content, applying their own approaches and methods to master it; The use of various methods and techniques for mastering complex learning content are directly and indirectly related to the ability to organize independent activities and skills for independent learning.

Self-study

Throughout a person's life there is a process of conscious or insufficiently conscious learning. This is defined as the acquisition of certain knowledge and conditioned by their actions and deeds in certain situations. The acquisition of knowledge is a conscious and active thought process, which includes getting acquainted with the new learning material and its application in new situations. Of particular importance for independent learning is the provision of a supportive learner

The beginning of the skills for self-learning are set and formed in the process of learning at school. The development of skills for self-learning includes: searching, acquiring, processing and applying new knowledge and skills in various directions. The upgraded knowledge and skills can be applied in new situations and different contexts

In the European Reference Framework (ERF), lifelong learning is associated with a number of competencies, one of which is to teach modern people how to learn independently, i.e. with the competence "Learning to learn". Competence "self-learning skill" is defined in the EPP as the ability of the individual to engage with and continue their learning, to organize their own learning, including through effective management of the necessary information and time. This competence includes

understanding one's own needs in the learning process, discovering the available opportunities and abilities to overcome obstacles to achieving learning outcomes. [3]

Independent work

Independent activity has always been one of the important elements in the learning process. Many researchers believe that independent work is a conscious activity performed by students for a certain period of time. It is carried out according to the learning goals set in advance by the teacher and always includes indirect or direct pedagogical interaction. Other authors are of the opinion that this is an activity performed by the learners themselves or a "specific type of activity" inherent in the students, as the learners consciously organize and perform their activity in order to achieve the set goal. Trainers plan, manage and exercise control functions during the task. The degree of independence of the trainees depends on the nature and content of the set tasks, as well as on the individual opportunities for independence, self-control, motivation, level of abilities and training. A. Andonova rightly claims: "... the independent work of students is directly related to the activity, attitude to learning, interest and a conscious desire for better preparation." [1]

Many of the statements allow independent work to be considered as an interconnected and interdependent activity between teachers and students, ie. interrelated processes: learning and teaching. For the students themselves, the independent work must be aware and internally motivated. It implies following the following order: the perceived goal, acceptance and implementation of the learning task, including: self-organization, self-control and time allocation.

Independent work is considered on the one hand as a type of activity that stimulates independent activity, cognitive interest and striving for self-education, and on the other hand as a system of pedagogical conditions ensuring the management of students' independent activity. It is not just an important form of the educational process. The independent work has a purposeful and conscious character, carried out during the interconnected activity between teachers and students.

Uncovering the links between self-study and self-employment is particularly important, especially in a global pandemic and online learning. For this purpose, a survey was conducted with 20 students from the master's degree in "Preschool and

primary school pedagogy" at IPF-Sliven at TU-Sofia. The study began with the question: "How much time per week do you spend on independent activities related to the study in the master's program?". The highest response rate is between 8-10 hours per week. This shows us that an average of 2 hours is the time students spend on independent work and preparation.

The following is an opinion poll on the following: "Do self-study skills affect students' self-employment?" This is a question whose outcome is particularly important. "Yes, always" received 85%, and "sometimes" -15%. The developed skills for self-study enable students to research, research, collect, analyze data, as well as to conduct their own research. This has an overall impact on their research.

Figure 1 presents the results of the answers to a question related to the need for good preparation and implementation of independent tasks by future children's teachers. The data obtained show us that the implementation of independent tasks during the training further helps to build professional competencies.

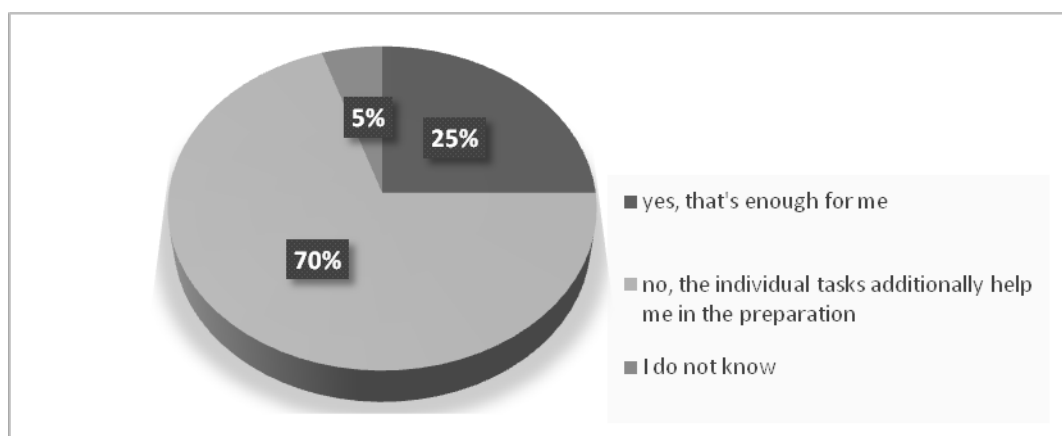


Fig. 1. In order to receive good preparation, it is enough for me to attend lectures and exercises, without performing independent tasks

In terms of research, it was interesting to understand the opinion of students regarding the benefits of independent activity (Fig. 2). They had the opportunity to indicate more than one answer.

Opinions were also explored on the extent to which the Kovid pandemic and online learning affected students' self-directed learning. The results are: "yes, it affects" - 65%; "Irrelevant" - 10%; "We have more time for self-preparation" - 25%.

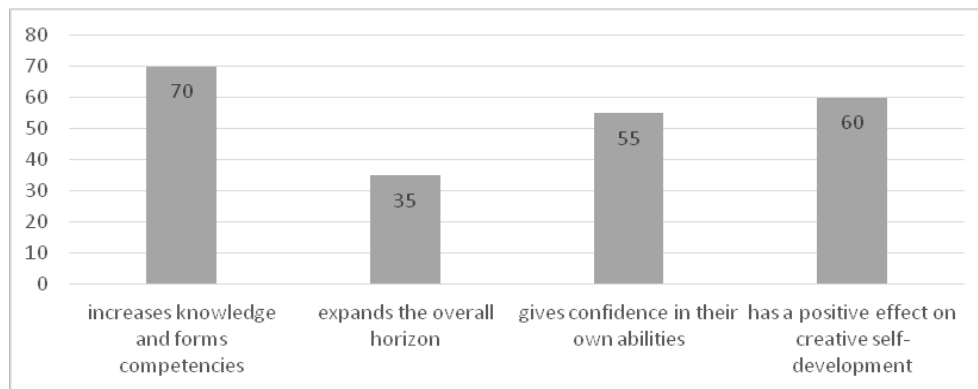


Fig. 2. What is the benefit of independent activity in your opinion?

Conclusion

The obtained results give us reason to believe that students have realized the need for skills for self-study and self-preparation, which will help them cope with the tasks set by teachers. The developed skills for independent learning strongly influence the independent activity of the students. Positive attitude towards learning, motivation, self-confidence, curiosity and perseverance are just some of the most important competencies of self-learning. The acquired skills, qualities and abilities allow each student to create their own area for creative development and find their way in the educational and research aspects.

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