



Pedagogical And Psychological Aspects Of Independent Education

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ABSTRACT

This article examines the question of self-learning from a pedagogical and psychological point of view. The principles of self-education are explained by age categories.

KEYWORDS

Knowledge, education, pedagogical technologies, independent learning, teaching materials, effective teaching, distance learning, students, motives for learning.

INTRODUCTION

There is no doubt that any changes in education can have a positive impact on society. One of the important factors in the training of competitive personnel that meets

state educational standards is to increase the intellectual potential of the country. The organization of independent work of students under the guidance of a teacher is one of the

most effective areas in the educational process, developing the ability to receive and consolidate knowledge. The desire to acquire knowledge independently is a distinctive feature of an educational institution, it is the basis for independent learning and acquiring knowledge. Self-directed learning and supervision in the education system are key factors in self-directed education. In order to acquire knowledge independently, it is necessary, first of all, to form students' need to work independently, freely, creatively and, most importantly, to have independent thinking.

Most self-directed learning is developed and supervised by the student and not by a third party such as an institution or teacher. Adults often use this approach to education, although children can also use it. The degree of success can depend on the level of motivation as well as the tools provided to the student. People who take the initiative still need support to achieve their goals and can use various resources through a library or similar means in a self-study project.

This process begins by defining the learning goal. Someone might want to learn how to knit, for example. After setting a goal, a slender person can develop a curriculum to achieve that goal, using a variety of tools and options to create clear personal direction. This can include the use of videos, texts, and tutoring to acquire a skill or learn more about a subject. Students set their own schedules and determine the level of depth involved in their learning experience.

Those interested in self-study can find a number of helpful resources. Some examples might include textbooks, curriculum from

courses, and organizations that focus on specific topics of interest. Students looking for additional structure can request materials for courses that will take place at their own pace online or by mail. They use teaching materials to teach, but still guide themselves throughout the learning process and remain primarily accountable to themselves in the learning process.

Motivation appears when a person needs certain information or skills, which can only be obtained by changing the existing system of knowledge. Of course, in any society there are different levels of motivation.

Considering the issue of motivation to learn, professor of educational psychology John Monroe states: "We learn when we want to achieve a result that simply cannot be achieved with the knowledge that we have."

MATERIALS AND METHODS

Motives for learning

Monroe names the following types of learning motives with corresponding results:

MOTIVES FOR LEARNING	TYPICAL ACTIONS TO BE TAKEN FOR TRAINING	LEARNING OUTCOMES
A SUPERFICIAL APPROACH	Meet the minimum criteria and requirements: pass the exam, solve the problem	Actions that allow you to recreate the learned information: memorizing, memorizing, making notes
IN-DEPTH APPROACH	Understand ideas, know more, solve problems, satisfy curiosity, get satisfaction from achieving long-term goals	Actions that help to understand: a detailed analysis of ideas, the widest possible study of them, correlation of new ideas and already known concepts
STRATEGIC APPROACH	Live up to expectations, reduce stress from others, and feel valuable Achieve excellence / good grades / level / skills in the game, get through the system, secure your future	Actions that allow you to reproduce information in an organized form: memorizing, copying, correlating new ideas with existing ones

In-depth and strategic learning approaches are built around the social and collective needs of learners when motivated by the desire to benefit and succeed in a social context. The concepts of "collective" and "social" do not refer to the learning process, but to the reason: why a person learns.

Monroe suggests that a person takes a deep and strategic approach to learning when he wants to solve problems or meet the expectations of others. For example, in the healthcare industry, nurses solve clinical problems to better care for patients or meet the expectations of their superiors.

Motives for learning strongly depend on the context: in different situations, at different stages of learning, different types and methods of learning will be relevant for different people.

For “superficial” students, it is enough to meet the minimum requirements, for example, to unlearn the required number of hours or to master a skill, so as not to lose their jobs. But students with a deep approach seek to solve problems and with curiosity seek answers to the questions they have. “Strategic” learners are motivated by progress, self-confidence and an inner need to always know more.

The two main barriers to effective student learning are engagement and motivation. These barriers are manifested not only in the learning process, but also at the stage of applying the acquired knowledge. If you know the principles of adult learning, you can create quality e-courses. In this article, we will discuss these principles.

RESULTS AND DISCUSSIONS

How to put student learning principles into practice

The next time you teach a colleague, peer, or adult family member something new, remember the theoretical principles of adult learning: how and why they learn. You need to determine what your learner's approach to learning is - what drives him or her to learn or learn something new. Practical experiments show that for the result, observe the following rules:

- Create pre- and post-test tests so that students can critically assess their level of knowledge before and after training;
- Give the student the opportunity to independently manage the course of learning. For example, the choice: "Do you want to know more about methods of intravenous infusion or about catheters?";
- It is important for adult learners to know how new knowledge will affect them, why they are relevant and why they are needed, so focus on the problem that is being solved by learning. Do not overload students with unnecessary and unnecessary information.

- Find out what motivates a person to learn. Uses this to whet his interest. Example: "If you learn these rules, it will be easier for you to pass the exam because they will be on the test".
- Wherever possible, give case studies and practical examples from real life;
- Clearly define learning outcomes. Example: "At the end of the course, you will learn how to dress wounds using the aseptic method;
- You should also respect the student's work and the past experiences that he brings to learning.

Learning Principles

Andragogy is a theory that describes the characteristics of adult learning. Although the term itself dates back to the 1830s, today it is more often associated with Malcolm Knowles, who devoted a lot of scientific work to the characteristics of adult learners and how to improve their learning through science.

Knowles identified six key principles for adult learning:

1. The student's need for knowledge.
2. Self-awareness of the student .
3. Past student experience.
4. Willingness to learn.

5. Attitude towards learning.
6. Motivation to learn.

CONCLUSION

All of these principles revolve around the same central ideas: motivation, self-directed learning, life experiences, goal-oriented learning, practical application, and respect.

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