

стоятельность и активность участия в образовательной деятельности и приобретения социально-культурного опыта, предоставление права выбора, снятие давления авторитетов, ибо «свобода есть не создаваемое кем-то окружение, не заданность, а цель и неперемное условие образовательного процесса» [3, с. 5]; интересы и способности, благоприятное расположение к индивидуальности, признание ее значимости; использование инновационных форм воспитания; наличие ясной конечной цели в практике самостоятельной творческой деятельности.

Наблюдения за творческой деятельностью личности позволяют говорить о следующих положениях: среди показателей творческой личности особое место принадлежит творческой активности и инициативе; максимальной активизации творческого потенциала способствует применение активных форм и методов работы; включение в творческую деятельность позволяет максимально выразить свою индивидуальность, реализовать творческий потенциал, является источником активного получения новых компетенций и развития личности.

Несовершенство педагогического инструментария, отсутствие четких научно-педагогических ориентиров по развитию творческого потенциала, а также недостаточное методическое обеспечение эффективного использования развивающего потенциала творческой деятельности ведут к торможению творческого развития, именно поэтому воспитательная деятельность должна быть направлена на решение значимой для педагогической науки и практики проблемы развития творческой личности.

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ABILITY TO STUDY INDEPENDENTLY – SIGNIFICANT PREREQUISITE FOR THE QUALITY OF STUDIES

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Abstract. Time for individual studies takes a big part in the higher education studies. After the implementation of the student focused model of studies the student ability to study individually and his responsibility for the achievement of learning outcomes is one of the major provisions for the studies. The research results at Kauno kolegija revealed the periods of the intensive individual learning of students and compared the real time for independent studies to the time allocated for the self-study work in the study programmes. In summary it is possible to say that the development of

individual learning promoted during the studies is a very important skill for future professional activities, because it helps to adapt to new situations and to learn to plan their time, creates preconditions for lifelong learning and continuous improvement.

Introduction. Various international documents and the research works emphasize that studies in the higher education should be based on individual student learning, because such way of learning is associated with the students' responsibility for their studies, increased student activity and improved student status [1]. However, it is worth noting that there are some tensions between the intended learning outcomes and the real learning possibilities during the allocated time. The researchers also observe, that the preparation level of students who have chosen certain study programmes is different [2], [3], [4]. Therefore, academic support for students, one of the key aspects of which is workload planning when volumes are specified in the study programs, is very important. Workload is defined as the time that students need to complete learning activities – to prepare for lectures, seminars, projects, tasks and self-study assignments and exams [5]. Rutkienė and Tenzegolskienė noted that the most problematic thing is to calculate student's self-study workload, which depends on the subject and the complexity of the topic as well as the depth of the analyzed problem, student abilities, perception of individual learning and perception of individual level of independency while carrying out certain tasks. Žydžiūnaitė, Teresevičienė [6] provided assumptions that individual learning allows students to acquire knowledge by themselves, to develop cognitive skills and to evaluate strengths and weaknesses by completing set learning goals and understanding the need for the help from teachers and colleagues, in the forms of consultation, discussion or feedback. The aim of this paper – to assess students' ability to learn independently as significant study quality assumption.

The research results and discussion

The research results performed in Kauno kolegija in the years 2012–2016 revealed the periods of the intensive individual learning of students and compared the real time for independent studies to the time allocated for the self-study work in the study programmes. Since the survey was carried out for 4 years it allowed to compare the results of different years of students as well as their different preparation for studies. The questionnaire survey was conducted online. The 1st phase of a quantitative research was performed in the year 2012 (247 respondents) and the 2nd phase – in 2016 (253 respondents). The questionnaire survey of potential employers was carried out in 2016 (142 respondents), the results of which highlighted the most significant competencies of future employees. This work presents the comparative analysis between the results of these two research phases, the respondents of which were the students of the Faculty of Technologies at Kauno kolegija/ University of Applied Sciences. The participants of the 1st research phase were distributed according to the study programs the following way: Engineering of Planted Territory (5 %); Interior and Furniture Design (18 %); Production of Furniture and Wood Products (20%); Real Estate Measurement Engineering (11%); Geodesy (24%); Gardening and Landscape Design (22%). The respondents of the 2nd phase were distributed according to the study programs the following way: Food Safety and Quality (11%); Food Technology (14%); Geodesy (13%); Real Estate Measuring Engineering (5%); Automatic Control (12%); Computer Network Administration (22%); Computer Network Administration (8%); Infotronics (10%); Sustainable Farming (5%). The comparison of the results obtained

from the 1st and 2nd phases showed that the respondents from the 1st phase allocated in average 13,5 hours for the independent learning while the respondents of the 2nd phase allocated 11,2 hours. The respondents of both phases spend most of their time carrying out their tasks with a computer – 4,2 hours (Table 1).

Table1. The average distribution of students' self-study time per week

No.	The purpose of students' self-study time	Time duration hours. phase I	Time duration hours. phase II
1	Reading books	2,1	0,96
2	Introduction to self-study tasks	1,8	0,7
3	Working with a computer, carrying out tasks	4,1	4,2
4	Task discussion in groups	1	1,46
5	Completion of tasks	4,5	3,88
6	Independent studying	13,5	11,2

The results of the both the 1st and the 2nd phases of research revealed that students study intensively in the second half of October and December as well as in January. It should be noted that more attention to the individual learning was given by students who tried to achieve higher study results (<...I am planning to continue my studies at University ...>; <...I am interested, because subjects are related to my specialty .>. The analysis of the research results revealed the most intensive student individual learning periods. The periods of the intensive learning of the respondents of both phases of the research up to the middle of October are very similar and include the interval [1,1; 2,5] hours. However, in the middle of October the participants of the 1st phase studied independently for 16 hours per week, while the participants of the 2nd phase – 14,8 hours per week. Since the 1st of November until the 15th of December the intensity of the independent learning was constant among the participants of both phases, only the difference of the individual learning time between the two learning phases was more pronounced from January 1 to January 15. (Table 2). After January 15 the intensity of the individual learning decreases, because since the middle of October students have tests and mid-term tests, while in January students have examination sessions.

Table2 . Student individual learning intensity during the I semester

Months, days	09 1-15	09 16-30	10 1-15	10 16-31	11 1-15	11 16-30	12 1-16	01 2-15	01 16-31
The duration of work in phase I (hrs.)	1,91	2	2,5	16	8	8,5	9	12	7
The duration of work in phase (hrs.)	1	1,4	2,2	14,8	7,2	7,8	6,7	8,2	5,8

The comparison of the answers provided by the respondents from the 1st and 2nd phase revealed that in 2012 individual studies of speciality related subjects made up 1 hour for 32% of respondents and up to 2 hours for about 26%. The time of the respondents in the phase II allocated for the individual studies of speciality subjects made up about 1 hour for 5% of respondents and up to 6 hours for 15 % for respondents. This can be explained because the changes in the study programme that encouraged students pay more attention to the specialty-related subjects, what is confirmed by the students' answers to open questions, such as for example, <...I see association with specialization ...>; <... assignments include practical situation ...> etc. Summarizing the survey results of the potential employers the most important abilities for the representatives of the business world were highlighted. 94 % of employers who participated in the survey identified the ability to apply skills in practice as one of the most important life skills. They also noted other important abilities such as working in team (87 %) as well as individual learning (81 %). Ability to communicate in a foreign language, to adapt in new situations, to use information technologies and to plan were identified by 65 % of employes who took part in the survey (Table 3).

Table 3. The most significant skills for employers

Abilities	To apply knowledge in practice	Working in team	To learn independently	To speak in a foreign language	Adapting in new situations	To apply IT	Planning
Responses %	94	87	81	65	65	65	61

Conclusions

1. The analysis of the scientific references showed that individual learning of students is the ability of students to make decisions while choosing the correct type of activity, to set learning objectives and to use the appropriate methods and means of action . This is one of the most significant parameters in assessing the quality of the study process.

2. The comparison of the time allocated for the individual learning revealed that the development of independence during the studies as well as the time allocated for the individual learning is a very important ability in the future professional activity, because it allows the formation of such skills as adaptation in the new situations as well as ability to plan the time. It was also observed that more time for individual studies was allocated by those students who are seeking for higher study results .

3. Study results revealed that the individual learning is promoted by practical tasks, specific speciality related examples provided by teachers. The survey of business world representatives highlighted that the most important core skills such as the ability to plan, teamwork and the ability to learn independently .

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ПРИМЕНЕНИЕ ЭУМК В ПРОЦЕССЕ ОБУЧЕНИЯ КАК СРЕДСТВО ПОВЫШЕНИЯ УСПЕВАЕМОСТИ УЧАЩЕГОСЯ

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Аннотация. Электронный учебно-методический комплекс (ЭУМК) является системой компонентов научно-методического обеспечения по учебной дисциплине. Примерный состав его разделов задан нормативно, но в зависимости от специфики результатов обучения, содержания и методики преподавания дисциплины он может иметь различную наполняемость.

Применение компьютеров в образовании привело к появлению нового поколения информационных образовательных технологий, которые произвели революцию в средствах обучения, методиках преподавания, появлению медиадидактики как тенденции развития прикладной педагогики.

Одним из способов применения информационно-коммуникативных технологий в методике преподавания дисциплин является использование электронных учебно-методических комплексов.

ЭУМК – это электронный комплекс, включающий систематизированные учебные, научные и методические материалы по определенной учебной дисциплине, методику ее изучения средствами информационно-коммуникационных технологий и обеспечивающий условия для осуществления различных видов учебной деятельности.

При разработке ЭУМК следует принимать во внимание изолированность учащегося, обучающегося не только в стенах учебного заведения. Именно поэто-