

LEARNING TO LEARN COMPETENCE - MAJOR IMPERATIVE IN CHANGING ADAPTABILITY TO LABOR MARKET REQUIREMENTS

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Abstract - This paper presents the importance of individual learning for students in the current situation marked by the pandemic, but also in adapting to change. We are in a situation where we are going through a stage of profound, complete and radical changes in all areas of human activity, including education. Thus, in its professional training, the student must be able to design changes, to intervene into their flow in order to obtain the desired effects and to avoid the undesirable ones, but they are based on the learning to learn competence. The competence of "learning to learn" is one of the key competences in today's society, the society that is based on knowledge, but also conditioned by the pandemic, Covid -19. The competence learning to learn derives in several benefits, among which there is the employment of the personality in the conditions of the constantly changing requirements of the labor market. An important role, in this sense, has the self-regulation of learning / individual learning, which allows the student to approach the study and academic tasks proactively, experientially and self-reflexively. The research involved 200 students from the Republic of Moldova, being an ascertaining one, focused only on one part of the problem regarding the specific behaviors in which the individual learning of students materializes - a factor that highlights a preparation for students' adaptation to change this regard. Thus, we conclude that the human potential must be trained in learning to learn, a skill that would guide more effectively both in solving creative problems and in adapting to change.

Keywords - Learning, Learning to Learn Competence, Self-regulation of Learning.

I. INTRODUCTION

Today's education must meet the needs of future generations. New approaches are required in the context of social and economic paradigm shifts that have their origin in the perception of Man as a subject of his own becoming empowered with the right to self-edification and self-actualization.

The transformation of man from a potentiality, which is at birth, into an authentic, creative personality, and, through man, this construction, development and improvement of society is a process of maximum complexity, in which learning, training and education have had and have a decisive role.

Thus, in order to establish the role of LL competence, we set ourselves the achievement of several objectives:

1. Analysis of educational policy documents from the Republic of Moldova, which emphasizes the formation of LL competence;
2. Determining the types of individual activity used by students in the learning process;
3. Establishing the actions carried out by students for the adequate adaptation to social changes.

II. CONCEPTUAL DELIMITATIONS

Behaviorists (E. L. Thorndike, B. F. Skinner) define learning as the acquisition of new behaviors following the repeated action of stimuli on the body and the fixation of reactions. It is essentially an active

assimilation of information (memory retention) accompanied by the acquisition of new operations and skills [apud 16].

P. Golu, formulates as a definition of learning the following: "learning represents that evolutionary process, of informative-formative essence, consisting in the acquisition in an active, exploratory way, of one's own life experience and, on this basis, in the selective and systematic modification of conduct, in its controlled and continuous improvement and improvement under the influence of the variable actions of the environment"[8], but also applicable by various methods for learning to become effective and efficient [3].

As mentioned by I. Jinga, depending on the implications of the educational globalization and the problems of today's world, teachers will play new roles: mediator of knowledge, counselor, agent of change, etc. last but not least, the teacher is asked to get involved in making educational policy and professional insertion decisions [11].

What I. Jinga claims for the globalization of education, we consider to be one of the solutions to the learning competence to learn, which in more general terms, contributes effectively to the management of the personal and professional route.

The learning to learn competence is one of the eight key competences, offered by the European Commission which defines it as: „Learning to learn” (LL) is the ability to pursue and persist in learning, to organise one's own learning, including through

effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence. [12]

In according to researchers O. Mândruț, L. Catană și M. Mândruț, the competence LL supposes:

- The ability to persevere in learning, to organize your own learning, including through the efficient management of time and information - both individually and in groups;
- Awareness of the learning process and needs, identification of available opportunities and the ability to overcome obstacles in order to learn successfully;
- Accumulating, processing and assimilating new knowledge and skills, as well as seeking and using counseling and guidance;
- Involvement of learners in activities starting from previous knowledge and life experiences, so that they can use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training [13].

III. ANALYSIS OF EDUCATIONAL POLICY DOCUMENTS FROM THE REPUBLIC OF MOLDOVA

Type of learning to learn tries to provide explanations for two major problems: the first is related to the motivational resources of students for learning, and the second is aimed at specific behaviors in which the individual learning of students materializes.

Approaches to lifelong learning are multiple and justified, demonstrating, in most cases, their judicious nature and importance for establishing capital-generating national/regional economies, especially in the context of a global crisis that has engulfed the economic system. world and, implicitly, the cultural, spiritual and educational one, a crisis that affects students, because they find it more difficult to find themselves in the multiple challenges of everyday life [9].

It is not inappropriate to observe the connection of this major desideratum of the societies of the 21st century with the training activity of the student - the future human resource. From the point of view of the treatment of the one formed in the room, "the

importance of LL competence appears to be derived from three types of benefits:

- Its employment in the conditions of the constantly changing requirements of the labor market;
- Active participation in the professional environment and in civil society;
- Controlling the risk of social exclusion "[5].

In our research the first benefit is discussed - the employment in the ever-changing requirements of the labor market. This benefit determines changes in the professional activity, in the educational process as conditions and means necessary for the formation of the necessary competencies for the labor market, for the educational beneficiaries. In this sense, education will be a necessary process of lifelong learning.

The assimilation of the change in the education system supposes the taking over of their directions, but also the adequacy of the curricular content to the content and rhythms of the changes in the respective field, fact that can be achieved through adaptability and innovation, etc.

From this point of view, R. Foucher [7] argues that higher education is "the space reserved for self-training practices" [7]. The formation of students' self-instruction competence should be an essential coordinate of educational policies.

The analysis of the educational policy documents from the Republic of Moldova presents the emphasis on the formation of LL competence, in the form of:

- To get involved and persevere in learning - Education Code of the Republic of Moldova, art. 4; Methodology regarding the implementation of criterion evaluation by descriptors;
- to organize their own learning - The Framework Plan for higher education (cycle I - Bachelor, cycle II - Master, integrated studies, cycle III - Doctorate), approved by order of the Minister of Education no. 1045 of October 29, 2015; The regulation for the organization of studies in higher education based on the National System of Study Credits, approved by the order of the Minister of Education no. 1046 of 29.10.2015; The implementation guide of the National System of Study Credits, approved by the order of the Minister of Education, Youth and Sports no. 140 of 25.02.2006;
- Efficiently manage time and information - Framework plan for higher education;
- Work individually and in a team - Disciplinary curriculum; Curriculum at the school's decision; the offer of optional subjects;
- To know their own learning needs - Education Code of the Republic of Moldova, art. 5; National Qualifications Framework;

- To capitalize on the offers - The Education Code of the Republic of Moldova, art. 7; approved and alternative textbooks; digital manual; educational sites; methodological supports;
- To overcome obstacles: educational software; multimedia sets; Individualized Educational Plan.

IV. LEARNING SELF-REGULATION

Whether it is done in an institutionalized setting or at home, or it is done individually or in a team, the student builds his formative approach based on various learning models, often combined, depending on abilities, age characteristics, preferences, motivation.

The examination of a training theory must be made a priority from the perspective of its capacity to organize the subsistence environment of a subject, so that learning processes lead to reaching the parameters of internal efficiency of subsystems that teaching and learning presuppose as correlative to norms design, organization and evaluation of teaching behaviors.

In this sense, Dan Potolea stated that "the teacher is currently acting in a new context of demands, conditions and resources that involve significant changes in attitudes and behaviors, roles and instructional-educational strategies" [19].

In this case, from an activity focused on the transmission of knowledge by the teacher to students, teaching has become, over time, more and more the activity of designing, organizing and leading learning situations. This change in the status of teaching was determined, on the one hand, by the need to emphasize the formative nature of learning in a society, whose fundamental attribute is the acceleration of change and transformation, the expansion and diversification of information sources beyond the teacher, thanks, especially the media, on the other hand. However, the value and purpose of the teacher should not be reduced to this role, just as the purpose and value of the teaching process should not be reduced to the transmission of information.

The teaching process is an educational-formative program, in which the student must be involved in a multitude of tasks, roles and experiences that form him as a personality. In this vision, the teacher can no longer remain just a transmitter of information. He must become a process organizer and a leader of learning situations, which projects the activity not as a simple transmission - retrieval of information, but as a complex of functions and roles, in an educational strategy with predetermined goals and evaluation. It is important to mention, in the sense of learning to learn, an important role is played by self-regulation of

learning - a way that allows the student to approach study and academic tasks proactively, experientially and self-reflexively (metacognitive).

Learning self-regulation, in Pintrich's view, is an active and constructive process in which learners set their own learning goals and then make an effort to monitor, regulate and control their own cognition, motivation and behavior, guided by their goals. and the contextual characteristics of the environment.

Thus, Pintrich differentiates four common areas, over which students can have control and can actively engage in their self-regulation: (1) Cognition; (2) Motivation; (3) Behavior; (4) The context and four phases of self-regulation, as general possible sequences to follow in accomplishing the academic task. The phases involve: (1) Activation of the prior knowledge base; Anticipating, Planning / establishing work goals on academic work; (2) Performance monitoring; (3) Control; (4) Reflection, Assessment of the situation in full and on implementation sequences. [apud 22]

It is important to mention that self-regulated learning is also claimed by the situation in which we are related to the Covid -19 pandemic.

V. THE TYPES OF INDIVIDUAL ACTIVITY AMONG STUDENTS

A survey of students' opinions was conducted with reference to the online learning process and the focus on the individual work of students. Out of 300 students involved in the survey, they stated that, although it is necessary for the training of professional skills, depending on the specialty, laboratories to train professionally, the current situation emphasizes the importance of focusing on learning to learn on the individual. In order to be able to view the results, we propose the following figure:

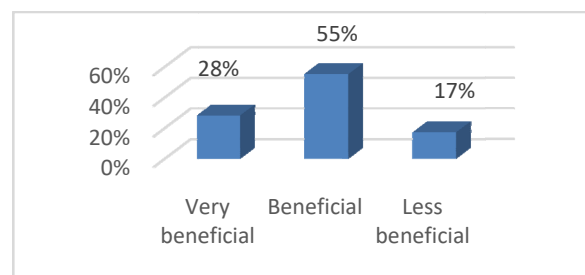


Figure 1: The importance of individual activity for professional training

The figure above shows that most students - 55% consider that the tasks proposed by teachers for individual activities are beneficial and 28% - very beneficial, but persisted the less beneficial option - 17%, for the training. The basic task of individual work is the formation of skills to acquire scientific

knowledge based on personal exploration and the active interest in acquiring abilities, self-directed skills.

VI. THE ACTIONS FOR THE ADEQUATE ADAPTATIONS TO CHANGES

When asked which of the types of individual work form their professional skills, the subjects opted from the proposed variants on the formation of skills to detect the necessary in an activity algorithm, problem solving -model / type, problem solving non-standard type, tasks with activities focused on creativity. The data analysis allowed us to highlight the following results:

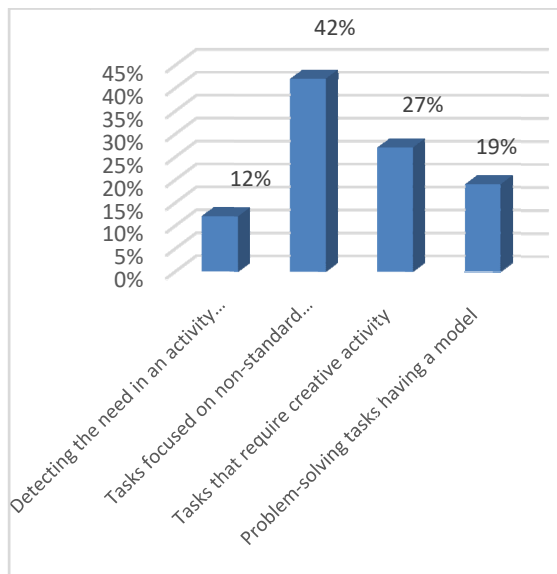


Figure 2: Frequency of the type of individual activity in students

Figure 2 shows a trend of students opting for individual activity tasks focused on non-standard problem solving - 42%. These tasks are linked to solving such problems manifested in the accumulation of new experiences based on previously formed knowledge and experiences through the transfer of knowledge, skills and abilities. Tasks for this category involve research, formulation and implementation of solving ideas, which go beyond previous experience and require the study of information from a different angle. Such works require the analysis of unknown situations and the generation of new subjective information. Subsequently, 27% selected the type focused on tasks that require creative activity. Here the cognitive activity lies in discovering the essence and penetrating the nature of the object of study, creating new connections and relationships, necessary to identify new principles, previously unknown ideas. 19% of students are for the type of problem-solving tasks having a model, where their cognitive field is manifested in this case in a clear reproduction or a

partial remodeling of the previously studied structures and contents.

Tasks of this type involve the need to analyze the content of the object, how to perform the task, select the most correct variant or consecutive logical structures and methods of solving. The basic peculiarity: in the task it is necessary to mention the idea, the principle of solving, but with the condition that the educated person will develop the principle and the idea further in own methods / ways of solving for the respective conditions. [15]

Among the students surveyed, 12% opted for tasks to detect the need in an activity algorithm. What is required of the subject is the recognition of the objects of a certain field by the perception of information about or action with them.

Characteristic for this type are all the necessary data, and the method of performing the task should be presented in an explicit form directly in the work task itself or in a possible instruction. [15]

VII. ADAPTATION TO CHANGE

In general, learning is related to behavior, stability and change, where the latter must occur as a result of experience and change in the adaptive potential of the personality.

The need for change, says Ş. Iosifescu [10] changes the emphasis in modeling education: from conformity to autonomy; from unity to diversity; from algorithmic thinking, “convergent”, to flexibility, adaptability and “divergent thinking” or “lateral thinking”; from contents (information, knowledge, skills, etc.) to processes (information, learning, practice, etc.); from an almost exclusively intellectual to a complex one (in which moral, aesthetic and civic education become equally important); from machine learning to “learning to learn” and, in general, to the fields of “meta-” (metacognition, metacommunication); from a sequential and limited education in time and space, to a lifelong education and from all life situations.

The flexible and adaptive nature of human behavior emphasizes the importance of learning. Respectively, we further aimed to identify the actions taken by students to adapt to social change, 30% responded to participation in programs for exchange of experience, followed by 17% employment, the results are presented in the following histogram:

Figure 3 shows that students also opt for lifelong learning or training - 30%, as well as participation in academic mobility or exchange of experience - 30%. In fact, both emphasize learning, followed by 22% who say that participating in projects will help them

adapt to change. However, we have students who see adaptation to change through employment. From the observations made, these are the subjects who selected the option from fig.nr.1 as the individual activity to be less beneficial - 17%, for the professional training.

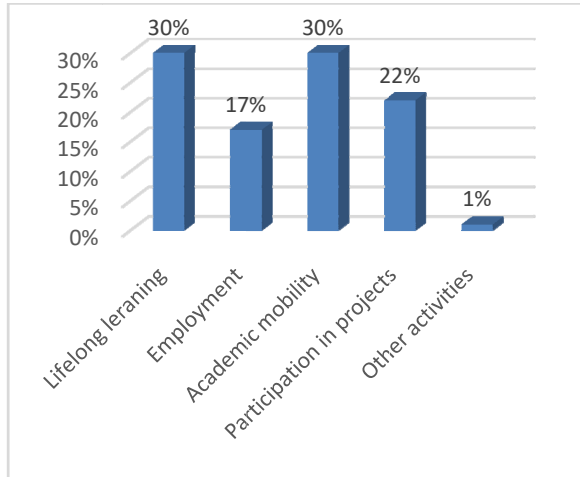


Figure 3. Frequency of actions for appropriate adaptation to social change

In order to verify the answers given by the students, another question was asked regarding the educational process during the pandemic period of the Covid-19 crisis. Thus to the question: The online study were for you: (select one or more variants that will describe you) the following answers were given:

| Criteria | Percentage |
|-------------------------------|------------|
| Innovation | 19% |
| Adaptation out of necessity | 14% |
| Adaptation with pleasure | 86% |
| Learning time efficiency | 50% |
| Organizing one's own learning | 41% |
| Lost time | 12% |

Table 1. The role of online studies for students

The table above shows that 86% of students have gladly adapted to online education, which we are happy about, although we have 14% of them who have adapted out of necessity. It is important to mention that 41% claimed that online studies helped them to organize their own learning.

We would like to mention that some students highlighted the problem of the lack of a computer as a blockage in organizing their own learning.

In general, the same idea is highlighted by the Openclassrooms website referring to the learning to learn competence by displaying: To be successful today – in a world that is constantly changing – you need to be continuously adapting, growing and improving yourself. In other words, everyone needs to become a self-directed lifelong learner [17].

It is important to mention that the type of learning depends on the motivation for learning, constituted by internal conditions of the personality, determines, orients, organizes and enhances the intensity of the learning effort for change.

VIII. CONCLUSION

The evolution of education is marked by the entry of contemporary society in the era of knowledge with all the transformations and evolutions in the whole economic-social, political, cultural life, etc. And, the changes in society with reference to professional activity claim to focus on new skills, namely critical thinking, creativity, embedded in the learning to learn competence.

That means each student, in order to facilitate their learning needs to understand the specific preferences of the personal learning style and to be aware of which type of individual learning creates the most effective way of learning to learn.

It should be mentioned that self-regulation of learning best expresses the individual's freedom regarding: decisions regarding their own learning needs; priorities in the field of needs and interest in learning; motivation of learning objectives; choosing learning styles and strategies; evaluation of learning outcomes.

Thus, the formation of the learning to learn competence is perceived as a necessity, but also as a priority.

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RECOMMENDATIONS

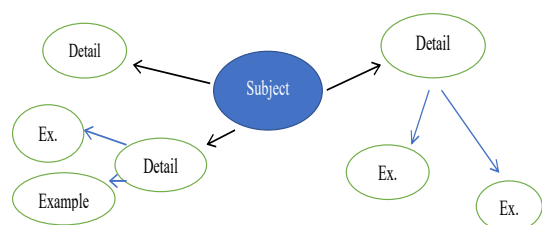
In order for the student to continue his personal development, to develop the LL competence, it is necessary to propose different learning activities.

For the students' individual activity, it is proposed to classify the tasks according to certain criteria:

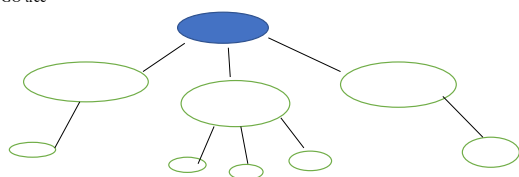
- The importance of the topics (profitability),
- The difficulty of the subjects (challenging - familiar),
- Level of priority / need, Indications of those approved (teacher, colleagues-experts), estimates the duration of the study performance, the fulfillment of the academic task, identify the right place for study / learning, elaborates the study plan for each discipline, after each discipline, or homework prepared set your rewards: a coffee break; chocolate; walking for 5-10 minutes; and so on.

As a learning method, the graphic organizer is proposed, or the inclusion of information in tables, the determination of the connection between themes, subpoints of the theme, abscesses. Graphic organizers can be of different volume, if we also contribute with examples to fixed details, we get a spider diagram.

As an example we propose GO (graphic organizers):



Or : GO tree



Cognitive and constructivist approaches have developed numerous variants of graphical representations for the organization of learning and for suggesting the construction of understanding. In practice, we have noticed that GOs become useful learning tools and are required to be functional and of maximum efficiency for the student's independent or group learning. Procedures specific to graphic organizers can serve to present different aspects of

the studied problem, holistic presentation of the picture or particular aspects.

Another method is the research project with the setting of precise learning objectives and goals; focusing on the personal interest and significance of the learning material; identifying and capitalizing on the novelty of learning contents; creativity, innovation, etc.

The ability to acquire new skills and knowledge quickly and continually is crucial to success in a world of rapid change. If you don't currently have the aspiration, self-awareness, curiosity, and vulnerability to be an effective learner, these simple tools can help you get there. [1]

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