

## FIRST STEPS IN E-LEARNING. PERSPECTIVE ON TEACHING PRACTICE.

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**ABSTRACT:** THIS ARTICLE PRESENTS E-LEARNING FROM A STUDENT PERSPECTIVE. GROUP THAT USES THE POSSIBILITIES OF E-LEARNING FOR THE FIRST TIME IS COVERED IN THE SAMPLE. HIGHLIGHTED ARE SOME OF THE DESIRED CONTENT AND FORMAT OF THE COURSES MENTIONED AND QUALIFICATIONS RELATED TO THE PEDAGOGICAL PREPARATION OF STUDENTS – TRAINEES, BY THE GROUP.

**KEY WORDS:** E-LEARNING, STANDARDS IN E-LEARNING, SYSTEMS AND PRACTICES, WEB PLATFORM, EDUCATION, PRE-SERVICE TEACHERS, IN-SERVICE TEACHERS, PRACTICAL TRAINING.

### *Introduction*

The technological step that was made by our world requires the use of more modern and better methods and training tools for the future aspects of education. Time is the most valuable resources now, and the information in every aspect of life is available in a convenient form for understanding and practicing. The user already become pretentious and lazy, but education traces its requirements. All modern training centers now offer user-friendly forms of learning - distance programs, electronic programs performed trainings, etc. Learners have access to courses at any time using smartphones, tablets and laptops. Current and future trend is lifelong learning, which requires flexible learning. The use of any resource, every innovation is a step up and level up the development of personality of the intelligent modern person.

In the modern information society, e-learning is becoming more widespread and more popular. According to (Regina Lewis, 2003), adviser to the company's America Online, this trend is due to the following reasons: spatial and temporal flexibility of the participants.

To date, the electronic form of training is popular enough. A number of secondary schools and universities implement it successfully in practice. Available in electronic form are specific private courses in various fields for the most diverse groups, such as language courses, technology, etc. Pursuant to the 2004 Ordinance on the state requirements for the organization of distance learning in higher education institutions in Bulgaria may be held rates at which "the student and teacher are separated by location, but not necessarily in time, as established distance is compensated by technological means. "The trend is classic courses to enrich the material, allowing learning anytime and anywhere.

E-learning concept is wide enough. Here we indicated in (Forsyth-Peicheva, 2012) "training, in which the electronic media are awarded basic educational functions in the whole process of training, namely in it and through it to implement and support the learning of students and mediates their interaction with educational learning resources and materials with other students and teachers in the process of realizing the educational goals of the course.

### *Setting the problem*

Regardless of the popularity of e-learning, yet most students do not have the experience to work with this educational platform. As representatives of this group we decided that the opinion of these students in their first meeting with e-Learning training leads to interest for the good future analysis of implementation the platform and its improvement. In Shumen University from 2013 was launched a project BG051PO001-4.3.04-0020 "Modernization of Distance Learning Center of Shumen University" Bishop Konstantin of Preslav "by introducing modern electronic forms of learning" within which created a number of courses for students faculties of the university. All students are encouraged to use them, and courses are available to them <http://cdo.shu.bg/>. At the first steps outlined a number of advantages, but saw some disadvantages.

The purpose of this paper is to present a survey of students from the University of Shumen. The survey was conducted among representatives of several disciplines, with an emphasis on those from the Faculty of Mathematics and Informatics, and affects their opinion and attitude about e-learning, as well as their willingness to participate in this type of training. This study makes it possible to identify the main trends in attitudes and expectations of young people for them this new form of education.

### *Characteristics and results of the research*

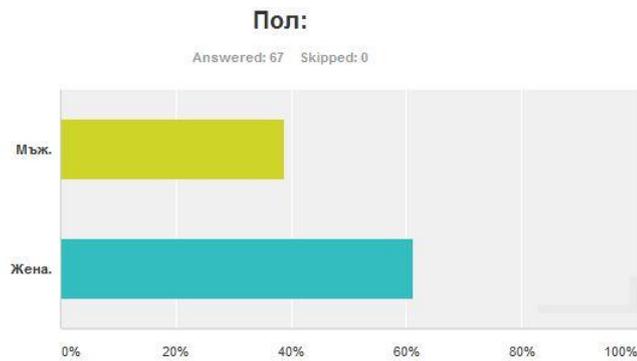
In this article we present data from a survey with the participation of 67 students from SU "Bishop Konstantin of Preslav" part of which has already passed the course with the option of e-learning and other pending inclusion in the e-course. The survey is available at <https://www.surveymonkey.com/s/TSRFLJ9>

The results of the sample are ordered by gender, age and specialty. They are presented in Fig. 1, Fig. 2 and Fig. 3.

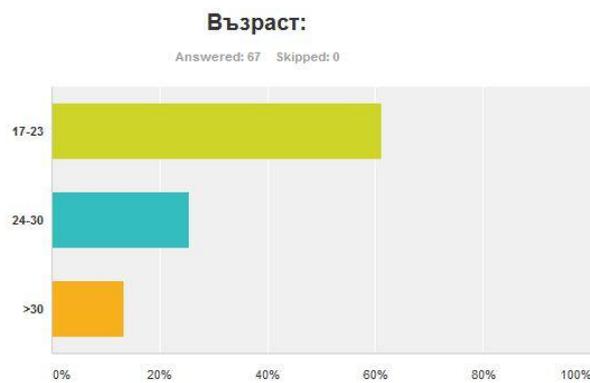
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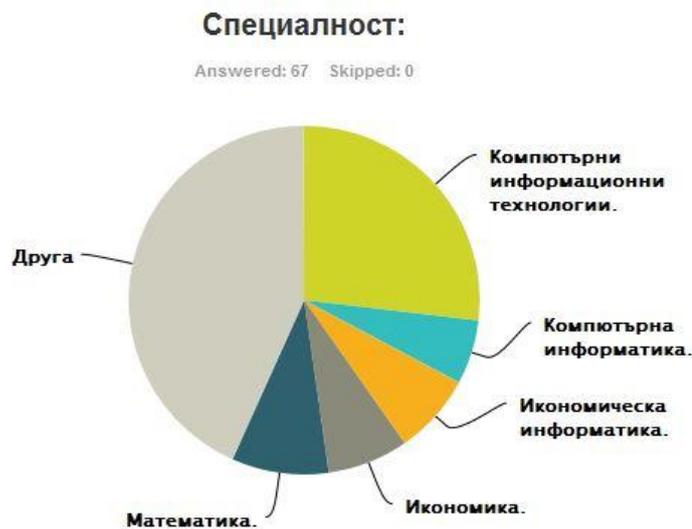
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**Figure 1.**



**Figure 2.**



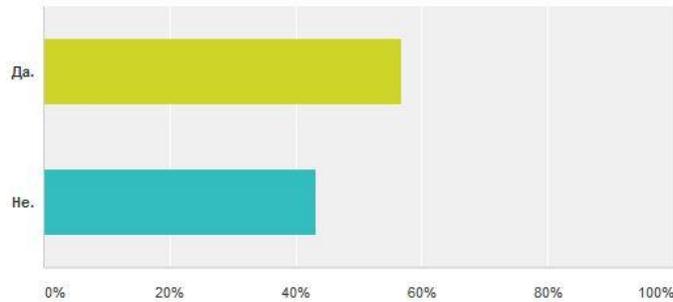
**Figure 3.**

From the charts we see that there are covered mostly young people, more than half of them are from the Faculty of Mathematics and Informatics.

Fig 4. shows the share of already passed the course with possible electronic training.

## Ползвали ли сте електронно обучение по време на обучението си във ВУ?

Answered: 67 Skipped: 0

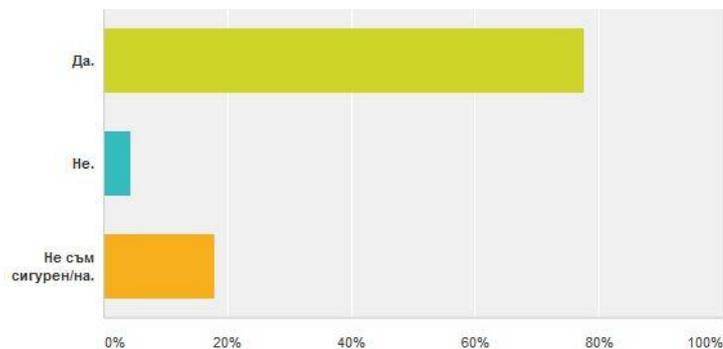


**Figure 4.**

The positive attitude of consumers, whether they have already participated in the electronic form or are, seen from the results in Fig. 5. Participants unidentified opinion, specialties such as Tourism, Archaeology, Marketing, Finance and Accounting and Economics.

## Бихте ли ползвали електронно обучение, ако имате такава възможност?

Answered: 67 Skipped: 0



**Figure 5.**

Especially important in our study result is the attitude of consumers for the conduct of courses in the acquisition of higher education. Fig. 6 shows the great preponderance of students wishing combining classical attendance form with the remote possibility of the e-course. We note that this approach was adopted in the SU.

## Аз съм за:

Answered: 67 Skipped: 0

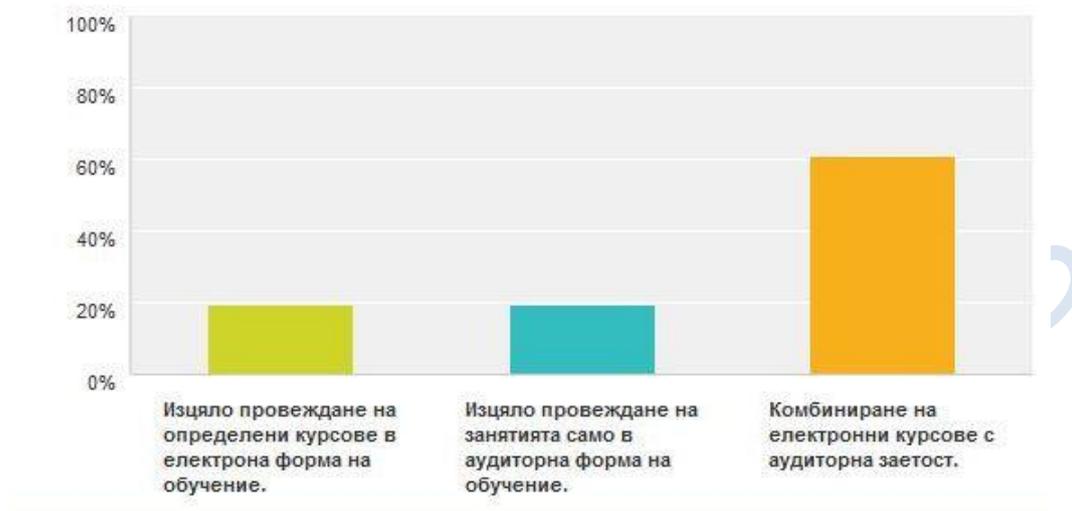


Figure 6.

Not a small percentage of a 19.4% of consumers want a fully virtual conducting e-learning training courses - with available electronic resources 24/7. This percentage comes mainly from specialties like - Ecology and environment protection and Tourism.

The same percentage of users want, regardless of the available electronic materials entirely to conduct classes in the attendance form. After further investigation it became clear that it concerns education in disciplines that traditionally impede students majoring in Informatics and Mathematics. The main argument of the students is the desire to get an immediate response to the questions that has been posed, which is not always possible in the electronic form of training.

Many teachers have published electronic modules, ensuring the conduct of these subjects. For example, one such unit is the course "School course in Informatics Methodology of Teaching Informatics" used by the specialty "Pedagogy of Mathematics and Informatics", and from all disciplines that are part of Informatics qualification "Teacher infomatika." Students included in this electronic module consider it very convenient, especially to those who periodically absent from the learning process, overwriting students from previous school years for students of part-time training acquiring the qualification.

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4

**Ход на урока**

дидактическа задача	действие на учителя	действие на ученика
Организация за часа	Поздравява учениците и ги приканва да се приготвят за часа.	Отговарят на поздрава и изпълняват указанията на учителя
Поставяне на новата тема.	Примери за приложението на компютърната презентация. Демонстрира стартиране, презентирание и изход от презентация.	Осмислят и осъзнават значимостта от използването на презентациите.

Област: Дейност на учениците | изпрати

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Осмислят и осъзнават значимостта от използването на текстообработващи приложения.

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Методическа бележка: Актуализация върху предназна | Добави ↑ 🔔

Търсене на методически бележки в учебно съдържание

5 клас | Компютърна презентация | Избери урок | Търси

**Figure 7.** Form for filling the content of the lesson

Besides the "Distance Learning Center of Shumen University" students practitioners have a platform to develop web-platform.info plan synopses. Each student has an individual profile associated with its methodology and baseline teacher undergraduate student and current practices. Development of methodological development is fully in on-line mode, allowing the user regardless of time and place, it can work on the target lesson. FIG. 7 shows an example for the introduction of the lesson content.

Each lesson is designed to share the methodology and underlying teacher who promptly applied its recommendations and observations on the content. Students at this young stage of the existence of the platform – they have several shared resources and developed lessons to help them to self-training etc.

The first steps in e-learning students raised a number of discussions between students, teachers and technicians. They were clarified some preferences and ideas for improving the system, didactic materials and preferred form of communication.

Students appreciate highly the integration of practical tasks with theoretical materials. In e-learning courses they would like to see more tasks presented using real problems posed by the practice. For students is very important the attractive form of presentation, such as the use of simulators or applications for specific disciplines, software to visualize the solutions and etc.

There is one interesting point and side for the new users, namely that for them remains the importance of the visual contact with the teacher and classmates. Some students indicated

the need for more video materials and the possibility of video communications between users. The possibility of testing in remote session was also recognized by the students as an opportunity to receive unrealistically high marks.

As an issue was noted that the copyright in the materials is in risk. The ability to download all materials put at risk by illegally sharing.

The students note that they are satisfied with the training materials, but would like to receive additional materials for study in each discipline, which are not covered in the syllabus. It is important for them, if any discipline interested them more, to get direction for study and work on it, but do not want to be judged on the additional material.

The survey results shows us that students highly value the opportunity to determine their own timing of e-learning, but they constantly reported as a problem, that they do not receive a reply from the teacher, as used in the present form of education.

The received results from the survey and all the discussions covered largely by studies of different specialties in other universities. As an example we can highlight the research described in (Saev, 2010).

### ***Conclusion***

The above data allows us to make the following conclusion, namely that the future belongs to e-learning and developing technologies that accompanies it. Despite the changes in the education. The system is required to provide an alternative choice and freedom for the learners - which technology to choose and combine their education in order to reach excellence and to realize works and develops in the chosen field. For students it is important to have the right to choose the form of training, depending on the specifics of the discipline.

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