Reflections on Autonomous Learning and Its Educational Importance

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Abstract

The objective of the research was to describe the importance of Autonomous Learning in Higher Education students, the method I use consists of a qualitative approach with a phenomenological design, consisted of a theoretical review of the contribution and research on the subject. It was concluded that both education and learning are complex and interdependent processes of cognitive and functional accommodation; that autonomy is a right and the basis of a person's freedom and that autonomous learning is an individualized and independent type of learning, generated and developed by an individual's interest in assimilating something, without the synchronic intervention of other subjects.

Keywords: Education, Learning, Autonomy, Autonomous Learning

1. Introduction

The interest of a person can be considered as the most important motivating element in the search for their development as a human, professional and social entity; This interest is the necessary incentive at the beginning of any process of research, discovery, growth and, like any human fact, can have an intrinsic origin as well as extrinsic; That is to say because "it is desired" or because "it is due", evidently the first part of the autonomy of the subject and the second of its dependence; then if the factor "interest" is added to the learning process, it is possible to differentiate it as autonomous learning or directed learning; as a subordination to whether it "is desired" or "must". CITES TWO AUTHORS

As a consequence of the complexity of the term learning, this article focuses on autonomous learning, motivated by personal interest; Without making differences in the type of interest that causes it and, in the first place to contextualize the subject, it must be recognized that the characteristics and conditions of every human act fall on its formation and uniqueness and therefore it is feasible to define education, as a process of integral formation, of growth and personal development, of learning and apprehending, of knowing how to be, knowing how to be, knowing how to do and knowing how to live together; forwhat trying to cover and / or ntend the entire educational process is more than a titanic task, it is impossible because it is unattainable; its complexity is such that it involves the individuality of billions of beings on this planet; but education as a formative process has characteristics or objectives common to the vast majority and that are recognized by all scholars. Educational.

As is understandable, thevery evolution of man as a human being, as a social and scientific member, has been possible due to his ability to be autonomous and go where his interest leads him, in search of satisfying physical, functional, psychological, philosophical and / or social needs. A fleeting glance at world history evidences this type of learning; The great talents, scientists, thinkers, philosophers, artists and possible geniuses, share this characteristic of "knowing how to learn".

As can be seen, the conception of autonomous learning is not new, but its characterization incorporates different theorizations and assumes new forms, instruments, methods and applications. The evolution of educational systems also shows that the functions of teachers and teachers have varied in their relationship, moving from an absolute verticality of superiority of the teacher, as possessor of information and truth; to a progressive relational horizontality and arriving (thanks to the computer network) where the information is no longer owned by anyone in particular and the teacher is transformed into a planner and guide; to an educational actuality that continues to change, leans again towards verticality, but this time of the apprentice over the "teacher", by prioritizing autonomy

as an educational necessity. It has gone from a teaching-learning process to a learning-teaching process; Although the predominance of educational systems with only learning processes is already glimpsed (where the role of the teacher is a mediator between the one who learns and what he learns)

It is also evident that scientific and technological advances have made available to the majority, without distinction of roles: students, teachers, workers, researchers, politicians, stakeholders, etc. the elements, means and ways necessary to make autonomous learning effective; Highlighting the Internet above all things, with the feasibility of finding the necessary information of any cognitive, playful or technical requirement and its "tutorials" on the most varied aspects of human endeavor ... and all within reach of a "click".

Consequently, the objective of this article focused on defining and differentiating specific concepts that make up the central theme, through a critical analysis of specialized publications and integrating them into a globalizing idea that encompasses the different conceptions (very similar, by the way) of the researchers referred to. Therefore, it is intended to congenial the ideas found in integrated concepts and reflect on autonomous learning and its real importance in the educational process.

2. Argumentation

Education, learning and autonomy

It is intended to reconcile the most relevant aspects involved in these issues and make them available to new research, to later focus their concatenation on autonomous learning.

In the first place, **education**, which has been defined on countless occasions, as much as science, process, method, system, etc. is and will continue to be the globalizing and generic in this, so it is necessary to contextualize it, to be able to handle it within the subject.

In this regard and as a process, Siliceo (2006), states that it is a human and social process through which people, either as individuals, groups or as organizations; culture, values and knowledge in a given society are incorporated; therefore, it is a qualitative process of cultural immersion based on morals, principles and prevailing social values, to regulate the lives of community members; From this perspective, it is understood that its objective is to be the guide and path of man in his dynamic extension and formation as a human person, to providehim with the necessary cognitive weapons, the strength of judgment and the required morality, while at the same time enriching himself with the spiritual heritage of the surrounding social civilization. (Desclée de Brower, cited by Siliceo, 2006)

As a science, Hurtado (2020) says that education is considered as a science and that it has a theoretical and practical character, whose purpose is to be the means by which a set of knowledge, behaviors, cultural heritage, a system of values and forms are transmitted, which allow a person to develop in a society; Endowing it with skills and abilities, strategies and tools, which it applies throughout its existence and gives it individual, unique and unrepeatable characteristics.

As a factor of social change, education for Paulo Freire, is a process of human andsociocultural transformation, based on "rigor, research, critical attitude, risk, humility, good judgment, tolerance, joy, curiosity, competence and other virtues, all bathed in hope", whose main value and objective is to transform an unequal and unjust society into a society rooted in ethics and solidarity; Hope must be a permanent guide to the educational work of every teacher (Verdeja, 2019, p.3).

With respect to its objectives, Lip and Valdivia (2021) assert that the purpose of education as a formative process, although this borders on the utopian, is that people become integral and holistic humans, self-sufficient and competent; that they develop not one but all their intelligences, that they are multifaceted, sociable, collaborative, capable of transformational leaders, entrepreneurs and who are guided by altruistic moral values and ethical principles. But all this involves a long and permanent process of evolutionary and experiential learning, therefore, it is necessary that the bases, the foundations, the meta-structure of it, begin in early childhood (although there are authors who defend that it begins in the stage of not born, of gestation, which is not proven) therefore, It is vital that the pedagogical and didactic contents lead to a methodology that focuses on and prioritizes the development of one's own being with a vision of "enteringor outwards"; In order to awaken interest in "being" and "wishing to

be", in the self you discovergoing away and self-discovering your environment, in recognizing your self and directing it appropriately to your superego, in exploring your own capacities and that of others, in learning autonomously to be increasingly autonomous.

In this environment, Piaget (cited by Kamii, 2000) argues that the purpose of education is to develop the moral and intellectual autonomy of people; through the development ofcritical thinking and, both morality and knowledge, rather than internalized, must be constructed internally in conjunction with the context that interacts.

Secondly, if one takes into account that education is a life process, integral and holistic; learning can be qualified as the most relevant factor in the educational process and, taking into account that Castillo, Lip and Martínez (2021) when referring tolearning, infer that this is often conceptualized as the process of acquiring objective knowledge (data, information, details, etc.) competencies, aptitudes and attitudes through memorizing, studying, reason and/or experiment; but that its reality goes much further, because it is a process with its own purpose and function, which refutes the simple retention, acquisition of information and / or control; Learning as a process is, for these authors, the apprehension -internalization – appropriation, that a subject performs on some specific area of his life; the same that can be cognitive, attitudinal, aptitudinal or motor; relating each of these with knowledge, behaviors, abilities and motor development, respectively. These authors also refer that learning can be conscious or spontaneous, autonomous or induced; but that in any case gives the individual the possibility of modifying his behavior, his way of thinking – reasoning and using what he has learned according to his reality and interest.

Other authors such as Cagne (1986), Mayer (2002) and Woolfolk (2006) define learning as the process of assimilating experiences, which operates in a person when a certain experience promotes in him a cognitive, attitudinal and / or aptitudinal change; change that may or may not be deliberate and that may remain in it or be temporary; also on learning, Clark and Mayer (2016) understand it as the increase of correct answers over incorrect answers, due to the acquisition, retention, organization, connection, generation and use of new information.

It must be understood that education is a permanent, complex and complicated process, and that learning is its primary instrument, so as such, it is also a perennial process and no less complex or complicated; so it is necessary to try to understand how this develops in individuals. In this line Bandura (1989) considers that a subject learns through observing, imitating and modeling, since this process, in addition to being produced by theconditioning of attention, retention, interest and memory, is configured as probable responses to other intercessory processes between stimulus - reaction and, assumes that it is learned more observing behaviors than memorizing data ; then learning is also a sociocultural process of integration of the binomial individual – society, since it interacts with its context, dictates and receives norms, cultural, attitudinal and aptitudinal patterns as a consequence of this social mediation in its evolutionary process; It is the result of an external – contextual confluence with everything that the individual recognizes and accepts as areffential paradigm, manifestingitself in a characterization of its own that is reflected in its way of being (personality) and how it interrelates, adapts, self-regulates and behaves.

The other component of the central theme is **autonomy**, a term with multiple meanings and uses, but which, in essence, in this article, has abstracted what was stated by Lip (2022)

Autonomy is the innate right of every person to be free, and must be exercised and respected in any sociocultural context, being synonymous with authenticity, growth and freedom, framed in a climate of respect for people and rules of coexistence; It can be defined as the ability to make decisions for oneself, in accordance with a socio-contextual norm; therefore, being autonomous means that the subject has the capacity and freedom to think for himself, with a critical sense, without depending on the help, surveillance, control or criteria of others; it also means having the ability to assume the consequences of his decisions freely, Responsibility and own criteria.

Forthis author, in childhood, autonomy can be considered as the ability to decide what to do, taking into account the rules of the environment where it is immersed, without dependence, help, surveillance and / or control of others; but with responsibility and own criteria.

Also Gamboa, García and Beltrán (2013) consider that the autonomy of a person is directly related to their multiple intelligences and that their level of autonomy is the degree to which this subject can determine the rules that must be followed, respected and complied with; relating to the ability to decide to choose what is valuable and to be able to choose in accordance with their self-realization and interests; on the other hand, while Sarramona (2011)

states that autonomy is an attitude or predisposition that a person has towards a certain situation, which leads him to maintain a critical role of his referent actions, in accordance with a specific social environment and with respect for others; Álvarez (2011) argues that more than attitude, it is aptitude that evolves from an early age due to interaction with other peers and adults; But (in this both researchers agree) that the increase in the level of autonomy, allows children to overcome their initial egocentric perception and maintain attitudes of valuation, equity and participation, being able, increasingly, to decide for themselves, assuming thes responsibilityis of their actions.

Autonomous learning

After conceptualizing the factors (education, learning and autonomy) component and coherent with the central theme (autonomous learning) it is intended to contextualize it, based on the abstraction of ideas, themes, concepts and related and current definitions, which promote a significant reflection that reflects not only the experience of the authors in this field, but also that is a call and request to all educational actors to "turn their gaze" towards a Education that prioritizes cognitive and metacognitive strategies that optimize the educational process based on stimulating the interest of students to "desire to learn", turning this desire into a powerful intrinsic motivation that allows to grow, evolve, be more and better.

In this sense, the analysis of referents offers the possibility of expanding the theoretical-practical horizon and enriching it with their studies; therefore, it has been found that for P arra,Magdaleno and Lepe (2006) cognition is a psychological process that allows a person to obtain new knowledge, using those they already have and apply them in similar or differentiated contexts; while autonomous learning is promoted by the intervention of a mediator in the process, by the use of metacognition through the use of individualized strategies to learn to know and learn to be and by cognitive structural modifiability, the latter defined as the adaptive capacity that takes advantage of direct experience

In this regard, MoReno and Martínez (2007) trying to develop a definition of autonomous learning, affirm that in the educational area it is usually considered as autonomy to the development of a task, exercise or programmatic activity, which the learner solves by himself, carried out outside the learning session or without the direct intervention of the teacher; however, If it is assumed that learning is the obtaining of achievements through the organism-object interaction, then autonomous learning must be determined according to its independence and taking into account the number and variety of factors outside the same learner and characterized by being a multidimensional concept, identifiable according to criteria that refer to the complexity of the interaction individual – specific context and among others, The requirement to achieve autonomy at previous levels, since it is a sequential process.

In another line of approach, Cárdenas (2009) understands autonomy in learning as the faculty of a subject, which is based both on the awareness of their own cognitive and experiential resources and their learning strategies and interests, as well as on their capacities for self-regulation and control, to achieve the proposed learning goals; therefore autonomous learning is the set of activities and actions carried out by an apprentice when using their inherent skills of autonomy in learning; based on metacognition, emotional intelligence and self-regulation.

Also Cañas (2010) considers that learning requires higher-level thinking skills in a subject, so that he develops his meta-intelligence and that, autonomous learning is a way to acquire skills through individualized self-management of the environment. knowledge and collaborative work, in labor, professional, family and sociocultural aspects; therefore, it includes the application of strategies that develop cognitive, metacognitive, sociocultural, ethical-valorative, contextual and cyber-cultural learning skills; For this author, this type of learning elicits cognitive self-management in educating oneself and requires conscious processes of reflection, self-regulation and self-evaluation. about the way used to learn to learn; allowing to establish regulated learning areas, individual or interactive, in the knowledge society; hierarchizing three essential factors that relate to practical activities, people and mental representations.

But the way of learning, its methodology,modes and vehicles, are constantly updated, almost on par with technology, scientific discoveries and virtuality; in this aspect, Sierra (2011) concludes that virtual education is a modality that has the necessary tools to favor autonomous learning and cognitive independence of people when

they intend to develop learning processes, using the information and communication technologies offered by the virtual network; Therefore, there is the possibility that, with the support of information technology, transform traditional and banking education into a virtualized, contextual education without greater limits than those imposed by the apprentice; Therefore, this ability to learn to learn must be prioritized by teachers and students.

In the timeline, Bravo, Loor and Saldarriaga (2017) define learning as the process of constructing meanings, so that students do not limit themselves to obtaining knowledge, but intend to build them in an autonomous, self-regulated and controlled way and, under this premise, assert that autonomous learning is in which everyone learns, develops in its own way and rhythm, differentiating itself from others who share its educational reality and with this canfind probable solutions to new problems presented; that allows them to be independent and responsible for building their new knowledge. These authors base their conclusions on the analysis of the works of:

- Lex Vygotsky who, in his sociocultural theory, considers learning as a process of interaction between the social and the cognitive and that there can be no real learning outside a socio-experiential context.

- Jean Piaget who, with a constructivist approach, understands learning as the reorganization of existing cognitive structures to internalize new knowledge from the significance offered by the previous experiences of the individual.

- Jerome Bruner and his cognitive theory that states that learning processes are greatly influenced by the objectives set and the interest in achieving them.

With those who agree that learning is an active process where new ideas and concepts are forged in a meaningful way, based on both previous knowledge and internalized experiences and, consider that autonomous learning has become a primary objective of any current educational process, and is aimed at promoting the cognitive independence of students.

In this sense, Vázquez and Hernández (2021) argue that autonomous learning is the process of forming self-managed students, with the ability to control and regulate, by themselves, their learning process; these authors rely on Tassinari (2012) who indicates that the meta-capacity to controltheir The learning process itself, at different levels with different modalities, is known as student autonomy and in Rodríguez, Hernández and Dávalos (2018) that indicate that learning autonomy refers to a student governing himselfand making decisions related to his learning, based on his training and their cognitive and metacognitive, affective and interactive skills; they also consider that this capacity for autonomy, which is a relevant factor for learning to learn, is not innate in the student, therefore, (citing Hernández *et al, 2018)* teachers s They should focus on developing it, because their role is, on the one hand, to encourage and provoke and on the other, to be a companion, tutor and guide.

3. Methodology

The theoretical review of scientific publications related to the topics treated was the essence of this study and, the contextualization, analysis, interpretation and abstraction of the information found, its basis of reflection; therefore, it is possible to emphasize that this article follows a model of theoretical review as a reflective support of an educational reality that advances gallopingly, in the face of the still persistent resistance of the old school. This study, which has a qualitative approach, with phenomenological design (considering that the ideas of the writers reviewed come from their life and professional experience) has allowed the authors to develop a topic that they consider of vital and current importance for the integral and holistic formation of students and the permanent training of teachers in particular, of professionals in general and of anyone interested in being more and better; Therefore, the authors seek to contribute with their "grain of sand" to the scientific study of autonomous learning, by pouring their thematic opinion, for which they take full responsibility. These opinions appear throughout the article without the corresponding author's citation.

The first stage of review heuristically searched for comprehensive and superficial information relevant and consistent with the generic terms: education, learning, autonomy and autonomous or independent learning; as well as factors, causes and effects, characters, objectives, etc. For this, the digital resources that the César Vallejo University makes available to its collaborating teachers and students were used, accessing databases such as Scopus, Dialnet, Scielo, among others; the ProQuest platform; the manager, search engine and Mendeley system.

The search for information was complemented with the use of Google Scholar, taking advantage of this, to define the citations of content and bibliographic references in APA.

In a second stage was of differentiation and discrimination of information, based on the specificity of the central themes, all the articles that left the context of interest were separated because they were not directly related, such as pedagogy, didactics, training, instruction, competences, etc. and those that, if they were directly related but did not offer definitions, foundations, ends or only concluded with the statement of a non-globalizing statistical correlation.

The third stage was analytical, conceptual integration and interpretation of the most relevant information and coherent with the feeling-thinking of the authors. This stage allowed us to reach closing conclusions and the presentation of the reflection of the authors, who tried, in reference to autonomous learning, to draw analytically, a timeline that allows readers to have a representative vision of the evolution (in terms of conceptions and publications) of autonomous learning and that offers them retrospectively identify, in themselves, their motives, moments and self-learning experiences. For this, comparison and conceptual integration matrices were used, according to the authors reviewed.

The categories or transversal axes of the study referred to education and autonomous learning, as well as learning and autonomy as complementary components.

4. Conclusions

About education

Table 1. Conceptual integration matrix of the definition of education

Author	Argumentation
Desclée de Brower (Quoted by Siliceo)	Its objective is to serve as a guide in the dynamic extension and formation of the human, to provide it with knowledge and reasoning, of value and morality judgments to be an integral social entity.
Freire	Factor of social change, configured as a process of human and sociocultural transformation that is based on science, research and risk; Those who assume with critical, humble and tolerant attitude, having as main value and objective, the transformation of an unequal and unjust society into a society rooted in justice, ethics and solidarity.
Hurtado	Science of a theoretical and practical nature, whose purpose is to be the means by which a set of knowledge, behaviors, cultural heritage, a system of values and forms are transmitted, which allow a person to develop in a society; Endowing it with skills and abilities, strategies and tools, which it applies throughout its existence and gives it individual, unique and unrepeatable characteristics.
Lip and Valdivia	The purpose of education as a formative process is that people become integral, self-sufficient and competent humans; that they are multifaceted, sociable, collaborative, capable, enterprising, that they develop all their intelligences and are guided by altruistic moral values and ethical principles; so it is vital that the pedagogical and didactic contents lead to a methodology that focuses and prioritizes the development of one's own being with an "inside out" vision; In function of awakening the interest in "being" and "desiring to be", in the self-discovery and self-discovering its environment, in recognizing its self and directing it appropriately to its superego, in exploring its own capacities and that of others, in learning autonomously to be increasingly autonomous.
Piaget (Quoted by Kamii)	The purpose of education is to develop the moral and intellectual autonomy of individuals; Through the development of critical thinking and both morality and knowledge, rather than internalized, must be constructed internally in conjunction with the interacting context.

Siliceum	Social and qualitative process of cultural, moral and valorative immersion, through which people internalize, either as individuals or as a collective, the culture, values and knowledge in a given society; Therefore, it is a process to regulate the lives of the members of the community.

Consequently, it is clear that education is a formative process of life, permanent, integral and distinctly human; of a sociocultural, cognitive and functional nature, which occurs unfailingly and independently of the conscience and will of individuals or societies; that is to say that all people in general are educated in one way or another, therefore, education is not limited to the academic / cognitive field, or any specific aspect of social behavior, nor is it equivalent to the baggage of knowledge of a subject, the management of processes and procedures, or in the subjection to certain types of behavior; although it involves them as a whole.

Therefore, education is a personalized process of training, development and maturation and continuous change; It is social and of social change, qualitative and quantitative, of learning and teaching, of giving and receiving, of using and creating, of adapting to something and transforming it. Its purpose is to provide sufficient resources to people to be happy and societies to be just.

About learning.

Table 2. Learning definition conceptual integration matrix

Author	Argumentation
Bandura	Sociocultural process of integration of the binomial individual – society, where normative, cultural, attitudinal and aptitudinal patterns interact, are given and received; The subject learns by observing, imitating and modeling, since this process, in addition to being produced by the conditioning of attention, retention, interest and memory, is configured as probable responses to other intercessory processes between stimulus – reaction; manifesting itself in a characterization of its own that is reflected in its personality and how it interrelates, adapts, self-regulates and behaves.
Bravo, Loor and Saldarriaga	Active process of constructing meanings and knowledge in a meaningful, autonomous, self-regulated and controlled way, from the obtaining of knowledge.
Bruner (Quoted by Bravo, Loor and Saldarriaga)	Cognitivism: Cognitive process where a subject simplifies his interaction with reality from grouping ideas, concepts, objects and / or facts; being greatly influenced by the objectives set and the interest in achieving them
Cagne, Mayer, and Woolfolk	Process of assimilating experiences, which operates in a person when a certain experience promotes in him a cognitive, attitudinal and / or aptitudinal change; change that may or may not be deliberate and that may remain in it or be temporary;
Rods	Cognitive process that requires higher-level thinking skills in a subject, in order to develop their meta-intelligence
Castillo, Lip and Martínez	Process with its own purpose and function, which rejects the simple retention, acquisition of information and / or control; it is in itself, the apprehension - internalization- appropriation that a subject makes over some specific area; the same that can be cognitive, attitudinal, aptitudinal or motor; relating each of these with knowledge, behaviors, abilities and motor development, respectively; it can be conscious or spontaneous, autonomous or induced;
Clark and Mayer	It is the increase of correct answers over incorrect answers, due to the acquisition, retention, organization, connection, generation and use of new information.
Moreno and Martinez	Process of obtaining achievements through organism-object interaction
Parra, Magdaleno and Lepe	Psychological process that allows a person to obtain new knowledge, using those they already possess and apply them in similar or differentiated contexts
Piaget (Quoted by Bravo, Loor and Saldarriaga)	Constructivism: The process of reorganizing existing cognitive structures to internalize new knowledge based on the significance offered by the individual's previous experiences.

Vygotsky (Quoted by Bravo, Loor and Saldarriaga)	Sociocultural: Process of cognitive apprehension derived from the interaction between the social and the knowing, fulfilling the premise that there can be no real learning outside a socio-experiential context.

Learning, like education, is a generally conscious and directed process (intrinsically or extrinsically) of assimilation (apprehension - internalization - appropriation) and that allows the learner to obtain knowledge, skills or competencies and a consequent change in their cognitive structure.

Learning occurs as a consequence of external events such as study, experience, the experiences of the subject and their interaction with their environment; but also of inner processes such as reasoning, analysis, reflection and metacognition.

About autonomy

Table 3. Conceptual integration matrix of the definition of autonomy

Author	Argumentation
Alvarez	It is a type of aptitude that evolves from an early age due to interaction with other peers and adults, allows maintaining attitudes of valuation, equity, participation, responsibility and decision-making capacity.
Gamboa, García and Beltrán	It is directly related to their multiple intelligences and that their level of autonomy is the degree to which this subject can determine the rules that must be followed, respected and complied with; relating to the ability to decide what is valuable and to be able to choose in accordance with their self-realization and interests
Sarramona	It is an attitude or predisposition that a person has towards a certain situation, the same that leads him to maintain a critical role of his referent actions, in accordance with a specific social environment and with respect for others. It is achieved through permanent effort and reinforcement.
	The innate right of every person to be independent and to choose freely, as a synonym of authenticity, growth and freedom, but with respect for people and rules of coexistence.
Lip	Ability to make decisions for oneself, in accordance with a socio-contextual norm; having the ability and freedom to think for themselves and critically, without depending on the help, surveillance, control or criteria of others; It also means being able to assume the consequences of their decisions with responsibility and individuality.

With regard to autonomy, this must be considered as a fundamental right of every human being and defined as the attitude of people that involves their ability to make decisions independently, based on their capacity for thought and freedom of action, without depending on guidance, assistance, surveillance and / or external control; It corresponds to him to assume the rewards or punishments, as a result of his decisions and actions.

Autonomy characterizes an individual as authentic, independent, self-sufficient, aware of their interests, how to achieve their goals and with the ability to decide for themselves, according to their desires.

About autonomous learning.

Table 4. Conceptual integration matrix of the definition of autonomous learning

Author	Argumentation
Bravo, Loor and Saldarriaga	It is a type of learning in which everyone learns in a self-regulated and controlled way, developing at their own pace, differentiating themselves from others who share their educational reality and finding probable solutions to new problems presented; allowing them to be independent and responsible for building their new knowledge
Rods	It is a way to acquire skills through individualized self-management of knowledge and collaborative work, in labor, professional, family and sociocultural aspects;

Cardenas	Therefore, it includes the application of strategies that develop cognitive, metacognitive, sociocultural, ethical-valorative, contextual, cyber-cultural and learning to learn learning skills. Autonomy in learning is the faculty of a subject that relies both on the awareness of their own cognitive and experiential resources, on their learning strategies and interests, and on their capacities for self-regulation and control; Therefore, autonomous learning is the set of activities and actions carried out by an apprentice when using their inherent skills in learning autonomy; based on metacognition, emotional intelligence and self-regulation.
Moreno and Martinez	Multidimensional concept that is identified according to criteria that refer to the complexity of the interaction individual - specific context and that in the educational area, autonomy is the development of a task, exercise or programmatic activity, which the learner solves by himself, carried out outside the learning session or without the direct intervention of the teacher and is determined according to his independence and taking into account the number and variety of factors unrelated to the learner himself.
Parra, Magdaleno and Lepe	Psychological process that allows a person to obtain new knowledge, freely and consciously, through the intervention of a mediator and the use of metacognition through the use of individualized strategies, to learn to know and learn to be and by cognitive structural modifiability, defined as the adaptive capacity that takes advantage of direct experience
Rodríguez, Hernández and Dávalos	Learning autonomy refers to a student self-governing and making decisions related to their learning, based on their training and their cognitive and metacognitive, affective and interactive skills; they also consider that this capacity for autonomy, which is a relevant factor to learn to learn
Saw	Virtual education is a modality that has the necessary tools to favor autonomous learning and cognitive independence of people when they intend to develop learning processes, using the Information and communication technologies offered by the virtual network; Therefore, there is the possibility that, with the support of information technology, transform traditional and banking education into a virtualized, contextual education without greater limits than those imposed by the apprentice; Therefore, this ability to learn to learn must be prioritized by teachers and students.
Tassinari	It is the meta-ability to control their own learning process, at different levels with different modalities and is also known as student autonomy
Vazquez and Hernandez	It is the process of forming self-promoting students, with the ability to control and regulate, by themselves, their learning process.

The authors consider that autonomous learning is the type of learning motivated by the interest (intrinsic or extrinsic) of the learner and that it develops without a "direct" and synchronous intervention of other characters. It must be taken into account that the reason that generates the interest of the learner, is external to him (requirement of an external, fulfillment of requirements), does not change his condition of autonomous; Because this is a process – action, decided by the person himself. Consequently, autonomous learning is the process of assimilating – dominating, knowledge or behaviors without the concurrent intervention of another individual and is motivated by a personal interest.

Therefore, the importance of autonomous learning lies, among other options, in that it allows the development of learning processes with the consequent growth of the cognitive level and positive behavioral changes, of the subjects who practice it, without depending on other actors who personify teachers, guides or mediators. It is also important, because it is not subject to rigid conditioning of space, time or specific didactic material and, above all, that it is a consequence of the subject's interest in knowing or mastering something specific for their own benefit.

The authors agree with the definitions and ideas put forward by the writers reviewed, on education, learning, economics and autonomous learning; although they disagree with Hurtado (2020) who affirms that education is a science, when it is already mostly accepted by the academic community that the science of education is pedagogy and that education is a process; to which they add, that it is not just any one but a process of life, integral, holistic and permanent.

Nor does it agree with those who consider "almost" as synonymous with autonomous learning with learning to learn, without taking into account that this is a specific learning process that leads to the ability to know how to learn; while autonomous learning can occur with or without this mentioned capacity and that can occur in a planned manner (in the case of being generated by reason) or spontaneous (experiential or circumstantial)

This study has been limited to the review of representative authors, who have saturated (in the perspective of the authors) what refers to definitions and objectives of the terms of interest; since the list of diversified publications is wide and dispersed, focusing mostly on productive, management, trade and even philosophical issues; But it leaves open the possibility of broadening the dialogue based on the conclusions reached by the authors when analyzing, interpreting and integrating (see integration matrices in results) and which are evidenced after each table.

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