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MODERN PEDAGOGICAL APPROACHES TO ORGANIZING STUDENTS' INDEPENDENT LEARNING ACTIVITIES

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Abstract

This article analyzes modern pedagogical approaches to organizing students' independent learning activities and the theoretical foundations for developing independent learning competence. The motivational, cognitive, activity-based, and reflective components of independent learning competence are described, and their integration is substantiated as an important factor ensuring the effectiveness of students' independent learning. In addition, the specific features of organizing students' independent learning activities within the credit-module system and the pedagogical opportunities of the digital learning environment are examined. The article analyzes the significance of distance learning, adaptive learning, blended learning, and electronic educational resources in developing students' independent learning, self-management, and reflective activity skills. Based on the scientific views of foreign, CIS, and local scholars, pedagogical mechanisms for the effective organization of independent learning are highlighted.

Keywords: Independent learning, independent learning competence, credit-module system, digital learning environment, adaptive learning, distance learning, blended learning, pedagogical technologies, electronic educational resources, reflective activity, competency-based approach, self-management.

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Introduction

The digitalization processes taking place in the global education system, the widespread introduction of innovative pedagogical technologies, and the increasing importance of the competency-based approach are imposing new tasks on higher education. A modern specialist is required not only to possess deep theoretical knowledge, but also to have competencies such as independent thinking, information analysis, planning one's own activities, and lifelong learning. From this perspective, the development of students' independent learning competencies is considered one of the important pedagogical problems of today's higher education system.

The introduction of the credit-module system in the higher education system of Uzbekistan has further increased the need for students' independent learning activities outside the classroom. This system serves to enhance students' activity in the educational process, expand the share of independent learning, and develop self-management skills. At the same time, the necessity of using modern pedagogical technologies, electronic educational resources, and digital learning environments for the effective organization of independent learning is growing.

Today, approaches based on distance learning, blended learning, adaptive learning, and individual learning trajectories are recognized as effective means of developing students' independent learning competencies. In particular, the digital learning environment provides students with opportunities to independently master educational materials, complete assignments remotely, use electronic resources, and monitor their own knowledge. Therefore, the scientific and pedagogical analysis of the theoretical foundations of independent learning competence is of great relevance.

Independent learning competence is a complex integrative structure consisting of several components. Scientific literature identifies the following main components of this competence:

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Motivational component – reflects the student's interest in learning, aspiration for acquiring knowledge, and understanding of the importance of educational activity.

Cognitive component – includes the student's theoretical knowledge, analytical thinking ability, and problem-solving skills.

Activity component – reflects the skills of independently completing educational tasks, searching for information, and processing it.

Reflective component – is related to the student's ability to analyze their own activities, identify mistakes, and strive to improve their knowledge.

The interrelation and integration of these components ensure the formation of students' independent learning competence. Therefore, creating pedagogical conditions aimed at developing each of these components in the educational process is considered important.

At present, the introduction of the credit-module system in the higher education system of Uzbekistan has further strengthened the need to develop students' independent learning competencies. The credit-module system involves calculating students' academic workload based on credit units. In this system, a significant part of the educational process is carried out through students' independent activities outside the classroom. One of the main principles of the credit-module system is encouraging students' independent learning activities. Within this system, students develop their knowledge through independently studying educational materials, completing assignments, and carrying out projects and research activities. This contributes to the development of independent thinking abilities, self-management skills, and active participation in the educational process. At the same time, in the context of the credit-module system, the effective organization of students' independent learning activities

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requires the use of modern pedagogical technologies and digital educational tools. This is because the effective organization of independent learning processes requires providing students with the necessary educational resources, methodological guidelines, and monitoring mechanisms.

In the modern education system, the formation of independent learning competence largely depends on how the educational process is organized, the teaching methods applied, the educational technologies used, and the level of students' activity in the learning process. In particular, the educational environment shaped by digital technologies significantly expands students' opportunities for independent learning. The digital learning environment enables students to quickly access educational materials, use various electronic resources, complete assignments remotely, and independently monitor their own knowledge.

Along with the development of the digital learning environment, new forms of independent learning activities have emerged. For example, educational processes organized on the basis of distance learning, blended learning, adaptive learning, and individual learning trajectories play an important role in developing students' independent learning skills. Such approaches make it possible to personalize students' learning activities and provide educational materials that correspond to their knowledge levels and interests.

In foreign research, the problem of developing independent learning competence has been widely studied. For instance, in the theory of connectivism developed by George Siemens, it is emphasized that the process of acquiring knowledge takes place within a networked environment. According to this theory, in modern educational conditions, students acquire knowledge not only from teachers, but also through various information sources, electronic resources, and digital networks. This, in turn, requires the development of students' independent learning abilities. In his studies, Tony Bates analyzes the main principles of organizing teaching processes in digital learning environments and emphasizes

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that electronic learning platforms are important tools for supporting students' independent learning. In his opinion, the digital learning environment provides students with opportunities to independently study educational materials, complete assignments, and assess their own knowledge. Diana Laurillard, on the other hand, puts forward the idea of organizing the educational process based on design principles and substantiates the important role of students' independent activity within digital learning environments. According to her, teachers should design the educational process in such a way that students actively participate in independent learning as active subjects of education.

Foreign studies also extensively investigate adaptive learning systems based on artificial intelligence. For example, R. Azevedo demonstrates in his research that computer-based adaptive learning systems contribute to the development of students' self-regulation processes. Such systems analyze students' levels of knowledge and provide recommendations for appropriate learning materials and assignments.

In CIS countries, the issues of organizing independent learning and implementing a competency-based approach have also been widely studied. For example, I.A. Zimnyaya deeply analyzes the pedagogical essence of the concept of competence and interprets it as an integrative quality that plays an important role in professional activity. According to her, competence reflects not only a set of knowledge and skills, but also a person's readiness for activity. A.V. Khutorskoy developed the concept of key competencies and emphasized that the main goal of the educational process is the development of individuals' universal competencies. He includes educational-cognitive, informational, communicative, and social competencies among the key competencies. E.S. Polat developed the theoretical foundations of distance learning technologies and proposed methods for organizing students' independent learning activities through internet technologies. Her studies emphasize that distance learning technologies expand students' opportunities for independent learning. Research conducted by CIS

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scholars shows that the use of electronic learning environments plays an important role in developing students' independent learning competence. However, the effective organization of this process requires special pedagogical methodologies and software support.

The issue of organizing independent learning has also been studied from various perspectives by Uzbek scholars. For example, U.Sh. Begimqulov investigated the process of informatization of pedagogical education and analyzed the pedagogical possibilities of using modern information technologies in the educational process. His studies emphasize that electronic educational resources are important tools for developing students' independent learning activities. R.J. Ishmuhamedov and O'.Q. Tolipov studied the implementation of pedagogical technologies in the educational process and demonstrated that interactive methods and innovative educational technologies contribute to the development of students' independent learning skills. A.A. Abduqodirov developed the didactic foundations for the use of information technologies in education and substantiated that electronic educational tools make it possible to effectively organize students' independent learning processes. In addition, local studies emphasize that the introduction of the credit-module system plays an important role in the development of students' independent learning activities. Within the credit-module system, a significant part of students' academic workload is carried out through independent assignments. This requires students to independently organize their educational activities, monitor their own knowledge, and develop self-improvement skills. Therefore, it is necessary to develop effective pedagogical mechanisms aimed at enhancing students' independent learning competencies in the context of the credit-module system.

This article analyzes the motivational, cognitive, activity-based, and reflective components of students' independent learning competence and substantiates that their integration is an important factor in ensuring the effectiveness of independent learning. The research findings indicate that the effective

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organization of students' independent learning activities within the credit-module system requires the rational use of modern pedagogical technologies and digital learning environments. Furthermore, based on the analysis of the scientific views of foreign and local scholars, it was determined that electronic educational resources, adaptive learning systems, and distance learning technologies play a significant role in developing students' independent learning, self-management, and reflective activity skills.

In conclusion, the development of students' independent learning competencies is considered one of the important factors in improving the quality of higher education, training competitive specialists, and enhancing the modern educational process.

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