Scientific and Practical Achievements for Lifelong Learning Applied in the University of Library Studies and Information Technologies

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Abstract

*The relevance of the topic under consideration is determined by the need for institutions to respond properly to evolving information needs. A new approach is needed to the problems of qualification, education and training, dictated by the scale of education and training of economic and social changes taking place in Europe. An adequate response is needed to the rapid development of the knowledge-based economy and the demographic tensions caused by the aging population. The main objective is to improve the competitiveness of the labor force and thus the competitiveness of the national economy by increasing the adaptability of people to economic and social changes, promoting equality and participation in all forms of professional and personal development. New technologies allow the creation of a virtual learning environment and new approaches to interactive communication. The Scientific Report examines the new opportunities for the The Faculty of Library Studies and Cultural Heritage in ULSIT, created with the project **"Redesign of academic journals in accordance with indicators of impact factor and performance to achieve smart growth in the modern knowledge society"** under Contract No 02/2 K DFNI of 12.12.2014 of the Fund "Scientific Research" of the Ministry of Education and Science of Bulgaria.*

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1. Introduction

Countries around the world are building their national education programs, of which the Lifelong Learning Program is a major part, taking into account globalization processes and the objective realities in the development of their society. Each country has its own education system and training system and Lifelong learning (LLL). The European Union supports its member states in defining common goals and priorities and exchanging good practices. Exploring the implementation of LLL strategies and policies inevitably leads to a need for understanding the social processes that imply them.

An adequate response is needed to the rapid development of the knowledge-based economy and the demographic tensions caused by the aging population. The main objective is to improve the competitiveness of the labor force and thus the competitiveness of the national economy by increasing the adaptability of people to economic and social changes, promoting equality and participation in all forms of professional and personal development. New technologies allow the creation of virtual learning environments and new approaches to interactive communication.

2. Focus of the study

Lifelong learning is the modern formulation of the idea that one learns while they are alive. In the context of the modern knowledge society, lifelong learning is considered to be a critical factor in developing a successful career. By using the concept, it is also pointed out that formal education is only a part of what one learns in their life. For example, one acquires much of their knowledge through their own experience, reading and watching television, but also by watching and imitating others.

Education in the 21st century, and in particular LLL, is not only a national problem. Similar to the ecology, human health and nutrition, it is also the concern of the international community. The international institutions which symbolize globalization in education are as such that have been created to promote cooperation between nations in the fields of education, science, culture and communication - UNESCO, UNICEF, the International Bureau of Education, etc., as well as economic institutions - Organisation for Economic Co-operation and Development, and financial institutions - World Bank. In the papers adopted at their forums and in the studies they fund, *education is assessed as a key factor for the development of the new global knowledge economy.*

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But now, in the place of the mechanical technology which determines the "basic equivalence" among people, the division of labor, the physical abilities, comes the time of information technologies technology which provide opportunities for individualization of education and the development of mental abilities and qualities of thinking. There is a need for learning, whose characteristics will be activity, productivity, consciousness. This determines qualitative changes both in student attitudes and in the curriculum and its priorities, the design and technology of learning, the learning environment and the role of the lecturer in it.

Improving the quality of education includes content components, technologies, lecturer training. And this is because the formation of key competences, which are considered as the core of educational content, do not correspond to the old and traditional technology of education, and this also affects the training of lecturers.

Orientation of education objectives to competences, not just to knowledge, corresponds to the vision of education and the educated person in the information society. Putting emphasis on the development of thinking, solving everyday problems, the attainment of social and universal skills contributes to the formation of a person who remains in the educational space throughout their life and works effectively not only at their workplace but also in the conditions of a globalizing and dynamic labor market.

3. The educational process

A distinctive feature of the **Bulgarian lifelong learning strategy** is the overall approach, thus covering all areas of learning. The document addresses pre-primary education and training, general school education, vocational education and training, higher education, continuing adult education, validation of non-formal learning outcomes and self-learning. [1]

The envisaged activities are divided into eight areas of impact that support the acquisition and continuous development of nine key competences for lifelong learning in a single process.

Digital learners need and require adequate training methods that include interactive methods, web-based training, audio and visual incentives to present and reproduce information from learning content, group work, role-play activities, etc. This necessitates the application of a completely new approach to teaching. But not an approach that aims to involve the use of different digital means. And one that integrates communication technology into the learning content, provides learners with greater autonomy in their own preparation, encourages their work in groups on the execution of different projects, and gives them opportunities for full expression during the training sessions. An approach that includes the use of interactive methods and in the course of learning, through which the target groups develop competences - key to their successful future professional realization.

The educational process within the concept of e-learning and mobile learning is ensured not only through trainer-learner communications typical of traditional forms of learning, but also through active network interaction (including social networks) between learners through knowledge sharing, skills and good practices in self-learning.

It is important to have communication between the lecturers who have the opportunity to actively discuss, use, polish the developed methodologies, technologies, training tools, share experience. Network communications between students and graduates, potential employers, etc. are useful. The modern information and education environment should support all popular technological forms of communication within the framework of the developed educational portals, e-learning platforms, personalized social networks, etc.

The essence of interactive learning in ULSIT is that the learning process is organized in such a way that virtually all students find themselves involved in the process of knowledge, they have the opportunity to understand and deliberate on what they know and think. The cooperative activity of students in the learning process of material assimilation means that each person makes his / her own contribution and in practice there is an exchange of knowledge, ideas, and so on. All this happens in an atmosphere of benevolence and mutual support, which not only allows for new knowledge, but also for the development of cognitive activity, bringing it to higher forms of cooperation.

Interactive activity during lectures and exercises involves the organization and development of dialogue, which ensures mutual understanding and interaction, leads to joint solving of common, important and significant for each participant tasks. Interactive learning excludes the dominance of both one speaker and one opinion over another. In the course of the dialogue, students learn to think critically, to solve complex problems based on an analysis of the circumstances and relevant information, to respect alternative opinions, to make informed decisions, to participate in discussions, to communicate with others. Therefore, during the lectures, individual, pairs and group work are

organized, research projects, role plays, documents and various sources of information are being implemented, etc.

The appropriateness of applying interactive forms of training is determined by the tasks of the subject on the specific discipline and objectives. Targeting and setting the learning tasks both create conditions and opportunities for using some forms of interactive learning - learning based on communication and interaction between students during lessons.

Most often, lecturers use such forms of interactive learning as working in permanent (static) pairs or pairs with changeable staff, working in small groups, playing games, etc.

One of the most commonly used tools in learning is *interactive multimedia*. The main objective is to motivate learners to study certain topics by attracting their attention. The use of multimedia presentations is especially useful when introducing students to the course material during lectures.

It is very important for future managers *to learn to analyze the internal and external environment* and to take quick and effective decisions in their work.

Another important task is for *students to learn to work in a team*. This is achieved by *dividing learners into groups and assigning a common task for each group*. In this type of training, each group has a common goal to achieve. Group members need to work or act together. They discuss the common task together and decide how to assign tasks. It is not so much the contribution of each of the participants in the group, but rather the overall performance of the group. In well-structured groups, each learner is given the opportunity not only to master the studied material, but also to improve his / her teamwork skills. Discussions on given topics improve verbal skills, deductive thinking on a particular issue, improving the ability to listen. Students learn together to gain greater individual competence.

Teamwork is a preferred form both during the exercises in each of the disciplines taught and in the preparation of the individual written work that is presented on the exam.

The Center for Vocational Training (CVT) at the University of Library Studies and Information Technologies (ULSIT) is licensed by the National Agency for Vocational Education and Training at the Council of Ministers. Students have the real opportunity to immerse themselves in the atmosphere of the work environment even during the training itself.

The lecturers conducting the training in different specialties are highly qualified specialists in their field with many years of experience.

CVT at ULSIT offers vocational training with vouchers on all professions licensed to the Center, as well as key competencies - digital literacy and English language learning.

The main objective is to achieve high-quality vocational education and training that is in line with the demand in the labor market.

On the basis of the team work under the project ***"Redesign of academic journals in accordance with indicators of impact factor and performance to achieve smart growth in the modern knowledge society"***, a decision has been made for the creation of a curriculum on the subject *"Academic publishing skills"* which is included in the lecture course of master's programs. The project website at http://redesign-impact.unibit.bg/materials/latest-research/ has published more important material on the latest research in academic publishing and science: **HRB Guidelines for Host Institutions on the Handling of Allegations of Research Misconduct; Best Practice Guidelines on Publication Ethics: a Publisher's Perspective** and a recommendation brochure. [2]

Based on comparative analyzes of competence, models and necessary knowledge, readiness and motivation to redesign scientific publications, and publishing in world-class scientific publications, two manuals have been prepared - to help publishers and assist authors who are about to prepare publications for Impact Factor Releases - *Manual for Impact Factor and Measuring Progress for Publishers[4] and Manual for Successful Publishing of Bulgarian Authors in Impact Factor Magazines.* [3]

A platform was created - an application for counseling and training of the authors of scientific publications, with the help of which to teach academic authors for successful publication in impact magazines and editors of Bulgarian scientific journals to measure their progress towards receiving a place in the ranking of releases with an impact factor. Three modules are integrated: Introduction to Bibliometry; Achieving the influence of publications; a redesign platform for Bulgarian scientific publications. The idea is to use the capabilities of the ScholarOne editorial system and to gradually integrate different indicators of smart growth and innovation indicators.

4. Conclusion

Higher education is not a goal, but a means of acquiring new knowledge and skills, better social realization and, ultimately, a higher quality of life. In this sense, an innovative and modernized ICT-

based higher education system would have a healing effect on the economy as a whole, as it will provide students with more informed choices, more flexible forms of training and a higher degree of satisfaction their expectations for quality education and personal realization.

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