

Assessment Of Technologies for Coordinating the Process of Self-Education by Students of Economic Faculties

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Abstract

The article discusses the features of the use of technologies for coordinating the process of self-education of students of economic faculties. The author believes that technologies for coordinating the process of self-education of students of economics faculties are becoming increasingly popular in the academic environment.

The researchers point out that technology has recently been recognized as a crucial key aspect of the actual field of learning and learning strategies. In the age of technological innovation, this allows students to learn more effectively and work more efficiently. The productivity of universities improves as a result of their use of various technologies [9]. It is noted that the actual number of innovations in the field of e-learning has also increased since their integration into educational processes in recent years.

For academic activities, most universities use various LMS systems. It is also important to study the implications of the UTAUT theoretical model for the behavioral intentions of college students and applications for digital learning. This model has been widely recognized as one of the most important theories for increasing dependence on technology adoption. among the examples of extremely important aspects of the use of advanced technologies in the academic environment.

Keywords: self-education process, coordination technologies, self-government, students of economic faculties.

Introduction

The world is experiencing rapid technological progress in all areas of human activity, be it humanities or applied sciences [1]. As a result, many countries have been forced to invest heavily in technological development in an effort to strengthen themselves. The level of the current quality of education and the use of its results indicates that the widespread use of computers in everyday life, as well as major technological transformations have led to a number of changes in various fields, including education [2]. Technologies have improved the diversity of e-learning systems in higher education institutions; this approach has increased the effectiveness of educational and teaching activities.

Undoubtedly, one of the most important systems on which any country in the world is built is education. This is one of the key reasons for success and growth in all countries, since the government's interest in the educational system and its priority help in building a bright present and future that moves them forward [3]. In addition, technology has significantly penetrated into many spheres of life and has become one of the most important indicators of the growth of a country or nation, and technology has covered various educational systems, which has led to the concept of using technology in education. In recent years, technology has been developing at breakneck speed. As a result, keeping up with these cutting-edge innovations and technologies is crucial in many aspects of life [4].

Many universities have made information and communication technologies a central and integrated direction. Many advanced educational innovations, such as computers and electronic whiteboards, have played an important role in the development of the education system. Technology not only helps to create new knowledge, but also helps to solve problems and improve people's ability to work effectively [5].

Technology can help make the actual learning and teaching processes more interactive and productive. Higher education of the highest level is considered necessary for the development of knowledge and abilities. To prepare students for the global economy, both developing and developed countries must provide quality education [6].

The most relevant in this context are the technologies of coordination of the process of self-education, which are welcomed by students of various universities around the world. They are especially relevant for students of economic specialties, because after graduation, these students will directly or indirectly participate in the economic life of the country, having a direct impact on the formation of its well-being.

The purpose of the work is to consider the features of the use of technologies for coordinating the process of self-education of students of economic faculties.

Materials and methods

The theoretical basis of this work was significant research in the field of coordination of the process of self-education. Such research methods as structuring and generalization, categorical and system analysis, structural and analytical research methods were applied.

Results

Self-education of students in modern conditions is the key to the future development of the state, since the skills of independent work, the desire to independently master certain innovations is the locomotive of progress in modern conditions [7].

To date, the issues of self-control and self-study of students are also solved through the achievements of technological progress. Experts note that rapid technological progress has opened up opportunities in various fields. The global popularity of e-services has led to the fact that educational institutions have redefined their roles by introducing e-learning services and technologies. There is no doubt that all students today should have direct access to the e-learning system, regardless of geography or time constraints [8]. In this regard, students' attitude to advanced information and communication technologies for learning should be evaluated to determine whether they are productive and convenient to facilitate the teaching and learning process. In order to maintain competition in education, heads of higher educational institutions apply the practice of assessing students' perception of the e-learning experience.

The researchers point out that technology has recently been recognized as a crucial key aspect of the actual field of learning and learning strategies. In the age of technological innovation, this allows students to learn more effectively and work more efficiently. The productivity of universities improves as a result of their use of various technologies [9]. It is noted that the actual number of innovations in the field of e-learning has also increased since their integration into educational processes in recent years.

One of their developments in this area is the LMS platform. It is an operating system platform that allows you to provide online materials and training programs for students, as well as track their progress in learning. The programs of this system help teachers to achieve their pedagogical goals by organizing the course content and helping students [10].

LMS promotes communication and collaboration between students and teachers outside the classroom, while increasing independence through the use of technology. An online discussion or forum is one of the options for organizing the learning process available in the LMS, which allows for an asynchronous dialogue and facilitates the solution of problems arising in the learning process [11].

The learning systems in question are part of an educational technology that is widely used in higher education in addition to traditional learning. It is believed that the introduction of technology in teaching and learning increases the effectiveness of teaching and student achievement [12].

The coronavirus pandemic has greatly affected the learning process around the world. As a result, e-learning has been approved by most countries of the world as part of the national plan for the introduction of differentiated learning, e-learning and combined learning [13].

Some experts in the field of education argue that there are disadvantages in e-learning. A significant percentage of students are dissatisfied with the way technology is used in education. This is partly due to the lack of direct interaction between students and teachers. Despite this, the advantages of such systems are associated with the success or failure of their implementation. Acceptability and user use are important indicators of the success of the system, as well as any other information system [14].

One of the most important stages of creating and implementing successful e-learning is obtaining students' consent to study using technology. According to the researchers, LMS is used by a small number of teachers in their classes. They also lack enthusiasm for learning and incorporating this tool into their regular teaching activities. In order to provide an understanding to encourage the effective use of LMS, it is necessary to establish a general level of public recognition of it as an e-learning platform [15]. To this end, it is proposed to use the assessment of technology adoption by students through the UTAUT model.

Discussion

The UTAUT model is a popular way of describing how people use and adopt technology. Due to the reliability and explanatory power of its designs, the popularity of using UTAUT has increased. A Unified Theory of Technology Adoption and Use (UTAUT) has been developed in the literature. In the entire UTAUT model, the immediate and direct predictors of user behavioral intentions are PE, EE, SI, and FC. It was revealed that these are the four main elements that determine whether a particular user intends to use a particular system. Other moderating variables affecting behavioral intentions typically include gender, age range, personal experience, and voluntary use [16].

It has also been determined that expected productivity is a measure of the extent to which a service user seems to believe that existing and future information technologies can significantly increase labor productivity. This is one of the many aspects of the fully integrated UTAUT model that has aroused the interest of researchers around the world.

Expected performance (PE) and perceived utility (PU) seem to be important variables that determine a person's attitude to using any type of system. PE is the percentage of people who believe that using the system will allow a person to receive remuneration for success in work. Similarly, the same report shows that performance expectations have a significant beneficial effect on the adoption of a behavioral goal and the use of an IT system.

Other similar studies have concluded that expected performance refers to people's personal perception that using a certain platform will actually change their perception. It was suggested that the introduction of technology depends on consumers' understanding of its advantages. Students will be able to use technology in their learning activities if they adopt a learning management system. Several researchers have studied the impact of advanced technologies on behavioral intentions for use in both discretionary and statutory settings. Specialists have found that this is important and has a direct impact on how e-learning practitioners use their LMS [17].

EE (expected effort) is currently commonly defined as simplicity parameters related to the operational state of an online information system. This EE is also related to the expectation of effort associated with user-perceived ease of use when using advanced technology. EE has also been described as a degree of comfort usually attributed to the use of a certain technological advance, so whenever EE is associated with expected effort and age, EE affects

users' attitudes and behavioral intentions differently. In addition, the researchers stated the crucial role of expected effort (EE) as a predictor of the future implementation of advanced technologies. Complexity is defined as a technology that is difficult to understand or apply. Complexity (DOI, MPCU) and apparent ease of use (TAM/TAM2) were treated equally. Several previous studies have emphasized the importance of effort expectation as an independent variable in learning management systems. The experts found a satisfactory correlation between the behavioral goal of the learning management system, the expectation of effort and social isolation, as well as between the behavioral goal of the LMS and usage patterns.

Experts have also determined that assessments of the functionality of existing systems, the ability to learn management systems, and it has already been noticed that the actual additional amount of hard work in the field of education according to reasonable standards really has a long-term impact on the behavioral intentions of university students to gain knowledge.

Social influence (SI) is the level at which a particular user seems to believe that others genuinely think that he or she may be able to introduce a new type of technique. In other words, it includes social coercion exerted on a person as a result of the ideas of other people or organizations. These relevant factors were established based on the assumption that the user's behavioral intentions are strongly influenced by his or her perceived idea of how others interpret his or her scientific innovations. So, when it comes to increasing the pace of technology adoption, social influence is extremely important [18].

Also of particular interest are the characteristics of the favorable conditions parameter (FC). In particular, the extent to which a person truly assumes that a properly structured, technological and economic infrastructure continues to emerge to improve the use of such a new system can be described as favorable circumstances. In other words, this construction connects the general idea of the consumer about the necessary tools and means that are easily accessible to perform the activity.

The specialists additionally investigated additional models with properties similar to those found in resolving situations in the UTAUT model. Researchers have studied the relationship between this concept and learning management systems. They concluded that FC had a direct and significant impact on university use.

The researchers stated that facilitating conditions are critical factors for using the app service and have a positive effect on user satisfaction. Moreover, they consider it an important factor in the implementation of LMS.

You should also consider such a parameter as behavioral intent (BI). Researchers consider it necessary to study the external factors necessary to improve the indicators of a certain behavior. In addition, behavioral intent is described as the extent to which a user's conscientious preparation for performing or performing future activities can influence many factors, including student behavior plans when using LMS in their system learning processes [19].

The researchers noticed that variables including expectation of results, social influence, expectation of effort, as well as a favorable environment had a favorable and constructive effect on the behavioral intentions of college students to use the same advanced information systems. Also, one of the works emphasizes the importance of these factors and their beneficial effect

on the BI of students. Thus, a significant positive relationship was identified between students' biases and behavioral intentions for the successful use of LMS.

The authors also found that the user's acceptance of advanced innovations strongly depends on his/her intention to use them in behavior, as well as on his/her actual use of advanced technologies. In addition, the authors recently found a significant and favorable correlation with both intentional behavior and actual adaptive behavior on the board, implying that the behavioral intention function is a powerful predictor of LMS acceptance.

BI can also be related to a person's potential for desired behavior and attitude. It is also called physical and significant mental actions necessary to incorporate newly discovered knowledge into the existing human knowledge base. The degree to which a person uses technology to perform specific tasks [20].

In technology implementation studies, the variables "intent to use" and "actual use" are interchangeable. In other words, behavioral intention (BI) and actual or usual behavior (UB) are synonymous, while the actual adoption process is based on the idea that a person's personal willingness to accept new technological advances predicts their actual use. Thus, the "readiness to use" of a technology determines its "usage behavior" [21]. Experts have established a positive relationship between intentional and behavioral use of LMS. Users' acceptance of new technological innovations depends on both the "behavioral" intention to use and the "real" use.

Conclusion

Learning Management Systems (LMS) are becoming increasingly popular in the academic environment. For academic activities, most universities use various LMS systems. Another important area of research was the study of the implications of the theoretical UTAUT model for the behavioral intentions of college students and applications for digital learning. In fact, UTAUT has been widely recognized as one of the most important theories for increasing reliance on technology adoption. among the examples of extremely important aspects of the use of advanced technologies in the academic environment.

Researchers believe that favorable conditions, as well as behavioral intentions, have a very clear and obvious impact on the behavior of university students, acceptance and use of LMS.

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