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## Educational Technology For Developing Students' Self-Organization

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### ABSTRACT

The article considers the possibilities of using innovative means of instruction, which allow students to become independent learners in conditions of digitization of education. Relevance of the work is due to the need to create an effective approach to organization of student learning processes and improve the effectiveness of education as a whole.

### Keywords:

higher education, educational technology, self-organization skills, digital learning platform, multiple educational principles.

### Introduction

Present-day higher education is directed at the formation of high-quality specialists capable of independent learning, constant improvement of professional competencies, rational decision-making. Therefore, the development of self-organization skills becomes one of the main goals in modern pedagogy. However, today this skill develops only randomly without any system of pedagogical support. It would integrate goals, content, teaching methods, materials and technology in a way that supports the process well.

The article describes a didactic technology for developing students' self-organization. The described technology integrates modern didactic techniques and possibilities of online learning environments. It is an integrated set of components, aimed at formation of student self-organizing ability. It allows students to self-direct their learning experiences, define goals for themselves, monitor achievement and reflect on outcomes.

### Literature review.

Fostering student self-organization presents a significant challenge in contemporary education, particularly within frameworks that emphasize competency development, individualized learning, and active engagement [1]. Both national and international studies highlight self-organization as a crucial element of future professionals' skillset. This capability empowers individuals to autonomously establish objectives, devise action plans, make informed choices, regulate their behavior, and assess their learning outcomes [4].

Recent studies show that digitalization is revolutionizing how students engage in independent learning. Scholars abroad view digital educational platforms as powerful tools for delivering electronic, blended, and remote learning experiences. These platforms personalize education, empower students to learn independently, and facilitate ongoing communication and feedback between educators and learners [2]. Simultaneously, homegrown scholars stress the importance of creating teaching methods that go beyond simply utilizing digital tools. These methods

should specifically aim to foster students' ability to organize themselves effectively within a digital learning setting.

Although many scientific studies focus on digitalizing education, there's a lack of thorough research on how to effectively use modern digital tools to help students build their self-organization abilities in a pedagogically sound way [5]. While research often emphasizes the technical features of digital platforms, there's a need for more in-depth investigation into how these platforms can effectively foster self-organization in learners. To address this gap, a new pedagogical approach has emerged, integrating contemporary educational strategies with the possibilities offered by digital learning environments [6].

### **Research Methodology**

This research employs a multifaceted approach, integrating competency-focused, systemic, activity-driven, student-centric, and digitally enhanced strategies for educational delivery. In order to implement its goals, the work uses various methods of scientific research - analysis, synthesis, comparison, generalization, systematization of domestic and foreign literature, modeling of teaching activities, comparative systematization etc. They made it possible to formulate the conceptual basis of students' self-organization; identify the learning potential of virtual environments; develop a system of pedagogical technologies; determine conditions for effective implementation of these technologies in universities.

### **Analysis and results**

The uniqueness of the technology is that it uses a digital educational environment <https://gulxayo.netlify.app/>, developed for the purposes of the study. Unlike traditional electronic educational resources, such an environment enables learners to learn independently and cognitively develop themselves. The interface is designed to develop the student's self-organizing skills, providing support for all stages of the educational process. The development of such a technology has taken into account the following components of education – competence formation; system approach to learning; individualization; activity-based method of teaching; use of

computer technologies. On the basis of all this a new form of training is formed. The student becomes the subject of his own educational process. He defines his objectives, organizes his activities, assesses results and adjusts his route for further learning. Such a pedagogical technology allows the development of student's self organization through using various methods of instruction, electronic educational resources, online courses and other tools. The combination of all these elements is designed for improving skills in independent active learning.

To achieve this goal, we singled out a number of educational techniques - development of stable motivation for study; development of skills in goal-setting and planning; improvement of competencies in rational use of time; formation of skills of active search, processing and analyzing information; development of self-control over learning process; development of reflective activities; increase of computer culture; preparation for continuous education.

The architecture of the technology takes into account that self-organization is a complex property; it includes motivational, intellectual, activity-based and reflexive elements. Thus, the developed pedagogical technologies are directed to develop all these interrelated qualities through organized learning activities.

Thus the pedagogical technology consists of following elements – target, substantive, organization and activity, information (computer) support, control, results control.

Target block describes the method of education - develop students' self organization skills, needed for further work; criteria for assessment of the realization of educational goals, expected results and formation of self organizing competencies.

The material of this block is intended to help people learn how to organize themselves, plan their learning process, manage time effectively and use self-analysis and assessment tools. At the same time, attention should be paid to linking theory with practice – that is, moving knowledge into action through practical tasks.

The key difference is that it does not follow a traditional linearity. Students do not learn and test in a straight line. They use an interactive

online environment to receive continuous guidance, instant feedback and track their own progress. In this way they can customize their learning experience.

The Gulxayo website <https://gulxayo.netlify.app/> is an integrated educational platform designed for the following objectives: 1) Provide a wide range of learning materials including study notes, presentations, video lectures, tutorials, and additional content. At the same time it provides tools to support student learning through interactive activities, assessment tools, e-portfolio for documenting progress, discussion boards, reflection space.

### Conclusion

So, the digital learning environment becomes not an additional method of instruction but a component of modern education technologies. This allows for developing autonomy; individualized approach to students; continuous professional growth; reflection on one's own activities as part of educational process.

The architecture of the system is oriented towards modern requirements in terms of digital learning environments - it allows to develop students' autonomy and activity. The structure of the course is developed with such an approach that each module has two functions at once – teaching material and formation of one component of self-control.

At the same time, if we have developed theoretically the technology of pedagogy, then it is necessary to test its effectiveness experimentally in real conditions. In the next chapter of the thesis will be described the experimental research procedure, realization and results of the research aimed at testing the efficiency of the suggested technological approach for developing self-regulatory skills of learners in an online environment.

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