

RESEARCH ARTICLE

Theoretical Basis of Organizing Independent Education

Qurbonova Buzaynab Nurmuxammadiyevna

Doctor of Philosophy (PhD) in Pedagogical Sciences, Nizami National Pedagogical University of Uzbekistan, Uzbekistan

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Abstract

This article reflects information on the pedagogical necessity of organizing independent learning in higher education institutions. It is emphasized that independent learning is a systematic activity aimed at the formation of theoretical knowledge, practical skills and competencies based on the independent mastering of educational material, creative and independent performance of tasks of varying complexity, practical tasks in the classroom and outside the classroom. Independent work differs from each other in terms of its didactic purpose, task, level of complexity, and for whom it is intended (individual or collective).

KEY WORDS

Independent learning, assignment, information, pedagogical necessity, lessons, educational goals, reflection, electronic tools, teaching aids, globalization.

INTRODUCTION

Today's higher education system requires students to perform complex psychological and pedagogical tasks, such as consciously planning their own educational process, managing it, and analyzing its results. This requires the student not only to acquire knowledge, but also to be ready for self-education, to form intellectual and communicative competencies. Independent learning is the basis of critical thinking, reflection, and self-assessment (UNESCO, 2017).

Purpose and justification. In order to improve the system of continuous education in the Republic of Uzbekistan, improve the quality and ensure its effectiveness, in addition to material factors, the level and potential of improving the organization of independent education in educational institutions are also necessary. The higher education system plays a special role in improving the mechanisms of independent work of students and creating the necessary conditions for them to be able to operate in accordance with the requirements of the time.

The reforms being implemented in the education system in

our country, the laws and resolutions being adopted, are making a significant positive contribution to the development of society. These documents serve as an important factor in increasing the intellectual potential of the country and training qualified and competitive personnel in accordance with state educational standards.

The "Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030", approved by the Decree of the President of the Republic of Uzbekistan No. 5847 dated October 8, 2019, gives special importance to the priority areas of systemic reform of higher education, raising the process of training highly qualified personnel with modern knowledge and independent thinking to a qualitatively new level, modernization of higher education and the development of the social sphere and economic sectors based on advanced technologies, as strategic issues. In particular, the concept provides for "increasing the share of independent learning hours, developing students' independent learning, critical and creative thinking, systematic analysis, entrepreneurial skills,

introducing methodologies and technologies aimed at strengthening competencies in the educational process, directing the educational process to the formation of practical skills, and in this regard, widely introducing advanced pedagogical technologies, curricula and teaching-methodical materials based on international educational standards into the educational process". "The task is set" [1].

Description and justification of the scientific problem.

Today's requirements determine the establishment of independent learning in higher education institutions as a process of special pedagogical importance. This process has become one of the central pillars of the student's personal and professional development. Independent work, independent learning and its theoretical foundations have been formed and developed throughout the history of mankind. However, D.R. Garrison, H. Davis, as well as our scientists A.V. Sadikova, D. Akhmedova, D. Askarova, Z.U. Berdinazarov conducted research on its organizational and methodological support and conditions for effective organization.

The concepts of independent work, independent activity and independent education are relative in nature, and different researchers interpret them differently, and in some cases, these concepts are given a completely unique interpretation. Therefore, a clear definition of their content and essence, their differentiation and adaptation to the modern educational process is an urgent issue in scientific research. This approach allows for a deeper study of the student's independence, initiative and creative activity in the learning process. For example, R.E. Slavin[2] considered independent work as a teaching method, a learning tool and evaluated it as a form of educational and scientific knowledge. According to H. Davis[3], "any activity carried out for the purpose of obtaining knowledge, determined by the teacher, but without his direct assistance, is independent work" and so on.

Speaking specifically about the independent work and independent education of students, the educator and scientist S.I.Kulmamatov[4] emphasizes that "independent work of students is an integral part of the educational process, which means activities that must be carried out independently within a predetermined period, without the direct participation of the teacher, but based on his recommendations and instructions."

"O.Q.Tolipov's[5] pedagogical technologies for developing professional knowledge, skills and qualifications of young people in the vocational education system, and Sh.Sharipov's[6] pedagogical foundations for the formation of

inventive creativity in students, were considered in his research".

The research of the pedagogical scientist B.Muqimov[7] studied the issues of organizing students' independent work, in particular, their oral and written creative activity in the lessons. Because raising a spiritually mature generation requires creative work and independent activity. A student without independent thinking and personal views cannot be either a creative or an independent active person.

In the research conducted by L.G.Peterson[8], "based on the person-centered education model, the student's independent learning activity is based on a regulatory strategy, that is, planning, self-control and self-improvement mechanisms. The author notes that personal motivation and reflection play an important role in forming the student's readiness for independent learning".

E.V.Bonderevskaya[9] focused on the practical aspects of organizing students' independent educational activities based on innovative technologies. Her research presents methodological solutions for the development of students' independent learning through electronic platforms, tests, and individual study guides.

According to I.V.Robert[10], the concept of "independent educational and research activity" is an important process that should be studied separately. This activity includes not only the acquisition of knowledge by the student, but also the search for new ideas by completing independent research tasks, analyzing existing information through critical thinking and drawing their own conclusions. Also, the ability to independently analyze information sources is of great importance for the student to make the right decisions, deepen knowledge and develop their professional potential. In this regard, independent educational and research activity is considered one of the main tools that ensure the personal and intellectual growth of the student.

The concept of independent learning has been widely studied in the fields of pedagogy and psychology, and its main content is aimed at supporting the student's internal need for knowledge and activity. It is emphasized in the scientific and theoretical literature that ancient philosophers (Plato, Aristotle) and Eastern thinkers (Farabi, Ibn Sina, etc.) recognized the strengthening of the student's mental activity, independent research and self-awareness as an important factor in the learning process. For example, Al-Farabi's views

on education emphasize that the process of acquiring knowledge does not depend only on the teacher, but also on the student's personal efforts and observations. They believe that the acquired knowledge is truly effective only when it is independently analyzed in human thinking and applied in practical activities[11].

The development of a complex of methodological support for the educational process is an important condition for the effectiveness of independent work of students. Such a complex includes lecture texts, teaching and methodological manuals, laboratory exercises, elements of training sessions, banks of tasks and assignments based on real data, modeling, training programs and self-management programs, automated systems of training and monitoring, electronic databases. This allows for the organization of problem-based learning, in which the student is an equal participant in the educational process.

The credit-module system of education is often perceived in modern practice of secondary specialized education as such a technology, which allows the student and the teacher to act as subjects of educational activity, that is, to be partners. The credit-module system of education involves a multi-stage assessment of students, but this is not a simple transition from a five-point scale, but an expansion of the scope of assessment of the individual abilities of students, the ability to objectively reflect. To create a block of various individual tasks, each of them has its own "grade". A properly organized technology of credit education allows you to get out of the five-point assessment system from the very beginning and to switch to it only after the points scored by students are converted into conventional grades (excellent, good, satisfactory, unsatisfactory).

In addition, the credit system includes additional award points for originality, completion of assignments for independent work or novelty of approaches to solving problems. The student has the opportunity to increase his academic rating by participating in extracurricular activities (participation in competitions, conferences; completion of individual creative assignments, essays). At the same time, students who are not in a hurry to work on time may receive negative feedback. However, individual students are advised to complete the program faster. For example, if a student is ready to take a test or write an independent work in front of a group, you can add additional points to him. The credit-module system is a constant monitoring of the quality of mastering knowledge

and skills in the educational process, the implementation of planned independent work.

The process of forming independent work skills of young people is directly and inextricably linked with the teaching of various academic subjects, and the success of this process is determined by the formation of such qualities as activity, systematicity, goal-orientedness and independence in the student's educational activities. In this regard, independence is of particular importance as a key component of independent learning, since it is this quality that allows the student to manage, control his own learning process and critically evaluate his own activities. Independent thinking, as an integral part of the education system, serves to form in students the skills of a new approach to problem situations, creative decision-making and analytical thinking. As a result, the independent learning process becomes not only a means of acquiring knowledge, but also a strategic factor in personal development.

The general analysis shows that in foreign experiences, independent learning is organized more as a reflective approach based on personal activity, and in the CIS schools in a methodological-engineering direction. In Uzbekistan, these approaches are being synthesized, adapted to the needs of the local education system. However, further improvement of effective monitoring, diagnostic and competency analysis mechanisms that serve to form real student independence is still an urgent issue.

To successfully implement independent learning in higher education, it is important, first of all, to create pedagogical conditions that support this process. In order for the student to strive for knowledge on his own, it is not enough to simply give him a task - this requires a purposeful environment, motivating methods, modern resources and an encouraging approach from the teacher. The main factors in this are the openness of didactic materials, a system of tasks adapted for independent work, the integration of information and communication technologies, as well as the availability of opportunities for self-assessment and analysis.

The pedagogical skills of the teacher are also important, and he must participate not only as a supervisor, but also as a coach who guides and motivates the student. Effective organization of independent learning in higher education is not just a didactic approach, but also organizing the learning process in such a way that it encourages the student to act independently with internal motivation. Without such

conditions, independent learning can remain only at the level of formal requirements.

In the modern pedagogical interpretation, independent learning is inextricably linked with the principle of person-centered education. From a psychological point of view, independent learning is organized based on the student's activity, taking into account his individual characteristics and personal needs. It is worth noting that the teacher in this process is not a traditional teacher, but a leader-coach or facilitator. In other words, he does not give the student ready-made knowledge, but directs, encourages and encourages independent research. From a didactic point of view, the essence of independent learning is that in it the student not only acquires knowledge, but also independently masters the methods of acquiring knowledge and skills. Research shows that independent learning is a form of education aimed not only at obtaining knowledge, but also at forming the student's qualifications and practical skills by his own efforts. Therefore, independent learning can be considered a process of student self-development, as during it the student develops the skills to work on himself, independently manage his cognitive activity, and exercise self-control.

The final part. It is necessary to develop the interest and potential for independent learning in future teachers of education studying pedagogy, as an important factor motivating them to improve their pedagogical culture.

The main factor in involving students in the process of independent learning is their internal motivation and personal needs. In other words, the student determines what to learn, what goals to achieve, and what tasks to perform in this process. The essence of independent learning can be explained as follows:

Firstly, it forms the student's political consciousness, helps him to correctly respond to modern life realities;

Secondly, it supports the student's independent learning activities during professional training and serves his professional development;

Thirdly, it organizes a more in-depth mastery of academic subjects and education tailored to the student's personal plan and interests;

Fourth, it provides an opportunity to develop the student's talents and hobbies; Fifth, it helps to form personal qualities and character;

Therefore, independent learning is considered not only a means of acquiring knowledge, but also an important factor in the formation of a student as a fully developed person in personal, professional and social terms.

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