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Importance of Self-Directed Learning

Cristina ȚÎMPĂU¹

Abstract

All changes in society always changing living conditions and human activity putting the human face and many other issues that I always require prompt and adequate continuous adaptation to the requirements of modern life, always based on up to date information and the ability to develop behavior flexible in relation to circumstances. Modern man is forced to continuously learn to cope during his life changes that occur in the universe of knowledge, in his professional work, the entire content of life.

This research has proposed the views of students on the introduction of a special course in the academic curricula in order to prepare them for lifelong learning, independent learning. Thus were identified reasons why students should attend this course with functions: motivation for learning, identifying learning styles and strategies, setting learning objectives according to their needs, planning, monitoring and assessment of learning, training and development of cognitive skills, motivational and resource management. The research is important because it measures the contribution of students to their own training through the use of self-directed learning guides, their motivation to prepare and develop as individuals capable of facing life alone and successfully obstacles, particularly those related to training.

Keywords:

self-directed learning, metacognition, motivation, learning styles and strategies, learning objects.

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1. The need for self-directed learning

Increasing the number of adults studying in higher education institutions pose on appropriate educational strategies, and naturally, the capacity building of self.

Financial difficulties of the schools led to the need to find new sources of funding and / or new channels of transmitting knowledge. Requests received from community services require different traditional educational interventions.

Changes in the labour market due to the increasing number of responsibilities related to the management skills and employment; people must be able to learn themselves and from their own experience aspect stemming mainly from information explosion.

There are few arguments in favour of education for self-education on the need for self. Formation of self-competence of students is therefore a coordinated educational policies and practices essential to success.

The problem returning to practice self-taught, as acts of learning/ education / training through personal effort, assisted by specialists or not, it contextualizes.

2. The state problem

Everything suggests the abolition of the division of life into two so far, that in a period following the acquisition of knowledge and the spending of these purchases. In this perspective are critically reviewed and reassessed the role and functions of the school system, the aims and its contents, methodologies and procedures of evaluation, one of the primary purpose of school is to teach that man to learn, equipping it with an intellectual potential, qualities of will and intellectual work techniques.

Learning is an activity like any other human activity have complex itself learned. The learning process involves some technique involves certain strategies, certain organizational skills, assimilation and control which is formed by imitation, advice, exercises.

Becoming aware of his ability to learn, reflecting on her man assumed the responsibility to intervene in its most subtle mechanisms. We could say that man learned to aspire to control learning to optimize its influence on its overall competence, not only to respond to an

environment of increasingly complex but also to transform the environment according to their needs, increasingly complex.

Awareness that active individual self-determined forms in time effort (initially stimulated then externally by self), brought to the attention of specialists in science education within the school's issue of training for a lifelong independent learning outside school.

Training students to learn independently is a major problem for researchers inters education and instruction but also a personal matter of each individual employee learning activity.

Organising learning remains one of the unresolved issues on the agenda discussed, and educators. Identification, description and optimization of learning processes is important moments of challenge, organization and management of learning. To be effective, the teacher must know where the student starts, where it is going, what conditions specific prior learning and the student will be able to continue to learn. The teacher plays a very large, it should stimulate students' interest in making and for what acquires. It is intended to convey students the importance of internal and external factors in the learning process so they are able to use her positive self-training process. An important aspect is the training school because they are essential skills in further learning both at school and privately. Clearly school skills development contributes to increased learning ability, to acquire thorough knowledge, abilities and skills base and to increase the possibilities for their application. School Aptitude is a complex and dynamic structure of mental functions, observant, perceptive-motor organization, attention, memory, imagination, thinking, along with the motivation and other aspects of personality determines academic success of the student.

3. Developments in the field

To express the difference between self-control and external control of the work done by individual, Clearms Richard (Zimmerman, Schunk, Self-Regulated Learning and Academic Achievement) has used the metaphor of origin individuals and individuals pawns. Individuals source (origins) see themselves as "origins" that sources of their intention to act in a certain way, have a high sense of self-determination, are able to choose one of several alternative actions to plan, let ' establish their own objectives, to manage the effort sought to achieve their objectives, to assume the consequences of their choices.

Individuals see themselves as participants helpless pawns in a game controlled by others.

Highly topical issues of the psychology of learning are: identify instructional conditions are formed rather "generating initiatives" than pawns. De Clearms developed a teacher training program to meet the need for self-determination consistent as students. This program by the methods used (training in realistic target setting study, in planning to achieve those objectives, taking personal responsibility for learning and growing sense of confidence in their forces) offers some suggestions for the development of educational programs that foster independence school work.

Maurice Gibbons in his "Self-directed learning handbook" talks about how we can teach students how to learn. He also created a website with a special program for learning to learn. The self-directed learning (SDL) the individual takes the initiative and responsibility for what happens. They select, organize and evaluate their own activities, which may be followed in any place and at any time by any means and at any age. In schools teachers can work for SDL in stages. Steps to be taken to move directed learning SDL teachers are:

- Self-directed intentional (introduction of SDL occasional courses or programs that are otherwise directed by teachers, for example, individual projects or short introductions to other forms of spectrum SDL)
- To teach students to think independently (courses or programs that emphasize personal search of meaning through exploration, research, problem solving and creative activities);
- Self-managed learning (courses or programs presented by the learning guide students complete independent);
- Planned self-learning (courses or programs in which students seek outcomes that courses through activities designed themselves).

Loaded with learning ideas, tools and examples, the book offers teachers and school heads an innovative program to customize individual learning needs, and to motivate students to take responsibility increasingly more to decide what and how they you have to learn.

S. Paris and J. Byrnes speak about necessity of teaching students about learning theories and believes that these theories are formed in class. Students are influenced by climate class and the attitude and

behaviour of teachers. They consider that traditional instructional techniques often lead to self-training and self-depreciation failure of children learning theories, and therefore have been many innovations in education to promote learning and motivate children, made by Borowski, Carr, Rellinger (B. Zimmerman- Self Regulated Learning and Academic Achievement). These types of innovative step instructions are: if children about learning theories are incorrect or erroneous direct instruction (direct instruction) should help to change views. Research has discovered that teachers can provide convincing explanations about learning strategies that improve knowledge and tactics used by the students. Another type is the teaching and learning by students and dialogues about. A third category of innovative training involves cooperative learning. Dynamics cooperative include group discussions, arguments and acquiring learning strategies. Effective instruction should emphasize and extend children's learning theories to have meaning for them.

There has been much research on learning strategies. They found that individual learners may access these strategies in both a training system and through self.

Practice school faced concrete matters relating to researchers immediately obvious aspects of learning of learning strategies: they can be learned?, can be taught strategies enabled students to learn ?, incidentally can learn from how an acquaintance recalled how to remember and other knowledge in other learning situations?

As stated J. W. Rigney (V. Negovan - Autonomy in academic learning), "instructional system can be designed to help students understand that they, in fact, cognitive strategies and, through them, to facilitate the subsequent use of these strategies".

Some theorists seem to prioritize the objective of the training of cognitive strategies and consider planning training sequences so that those who learn to perfect this type of strategies (reception, verbal information encoding, storage and retrieval). But it was observed that learning plans such strategies appear to require the organization of a variety of practical situations over a period of several months.

Overcoming stage of the training aims to teach students cognitive strategies is evident in the fact that they have developed a number of programs to stimulate the learning-motivated, a (auto) school

discipline, independent learning, accountability roles. (I. Neacșu- in V. Negovan - Autonomy in academic learning).

I. Neacsu specific ultimate consequence of such considerations that the scientific community feels the university administration and university campuses by creating and / or introducing the academic curriculum of a particular course and advisers for learning / study. Regarding scientific conduct academic teaching formulated the following questions:

- The extent to which instruction focuses on sending a large amount of knowledge and less on the balance between academic knowledge economy and real devices personality students to optimum cognitive mastery informational, procedural and driven by design, learning, use and nonspecific transfer;
- The extent to which teachers realize the need of metaskills type of metacognitive based critical thinking, self-applied, the conduct creative;
- How much time, effort and vocation intelligent academics invest in training to students of good academic level intelligent behavior?
- I think and how universities design paradigm today "lifelong learning throughout life."

4. The variables and assumptions research

Our research comes just support this, that the academic curriculum introduction of a special course to train students for learning self-regulating.

Dependent variables:

- V 1. The performance of the students,
- V 2. Motivation for learning and following the course,
- V 3. Transfer
- V 4. Self-training.

Independent variables:

- V 5. The course for self-directed learning,
- V 6. independent learning guides,
- V 7. specialist teachers
- V 8. learning strategies

Making the connection between independent and dependent variables are deduced following hypotheses:

I.1. if they introduce a course for academic learning functions: training students to learn how to learn, capacity building, skills and independent learning skills necessary throughout life, then we expect to get more students learning performance;

I.2. if this course is supported by specialist teachers, the students will be more motivated to participate in it, making efforts for their own training and will have a role model;

I.3. whether students would study guides self-directed learning, they would contribute more to their own training and make transfers easier assimilation of knowledge;

I.4. whether students are learning in the course learning strategies, they will make the transfer successful in any learning situation.

5. Research results

In this research we intend to find out students' opinions on the effect that it would introduce a course for self-directed learning in the faculty, the reasons that would determine the course and attach importance to attend, how teaching strategies that contribute to their self-training and knowledge transfer in a new learning.

The first two questions in the questionnaire are introductory questions, seeking to introduce the man who complete the questionnaire in mid problem. They also aim to learn students' learning experience in academia. This is important, as some students are not the first college should have much more power, skills and individual learning. Following the survey revealed that only 4 students are second degree, which means that there is uniformity in terms of duration of studies.

Another aspect that we want to hear from students is the note that they attach importance of individual learning. Rating is given by most of the highest grade. I checked the extent to which those who gave the maximum grade considered to have knowledge, skills and individual learning abilities; most think they know to learn the relative measure, and very close to this number are those who know how to teach themselves greatly.

Item 5 of the interview guide verifies the importance it gives students need to know to learn, their responses are captured and how they used the knowledge, skills and independent learning skills. All said

it was important because we will not always have a teacher with us to guide us how to overcome social problems, so you better know this means to know what you want, what you need, what you need to know how to you get what you need. As shown two aspects were caught in their views on the usefulness part self-directed learning knowledge, which is to prepare for learning throughout life and on the other hand were captured self-directed learning strategies that setting remit and objectives, their own knowledge, needs, ways of achieving the objectives.

As seen among those who learned in middle school and in college learning techniques and methods states that they have learned for themselves over the years, school intervention in their view point is missing and of those who mentioned high school There is a smaller, relatively equally of students who consider that their training had studied models among teachers or articles, books on the subject.

Even students from the details in the interview about when and how they acquired independent learning most mentioned high school, in addition to family, teachers and some faculty. Our research consider introducing an independent learning course within the faculty but wonder whether it would not be introduced in the curriculum in the lower years of school

Item 11 of the questionnaire is to see if the faculty frequented by students were made or are made special courses aimed at training to learn alone. Students were tasked and specify these courses.

Most have indicated that they achieved so far no such course, but there were people who remembered a few courses that were aimed at investigating the student with methods and means of learning. They exemplified the methods and techniques of teaching and learning psychology. With these answers we can deduce more: once the students had not perceived as goals of these courses, which is why they have not mentioned in the questionnaire, and on the other hand we can see the contribution of the university to prepare students for this purpose.

In many surveys conducted on self-regulating learning theorists outlines teaching models that take into account this aspect, models in which the teacher has a very important role. Although some students during the focus group felt that the school or the teachers did not have any contribution to their training, many teachers gave examples of tips, techniques they use to instruct students how to learn, these teachers

making part of the high school teachers. From their stories I split a look, that teachers were younger and understanding across their problems.

As specified in the research problem, we support the introduction of a course that has the aim of preparing students to manage themselves learning activity. It requires a distinct course, as some may debate more clearly so all aspects of individual learning and the teacher can only cross it to where all teachers should participate in this process in their courses through specific methods. In addition it is much less expensive than to dial a specialist all teachers to be trained for this purpose.

Item 14 of the questionnaire just check hypothesis. Respondents had encircled a greater number those reasons to attend this course among them being the reason to get learning performance. The aim was to find out what their place is in the conception importance of learning performance in school or after completing her lifetime. Many of them have surrounded several reasons, or all. Doing a sum, the most persistent of the reasons that this course are forming his learning activities throughout life, it dealt with methods and learning techniques, know their abilities and learning style and will become better managers of their own learning. The fact that they chose these reasons a higher percentage than on school performance or the number of credits that can grow, reinforcing our belief that students want to learn something useful, something they can use whenever they need in any situation and at any time, issues that are more important than the results of the moment.

So the hypothesis is confirmed, students believe that this course would help to achieve higher performance learning. The challenge is that students who do not were related to school performance than a very small measure, because it was made in comparison to other reasons. They give more importance to performance that must be achieved after school when they will not have a coach.

What has the school done is to teach the student not now but later, to adapt to every situation, regardless of its nature.

Motivation to learn

Regarding motivation, we see that they mostly attend courses they like, which is a concern to them and believes they are useful on the one hand and on the other because they love teaching teachers how. These are very useful for the present research. If students perceive

course that would introduce self-directed learning as useful to them as giving them information they will use throughout life, they will be more motivated to attend and participate in its further training and other means. Also for students it is important that the teacher be specialized training to use methods that have it student-centered, know how to exploit the qualities we hold those they train.

Motivation presence at the course shown in focus group was diverse. It mainly targeted: time, many students work and should match their work program; teaching methods, one based not on theory and to focus on aspects really useful skills teacher approached the student to be specialized, to take account of students' needs, empathy, know how to manage well the circumstances problematic.

Other reasons the questionnaire results we can deduce the reasons for which would frequent the most being on time and manner of teaching. Although many did not have reasons to not attend the course, there was a high percentage that expressed disinterest for courses that would put too much emphasis on theory and less on practical or not there seriously. There were people of those who do not wish to follow the course that said their own learning style and no need to change it and, where it is clear they do not know the course objectives and the benefits they would get.

To introduce the course in academic education plans opinions and knowledge students need when they should be done about the course and duration that should have it.

We found it necessary to find and they want students to learn in this course, examples showing their best what they need, and where there are gaps. We list some of the ones who would like to study: quick and effective learning methods, rapid memorization, importance and usefulness of learning, motivation for learning, modern learning techniques, learning by age, types of learning useful strategies overcoming the problems that arise during the life of adult learning styles, learning time management, revision and its purpose, focus, finding information and their selection, keyword extraction, learning methods and techniques of others, avoid mechanical learning, elimination stress. There are lots of things that students do not have them trained and who could help in learning. It is necessary to establish clearly the scope of this course, its objectives, ways of transmitting information and their use in practice.

Transfer in Learning

Students were tasked with making a hierarchy of preferred learning methods and techniques and the most used, and expressed satisfaction on learning strategies they hold.

Learning methods preferred and used by students in descending order are: learning through schemes text, revising, avoiding external influences that hinder learning, optimal dosing of the quantity of information per unit of time, with clear learning goal, steps study planning, preparation of While the topics for examination. As can be seen most important methods are used to a lesser extent, such as having the purpose of learning, monitoring learning, fast and efficient reading techniques. Students need knowledge of modern learning techniques to adapt to the current.

Students who consider themselves satisfied with the strategies they are masters largest share and agree wholly or partly that is empowered with independent learning strategies, can cope any learning situations.

In the focus group responses, they believe that strategies they have not enough because society is changing and so we must keep pace with it.

Even the shortcomings that they believe they have memorizing lists and strategies that save weight nonsensical words, the exact representation of the material difficult, requiring more organizations. Research on self-regulating learning have made great progress and new learning methods and techniques should be publicized and students cannot learn anything if you do not have any information about what you can learn.

It is important for the contribution attitude university students for their training, because this is one of its main goals? They believe that had many contributions, but there were people among them who condemn too much emphasis on the theory that no one will use when they enter the labour market. Other people working in education, indicated that there are times when really important theory is assimilated within the faculty but is important to know how to apply it in practice.

The question of whether they feel prepared to face the world of work seeks to capture the confidence they have in their forces and students also formed self capacities and possible to use them in another context, to make transfers.

Students who have worked or are still working were confident and already had the opportunity to test their skills, but did not think they could handle in another area than where they are working now, those who have not yet experienced workforce were reluctant in terms of their integration in a job.

Attached the above answers and other answers students' hypothesis is confirmed. The students know that learning strategies can help us in the following situations lifelong learning, both in his professional and social life or family life. Many of them but often do not know enough individual learning strategies, or do not use them consciously, which is why schools need to support by all of them provide what is necessary for their learning and how to use, to enrich existing ones, for a better understanding of self.

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Biodata

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