INNOVATIVE PRINCIPLES OF ENHANCING STUDENTS' AUTONOMOUS LEARNING SKILLS

Khazratova Zukhra Mamaraimovna

Associate Prof. (PhD),

UzSWLU, Medialingvistics and Communication Department

E-mail: zukhrakhazratova80@gmail.com

Annotation: Modern higher education emphasises autonomous learning since it lets students take charge of their education. Contemporary educational contexts organise autonomous learning using pedagogical and didactic principles. The study systematises learner accountability, self-regulation, goal-oriented learning, reflective practice, and instructional assistance. The paper synthesises autonomous learning theories and discusses their significance to higher education using analytical and comparative methodologies.

Keywords*: autonomous learning, didactic principles, learner autonomy, self-regulation, learning responsibility, instructional support, reflective learning.*

Аннотация: Современное высшее образование подчёркивает важность автономного обучения, поскольку оно позволяет студентам брать ответственность за своё образование. В современных образовательных условиях автономное обучение организуется с использованием педагогических и дидактических принципов. Исследование систематизирует ответственность обучающихся, саморегуляцию, целенаправленное обучение, рефлексивную практику и учебную поддержку. В статье синтезируются теории автономного обучения и обсуждается их значение для высшего образования с использованием аналитических и сравнительных методов.

Ключевые слова: *автономное обучение, дидактические принципы, автономия обучающихся, саморегуляция, ответственность за обучение, учебная поддержка, рефлексивное обучение.*

Annotatsiya: Zamonaviy oliy ta'lim avtonom o'rganishga alohida e'tibor qaratadi, chunki u talabalarga o'z ta'limi uchun mas'uliyatni o'z zimmasiga olish imkonini beradi. Zamonaviy ta'lim sharoitlarida avtonom o'rganish pedagogik va didaktik tamoyillar asosida tashkil etiladi. Tadqiqot o'quvchilarning mas'uliyati, o'zini o'zi boshqarish, maqsadga yo'naltirilgan o'rganish, refleksiv amaliyot va ta'limiy qo'llab-quvvatlashni tizimlashtiradi. Maqolada avtonom o'rganish nazariyalari sintez qilinadi va ularning oliy ta'limdagi ahamiyati tahliliy hamda qiyosiy metodlar yordamida muhokama qilinadi.

Kalit so'zlar: *avtonom o'rganish, didaktik tamoyillar, o'quvchi avtonomiyasi, o'zini o'zi boshqarish, o'rganish uchun mas'uliyat, ta'limiy qo'llab-quvvatlash, refleksiv o'rganish.*

Introduction. The organisation of autonomous learning in contemporary higher education is becoming a critical scientific concern linked to the assurance of educational quality, the enhancement of students' intellectual potential, and the augmentation of their engagement in the learning process. The implementation of the credit-module system, the increasing share of extracurricular academic responsibilities, and the imperative to foster student accountability for their learning activities require a pedagogically sound structuring of autonomous study. From this viewpoint, the identification of didactic principles for structuring autonomous learning and their systematic use in higher education is of considerable scientific and methodological significance.

Literature review. Z.A. Umarova defines autonomous learning as an educational approach that fosters students' cognitive engagement, boosts learning motivation, and guides them towards the intentional acquisition of knowledge [7]. G.F. Ismailova regards autonomous learning as a didactic instrument that facilitates the linkage between educational content and learning outcomes, highlighting the importance of goal orientation and consistency principles [5]. These methodologies illustrate that autonomous learning must not be perceived as a

collection of arbitrary tasks, but instead as a carefully organized and regulated educational endeavor.

S.A. Inamova and Y.N. Ismatova emphasize the significance of individualization and differentiation principles in the organization of autonomous learning [4,6]. They contend that autonomous learning, which disregards students' particular abilities, readiness, and learning requirements, does not attain the anticipated pedagogical efficacy. O.M. Alimnazarov regards autonomous learning as a fundamental element of higher education and characterizes it as a crucial pedagogic mechanism that fosters students’ professional and personal growth [1].

The writings of N.V. Puzanov, Y.V. Boykov, and M.G. Tsirenova elucidate autonomous learning in conjunction with a reflective methodology [8,9,10]. They contend that the capacity of students to examine, assess, and organize their own actions is a fundamental pedagogical prerequisite in the context of autonomous learning. This underscores the importance of augmenting individual learning with the principles of regulation and self-regulation.

P. Benson's notion of learner autonomy delineates autonomous learning as a process wherein pupils consciously acknowledge their responsibility for their own educational endeavors [3]. This notion emphasizes the necessity to reevaluate pedagogical concepts in structuring autonomous learning in higher education and to synchronize them with modern educational demands.

This essay examines the didactic principles of structuring autonomous learning in higher education, referencing the perspectives of the previously listed experts, and elucidates their theoretical essence and importance in pedagogical practice.

The organization of autonomous learning in higher education has been examined in pedagogical theory using many scientific methodologies, with research predominantly concentrating on delineating the content and functional importance of didactic principles. Z.A. Umarova's research characterizes autonomous learning as a significant pedagogic process that stimulates students’ cognitive engagement and facilitates the intentional acquisition of knowledge [7]. The scholar underscores the crucial significance of goal orientation and consistency in structuring autonomous learning, demonstrating their direct influence on learning outcomes,

G.F. Ismailova views autonomous learning as a pedagogical process that promotes the thorough comprehension of educational material, emphasizing student engagement and accountability as crucial didactic prerequisites [5]. Her writings emphasize the ideas of control and self-regulation in autonomous learning. These principles are essential since they enhance students’ ability to analyze and assess their own learning activities.

The research conducted by S.A. Inamova and Y.N. Ismatova highlights the centrality of the concept of individualization in the structure of autonomous learning [4,6]. From their viewpoint, autonomous learning tailored to students’ particular abilities, preparation, and learning requirements improves pedagogical efficacy. This approach illustrates the need to perceive autonomous learning not as a standardized set of activities, but as a dynamic educational process. O.M. Alimnazarov regards autonomous learning not merely as an ancillary aspect of higher education, but as a fundamental component of the system [1]. He thinks that autonomous learning plays a crucial pedagogical role in the professional development and personal growth of pupils. This viewpoint validates the precedence of the activity-oriented concept in structuring autonomous learning.

The works of N.V. Puzanov, Y.V. Boykov, and M.G. Tsirenova examine autonomous learning in conjunction with a reflective approach [8,9,10]. These researchers assert that students’ capacity to strategize, assess, and enhance their own learning activities is of paramount pedagogical significance. The principle of reflexivity is understood as a catalyst that engages the internal mechanisms of autonomous learning. P. Benson’s notion of learner autonomy delineates autonomous learning as a process wherein individuals consciously

assume responsibility for their own educational endeavors [3]. This notion validates the necessity to reevaluate pedagogical concepts in structuring autonomous learning via the lens of student engagement and autonomy.

The reviewed literature underscores the imperative to establish didactic principles for structuring autonomous learning through a systematic approach and emphasises the requirement for comprehensive scientific investigation of this matter within the realm of higher education.

The didactic principles governing the structure of autonomous learning must be regarded not merely as theoretical frameworks within the educational process, but as a cohesive set of criteria implemented through specific pedagogical techniques. This study organizes the core of these concepts, looks at how they show up in autonomous learning situations, and lists the expected pedagogical results. The table below offers an analytical view of how the didactic concepts that make up the foundation for effective autonomous learning in higher education institutions are related to each other and why they are important in practice.

Table 1.

Didactic Principles of Organizing Autonomous Learning in Higher Education and Their Pedagogical Representation

Didactic Principle	Essence of the Principle	Manifestation in Autonomous Learning	Pedagogical Function	Expected Outcome
Purposefulness	Learning activities are planned based on clear educational objectives.	Autonomous tasks are aligned with learning outcomes.	Guides and directs learning activities.	Clarity and effectiveness of learning activities.
Consistency (Sequence)	Learning is organized step-by-step.	Tasks are arranged according to increasing complexity.	Systematizes knowledge.	Stability of knowledge.
Activity Orientation	The student acts as an active participant in learning.	Autonomous analysis, research, and decision-making.	Increases learner engagement.	Development of autonomous thinking.
Individualization	Takes into account individual learner differences.	Flexible and adaptive task system.	Ensures personalized approach.	Increased learning motivation.
Reflectivity	Learners analyze and evaluate their own activities.	Self-monitoring and self-assessment.	Develops metacognitive skills.	Self-regulation ability.
Control and Self-control	Monitoring of learning activities.	Evaluation based on clear criteria.	Helps identify learning outcomes.	Improvement of education quality.

The didactic principles presented in the table serve to reveal the internal structure of the autonomous learning process. The analysis shows that the principles of purposefulness and

consistency form the organizational foundation of autonomous learning and play a crucial role in planning students’ learning activities. The principles of activity orientation and individualisation, in turn, expand the opportunities to account for students’ personal engagement and individual learning needs. The principles of reflectivity, as well as control and self-control, activate the mechanisms for understanding and evaluating learning outcomes within the autonomous learning process. The integrated application of these principles enables the organization of autonomous learning as a systematic pedagogical process and creates the need for a deeper analysis of their practical effectiveness in subsequent stages.

This scientific study analyzes the didactic principles of structuring autonomous learning in higher education institutions from theoretical and analytical viewpoints, substantiating their relevance and significance in the educational process on a scientific foundation. The study characterizes autonomous learning as a crucial pedagogical process within contemporary higher education, designed to augment students' learning engagement, cultivate self-regulation abilities, and guarantee the consistency of learning outcomes. The analysis reveals that the efficacy of autonomous learning is contingent upon the continuous and systematic integration of pedagogic ideas, rather than their arbitrary use.

The principles of intentionality and coherence are the organizational and substantive basis of autonomous learning and facilitate the deliberate planning of students' educational endeavors. The idea of activity orientation facilitates the transition of the student from a passive participant to an active agent, cultivating skills such as analysis, inquiry, and decision-making in the context of autonomous learning. The notion of individualization seeks to enhance instructional efficacy by considering learners’ unique abilities, requirements, and levels of readiness. The principles of reflection, control, and self-control engage processes for comprehending, assessing, and enhancing learning outcomes in autonomous learning. These concepts foster students' critical reflection on their activities and enhance their accountability and autonomy in the learning process. The findings affirm that autonomous learning must not be regarded solely as a collection of extracurricular activities, but as a fundamental pedagogical process structured upon didactic principles.

In conclusion, the theoretical analysis and findings in this article illustrate that the integrated application of didactic principles in structuring autonomous learning in higher education constitutes a crucial methodological foundation for enhancing educational quality and fostering students’ autonomous thinking and self-regulation skills.

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