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Educational Guidelines For Fostering Student Self-Direction

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ABSTRACT

The article is devoted to the problem of organizing student's own educational activity in higher school. The author analyzes such categories as self-study; autonomous organization, goal-setting, planning, self-regulation, will power. The main principles of the development of student self-organization are as follows: understanding their goals and setting goals; accepting oneself; adapting to one's own interests; working on projects; developing responsibility and autonomy.

Keywords:

categories as self-study, autonomous organization, self-organization, goal setting, planning, personal development, pedagogical principles

The main purpose of education - training of specialists that will be not only professionally developed but active members of society. Today's schools focus on developing students' professional competencies, as well as create conditions for constant learning and self-development. This corresponds to the idea of self-regulation, which allows students to control their behavior, thinking processes and emotions. Therefore, the forms of self-regulation that students use are important not only in terms of academic results but also their health. Organization of a learner's activity directly correlates with independent learning. The organization of independent learning depends on consideration of 3 components.

Independent learning ensures the development of student's ability to organize themselves, that is inseparable from personal growth. Self - directed learning allows students to develop their cognitive and creative skills through assuming responsibility for their own education, setting goals and achieving them on

their own. Thus they aim at independent thinking, evaluate their capabilities, improve their knowledge and competence. Such activity allows to form skills of critical and creative thinking - new methods of solving problems. In our scientific work it is shown that self-organization is one of the main components in human self-development and self-improvement [1].

One of the key factors of formation of students' self - organization is the formation of cultural competency. Higher education institutions strive not only for theoretical knowledge and skills but also for moral, social and cultural development of students. Culture plays an important part in forming a developed person. According to academic studies, independent study helps a person develop the ability to take initiative in making decisions for himself within his profession. Such a type of learning develops fast and correct thinking on problems that are complex enough. It also allows the student to assimilate values, morals

and responsibilities. Self-learning helps the student develop both knowledge about the topic and good personal qualities for being a productive and moral member of society [1].

One of the main characteristics of contemporary higher education is the introduction of the credit module system, which has a great influence on pedagogy. The advantage of such a system is that it is organized in modules, therefore each student can focus his/her study in one or more specific areas he/she is interested in. The credit-module system organizes learning into independent modules; allows learners to manage their learning process; enables them to choose their

own development trajectory. With the option of selecting different types of independent study it helps to develop personal development, since students choose a type of study which will help them achieve their goals and aims. Results obtained by using the credit - module system show that it encourages active learning among the learners. Active learning in turn develops skills required for independent and creative work in future.

Table below shows some of the issues to consider when designing independent study programmes at university level and discusses their learning potential [4].

Primary Component/result	Description	Pedagogical significance
The role of independent learning	Students consolidate knowledge, skills and competencies, have an opportunity for self - realization by working independently with information.	It is about formation of the intellectual, creative, cooperative skills and skills for independent thinking, creative decision making.
Credit-module system	The credits per module allow the student to explore an area of interest in greater depth.	Individuation of teaching process; additional development of a pupil's ability to control himself; increase in motivation of the learning activity.
Information skills	During independent study, students learn to use information sources effectively and to analyze and synthesize them.	This is aimed at forming the analytical, critical thinking skills needed to be competitive in an information age society.
Development of personal and social potential	During self-learning, the student learns to be proactive, creatively active, socially responsible.	Further development of involvement in the sphere of work and social activity is a significant factor for formation of ethics and culture.
Self-management	At the level of self-learning a student can develop schemes of his/her educational activity, learn to manage the task execution	This is development of one's mental capacity by means of self-regulation, planning and self-improvement abilities.

	in time, make an assessment of one's results.	
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Table 1

Simultaneously, principles of pedagogy in formation of self-regulation skills of pupils are grounded on the principles of consciousness, subjectiveness, designedness, feedbacks and differentiation. On realization of such processes as goals-setting, planning, self-monitoring and voluntary control it is possible to consider them as leading principles. On the basis of them there is ensured choice possibilities, informational openness and transparency of the learning process, aimed at autonomous development of professional competence. Every one of the principles provides for student's self organization.

will greatly assist. In addition, formation of self - organization skills contributes to the cultivation of responsibility, discipline and critical attitude towards its own activity. In this case, self confidence of youth in gaining status of powerful specialist at his job will rise up. The key pedagogical principles of student's self organization development are:.

This principle is about people being responsible for their goals. Setting meaningful goals based on our values and needs; evaluating our current situation; cultivating self-discipline needed to achieve the goals. Awareness gives us an understanding why we need those goals, goals setting shows how it can be done. Therefore this approach increases motivation, prevents burnout and depression, improves performance at work.

It is about the students being autonomous - they are not just receivers of education; instead, they are independent agents who can direct their own learning and future careers. The students will exhibit this principle when they show autonomy in their learning process, motivated by internal drive instead of extrinsic motivation such as grades. This comes out of needs and interest that they have. This principle is designed to promote the student's agency - as active, autonomous, reflective and creative agents within the learning process. Subjectivity

in contemporary pedagogy has a vital role because it prevents the pupils from being just "actors." They may be good at doing what is asked of them but this won't help them develop holistically. Learning happens outside of explicit teaching. In short, the notion of subjectivity changes the position of the learner from "What should I do?" to "I know what to do and am going to lead". The principle is closely related to student-centredness.

The principle of individualization. This principle involves creating individual educational directions for students, taking into account their individual characteristics, levels of preparation, and self-organization abilities. The educational process organized on the basis of this principle serves not only to effectively master knowledge but also to foster students' independent thinking, the management of their activities, and the formation of self-development skills. Today, in the context of globalization, digitalization, and the knowledge economy, organizing the educational process based on a standard approach does not yield sufficient results. Because each student differs from others in their abilities, interests, needs, and psychological characteristics. Therefore, the need to apply the principle of individualization in the educational process is increasing day by day.

Principle of project activity. It's a pedagogical technique which includes organizing educational work according to the principles of student's active work, engaging students in working through problem situations, motivating students towards applying their knowledge in practical work. Organization of projects takes place at various levels; i. e., initially an issue appealing and meaningful for students is chosen and it is up to the students to define what problem should be addressed. The project's goal, objectives, and tasks to be completed are defined. Students independently search for and analyze the

necessary information. They will carry out practical work on the project. The results of the work performed are presented to the teacher. Through this principle, students' creativity is formed, information management skills are further enhanced, professional competencies are developed, and most importantly, teamwork skills are enhanced. In addition to this it is ready for life practice.

The principle of developing independence and responsibility. In this principle, the student learns to think independently, develop creative approaches and free decision-making skills, as well as to feel social and moral responsibility for their consequences. This principle is aimed at educating an individual as an enterprising, self-improving, and perfect person who understands their duty to society. The problem of formation of social responsibility of students today acquires new meaning. Modern paradigm of country development includes creation of democracy state relationships, solving problems on transition to market economy. To solve this problem, modern, comprehensively developed specialists are required who possess a creative approach to their tasks, the ability to independently and competently make optimal decisions, implement the tasks for which the decision has been made, and the ability to feel responsibility for them.

To implement all the aforementioned pedagogical principles in the development of student self-organization, we certainly need the necessary conditions. Having studied the research work of our scientists, we can conclude that the educational environment is more consciously designed at the level of the educational system and is interpreted as a set of interrelated factors and parameters. On the basis of these views the school environment is considered to be not a chance product, but a purposeful pedagogical system. The educational environment has two aspects. On one hand - it is an influential condition in the process of students' education; different pedagogical conditions in the environment are capable to promote or, on the contrary, inhibit the development of certain characteristics of the

students. On the other hand, the educational environment falls within the student's active sphere of influence, and the student can change, reorganize, and adapt it to their needs and interests.

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