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## **DIGITAL EDUCATIONAL PLATFORMS**

### **AS A MEANS OF DEVELOPING STUDENTS' INDEPENDENCE**

***Abstract:*** *the article examines the role of digital educational platforms in the development of students' independence in higher education. Independence is considered as a complex personal quality that includes motivational, cognitive, and regulatory components. The paper analyzes the mechanisms through which digital platforms influence students' self-regulation, as well as the difficulties that arise in the process of digital learning. Special attention is paid to the pedagogical conditions that ensure the effectiveness of digital technologies in the educational process.*

***Keywords:*** *digital platforms, independence, students, higher education, self-regulation, digital learning.*

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## ЦИФРОВЫЕ ОБРАЗОВАТЕЛЬНЫЕ ПЛАТФОРМЫ КАК СРЕДСТВО РАЗВИТИЯ САМОСТОЯТЕЛЬНОСТИ УЧАЩИХСЯ

*Аннотация:* в статье рассматривается роль цифровых образовательных платформ в развитии самостоятельности студентов высших учебных заведений. Самостоятельность рассматривается как сложное личностное качество, включающее мотивационный, когнитивный и регулятивный компоненты. В статье анализируются механизмы, посредством которых цифровые платформы влияют на саморегуляцию учащихся, а также трудности, возникающие в процессе цифрового обучения. Особое внимание уделяется педагогическим условиям, обеспечивающим эффективность применения цифровых технологий в образовательном процессе.

*Ключевые слова:* цифровые платформы, независимость, студенты, высшее образование, саморегулирование, цифровое обучение.

### 1. Introduction.

The rapid development of digital technologies has significantly transformed the modern educational environment. Higher education institutions increasingly integrate digital platforms into the learning process, which leads to changes not only in teaching methods but also in the role of the student.

In the traditional model of education, the student often acts as a recipient of knowledge, while in the digital environment they are expected to take a more active position and independently organize their learning activities. This shift makes the development of independence one of the key tasks of modern higher education.

At the same time, the expansion of digital opportunities creates a contradiction. On the one hand, digital platforms provide students with access to a wide range of resources and tools for self-learning. On the other hand, not all students are ready to effectively use these opportunities due to insufficient self-regulation skills.

Therefore, the purpose of this article is to analyze how digital educational platforms influence the development of students' independence and to identify the conditions that ensure their effective use.

### *2. The Essence of Students' Independence in Higher Education.*

In pedagogical research, independence is understood as the ability of a student to consciously organize their learning activities, set goals, select methods of achieving them, and evaluate the results obtained.

This concept includes several interrelated components. The motivational component reflects the student's internal readiness to engage in learning. The cognitive component is associated with the ability to search, process, and analyze information. The regulatory component includes planning, self-control, and reflection.

A distinctive feature of higher education is the transition from external control to self-regulation. Unlike school education, where the learning process is strictly structured by the teacher, university students must independently determine the sequence and depth of studying the material.

Thus, independence can be considered not only as an educational outcome but also as a condition for successful learning in a university environment.

### *3. The Influence of Digital Educational Platforms on Learning Activity.*

Digital educational platforms represent a complex environment that includes electronic courses, testing systems, communication tools, and mechanisms for monitoring learning outcomes.

Their use significantly changes the nature of students' learning activities. First, the student gains the opportunity to determine the pace and sequence of studying the material. This increases the level of personal responsibility for learning outcomes.

Second, digital platforms expand access to information. However, this also creates the need to critically evaluate sources and independently select relevant materials.

Third, automated assessment systems provide immediate feedback, which allows students to identify gaps in knowledge and adjust their learning strategies.

Thus, digital platforms create conditions for the development of independence, but at the same time require a higher level of self-organization.

#### *4. Mechanisms of Independence Development in the Digital Environment.*

The development of independence in the digital educational environment occurs through several key mechanisms.

One of the most important mechanisms is time management. Students must independently distribute their workload, which contributes to the formation of planning skills. However, in the absence of developed self-discipline, this can lead to procrastination and incomplete tasks.

Another mechanism is the need for active cognitive activity. Unlike traditional lectures, digital learning requires the student to independently interact with educational content, which enhances analytical thinking.

Feedback also plays a significant role. The ability to quickly receive information about one's results contributes to the development of reflection and self-assessment.

At the same time, it should be noted that these mechanisms do not function automatically. Their effectiveness depends on the level of students' readiness for independent activity and the organization of the educational process.

#### *5. Difficulties of Using Digital Platforms.*

Despite their significant potential, digital platforms are associated with a number of difficulties.

One of the main problems is the insufficient level of self-regulation among students. Many of them experience difficulties in organizing their learning activities without external control.

Another important issue is the formalization of learning. Students may focus on completing tasks rather than understanding the material, which reduces the quality of education.

In addition, the reduction of face-to-face interaction can negatively affect the development of communication skills and emotional involvement in the learning process.

Thus, the use of digital technologies can lead to both positive and negative effects, depending on the conditions of their implementation.

#### *6. Pedagogical Conditions for Effective Use of Digital Platforms.*

The analysis shows that the effectiveness of digital educational platforms depends primarily on pedagogical factors.

A clear structure of the course, understandable assessment criteria, and regular feedback from the teacher are essential conditions for successful learning.

It is also important to combine digital and traditional forms of education. Direct interaction with the teacher helps compensate for the shortcomings of online learning and supports students' motivation.

Another important condition is the gradual development of independence. Students should not be immediately given full responsibility for their learning; instead, their autonomy should increase step by step.

Therefore, the role of the teacher in the digital environment remains crucial.

### *7. Conclusion.*

The development of digital educational platforms has created new opportunities for organizing the learning process in higher education. These technologies contribute to the formation of students' independence by providing tools for self-learning, self-control, and reflection.

At the same time, their effectiveness is not guaranteed and depends on a number of factors, including students' readiness for independent activity and the quality of pedagogical support.

It can be concluded that digital platforms are an important but not sufficient condition for the development of independence. Their successful use requires a thoughtful combination of technological and pedagogical approaches.

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