



INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE

CURRENT STATE AND DEVELOPMENT TRENDS IN SCIENCE, EDUCATION, TECHNOLOGY, AND SOCIETY

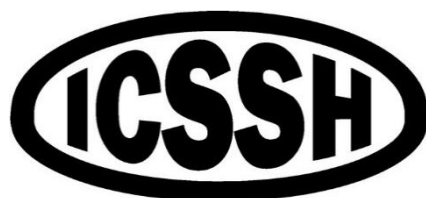
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SECTION 2

EDUCATION (PRESCHOOL, PRIMARY, SECONDARY, VOCATIONAL AND SPECIAL EDUCATION)

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SELF-EDUCATION COMPETENCE AS A KEY SKILL IN DISTANCE LEARNING

Education has been undergoing significant changes in recent years. Open access to knowledge and the shift toward lifelong learning are the factors that are transforming education now, redefining the roles of teachers and students within it, and placing particular emphasis on self-education competence. As the known futurist A. Toffler wrote “The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn” [1].

Since 2022 after the full-scale invasion of the enemy online learning has become an integral part and the sole form of education at educational institutions located in or relocated from war zones in Ukraine. Thousands of students and faculty members live in different countries now, but they are united in a virtual space; thus, information skills have become a necessity dictated by the harsh realities of life in Ukraine today.

The purpose of this study is to analyze the development of self-education competence in online learning environments. The methodology included the use of online learning platforms, structured assignments, and reflective tasks. Data were collected through observation, student feedback, and analysis of performance.

Online learning has presented students with a challenge – it requires them to learn how to learn. The role of the teacher has changed – they are no longer the sole source of information. They should guide students through the sea of information, where they become “instructional

designers", who create the conditions for the student's self-education work. "We need to become... architects of learning experiences..., providing opportunities for students to create, connect and collaborate" [2].

The students' role is also changing. They should not just memorize material, but actively build their own expertise through self-regulation, the critical selection of resources, and digital collaboration. That reflects in active identifying their own gaps in knowledge and recognizing that learning outcomes depend on their work as well as their ability to organize a schedule in a flexible environment and combat procrastination while minimizing digital distractions like social media, messaging apps etc.

We cannot overestimate the role of critical thinking as a very important skill. The ability to independently find additional sources and distinguish high-quality content from "information junk" becomes crucial.

One more important skill is networking. The students should develop the ability to initiate conversations in chat rooms, ask questions, and form groups with other students for projects. Students also have to be ready to study side-by-side with other students: they must learn how to teach others and accept feedback from groupmates in a digital setting.

Thus, the key skill for acquiring self-education competence is students' ability to act independently and make informed choices in their studies. The results obtained demonstrate that the use of structured tasks, feedback, and digital tools can support the development of self-education competence in distance learning.

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