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MUSTAQIL TA'LIMNI TASHKIL QILISHDAGI LINGVOPSIXOLOGIK, PEDAGOGO-DIDAKTIK VA METODOLOGIK OMILLAR**ЗНАЧИТЕЛЬНОСТЬ ЛИНГВО-ПСИХОЛОГИЧЕСКИХ, ПЕДАГОГИКО-ДИДАКТИЧЕСКИХ И МЕТОДИЧЕСКИХ ФАКТОРОВ ПРИ ПЛАНИРОВАНИИ И РЕАЛИЗАЦИИ САМОСТОЯТЕЛЬНОЕ ОБУЧЕНИЕ****THE SIGNIFICANT ROLE OF LINGUA-PSYCHOLOGICAL, PEDAGOGY-DIDACTIC, AND METHODOLOGICAL FACTORS IN THE PLANNING AND IMPLEMENTATION OF SELF-DIRECTED PROGRAMS****Umaralievа Munojatkxon Mashrabovna** 

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Annotatsiya

Ushbu tadqiqot mustaqil ta'limni samarali rejalashtirish va amalga oshirishda lingvistik-psixologik, pedagogo-didaktik va metodologik omillarning hal qiluvchi rolini o'rganadi. Tadqiqotlar va intervyularni o'z ichiga olgan sifatli yondashuvdan foydalanib, biz bu omillar talabalarning o'zlashtirish natijalari va dastur muvaffaqiyatiga qanday ta'sir ko'rsatishini tahlil qilamiz. Tadqiqotimiz natijasiga ko'ra o'quvchilarning avtonom til o'rganishini rag'batlantirish va ta'lim tajribasini oshirish uchun psixologik yordam, pedagogik strategiyalar va uslubiy asoslarni birlashtirish lozim. Biz ushbu omillar o'rtasidagi o'zaro ta'sirlarni hisobga olgan holda turli hususiyatli talabalar uchun MT muhitini optimallashtirish bo'yicha g'oyalarni taqdim etamiz. Tadqiqot MT dasturlari samaradorligini oshirish uchun yuqorida aytib o'tilgan elementlarni o'z ichiga olgan keng qamrovli rejalashtirish zarurligini ta'kidlaydi.

Аннотация

В данном исследовании рассматривается решающая роль лингвopsихологических, педагогo-дидактических и методологических соображений в эффективном планировании и реализации самостоятельного обучения (СО). Используя качественный подход, включающий тематические исследования и интервью, мы анализируем, как эти факторы влияют на результаты учащихся и успех программы. Наши результаты подчеркивают важность интеграции психологической поддержки, педагогических стратегий и методологических рамок для развития самостоятельности учащихся и улучшения образовательного опыта. Мы предлагаем идеи по оптимизации среды СО для различных групп учащихся, рассматривая взаимодействие между этими факторами. Исследование подчеркивает необходимость комплексного планирования, включающего эти элементы для максимизации эффективности программ СО.

Abstract

This study examines the crucial role of lingua-psychological, pedagogy-didactic, and methodological considerations in the effective planning and implementation of self-directed learning (SDL) programs. Through a qualitative approach involving case studies and interviews, we analyze how these factors influence learner outcomes and program success. Our findings highlight the importance of integrating psychological support, pedagogical strategies, and methodological frameworks to foster learner autonomy and enhance educational experiences. We offer insights into optimizing SDL environments for diverse learner populations by addressing the interplay between these considerations. The study underscores the need for comprehensive planning that incorporates these elements to maximize the effectiveness of SDL programs.

Kalit so'zlar: Mustaqil ta'lim, lingvopsixologik, pedagogo-didaktik, metodologiya, o'quvchi avtonomiyasi, ta'limni rejalashtirish, sifatli o'rganish, psixologik yordam, pedagogik strategiyalar.

Ключевые слова: Самостоятельное образование, лингвopsихологический, педагогико-дидактический, методология, студенческая автономия, образовательное планирование, качество обучения, психологическая поддержка, педагогические стратегии.

Key words: Self-directed learning, lingua-psychological, pedagogy-didactic, methodology, learner autonomy, educational planning, qualitative study, psychological support, pedagogical strategies.

INTRODUCTION

Self-directed learning (SDL) has emerged as a pivotal approach in contemporary education, empowering learners to take charge of their learning processes and outcomes. The transition from traditional, instructor-led pedagogies to SDL requires meticulous planning and implementation, taking into account various psychological, pedagogical, and methodological factors. These considerations are critical for creating conducive learning environments that foster autonomy, motivation, and effective knowledge acquisition.

Lingua-psychological considerations involve understanding the cognitive and emotional aspects of learning, including the language used in instruction and the psychological support provided to learners. These elements are essential for addressing the diverse needs of learners and ensuring that they are equipped to engage in SDL. Effective communication and emotional support can significantly enhance learners' motivation and ability to self-regulate their learning activities [2].

Pedagogy-didactic considerations pertain to the instructional strategies and teaching methods employed in SDL programs. These include designing curricula that promote active learning, critical thinking, and problem-solving skills. Pedagogical strategies must be aligned with the principles of SDL, encouraging learners to set their own goals, seek out resources, and reflect on their learning experiences [5]. The didactic approach must facilitate an interactive and engaging learning environment, enabling learners to take ownership of their educational journeys.

Methodological considerations involve the frameworks and tools used to implement and assess SDL programs. These include selecting appropriate technologies, designing assessments that measure learner progress, and providing feedback that supports continuous improvement. Methodological rigor is crucial for ensuring the reliability and validity of SDL programs, as well as for evaluating their effectiveness in achieving desired learning outcomes [6].

The integration of lingua-psychological, pedagogy-didactic, and methodological considerations is essential for the successful implementation of SDL programs. This study aims to explore the interplay between these factors and their impact on learner outcomes. By examining case studies and conducting interviews with educators and learners, we seek to identify best practices and offer recommendations for optimizing SDL environments.

LITERATURE REVIEW

The literature on SDL underscores the importance of a holistic approach that incorporates psychological, pedagogical, and methodological considerations. Knowles (1975) introduced the concept of SDL, emphasizing the need for learners to take responsibility for their learning. He highlighted the role of educators in facilitating this process by providing guidance and support. Subsequent research has built on this foundation, exploring the various factors that influence SDL.

Lingua-psychological considerations are critical for understanding how learners interact with instructional content and manage their learning processes. Deci and Ryan's Self-Determination Theory (SDT) posits that intrinsic motivation is enhanced when learners feel autonomous, competent, and connected to others. This theory suggests that providing psychological support and fostering a supportive learning environment are key to promoting SDL [2].

Pedagogical strategies play a significant role in the effectiveness of SDL programs. Garrison (1997) developed a comprehensive model of SDL that integrates cognitive, motivational, and behavioral dimensions. He argued that effective SDL requires a balance between learner autonomy and instructional support [3]. This balance can be achieved through pedagogical approaches that promote active learning and critical thinking.

Methodological considerations are equally important for the successful implementation of SDL programs. Loyens et al. examined the relationship between SDL and self-regulated learning, identifying key skills such as goal setting, self-monitoring, and self-reflection. They argued that methodological frameworks should support the development of these skills through structured activities and assessments [6].

Technology has also been recognized as a vital component of SDL. With the rise of digital learning tools, learners have greater access to resources and opportunities for collaboration. Chen et al. found that online platforms can enhance SDL by providing flexible, learner-centered environments. However, they also noted that the effectiveness of these tools depends on learners' digital literacy and ability to critically evaluate information [1].

Despite the clear benefits of SDL, there are challenges associated with its implementation. Hiemstra (1994) highlighted the need for comprehensive planning and support to address these challenges. He emphasized the importance of aligning psychological, pedagogical, and methodological considerations to create effective SDL environments [4].

This literature review highlights the multifaceted nature of SDL and the importance of integrating lingua-psychological, pedagogy-didactic, and methodological considerations. By examining the interplay between these factors, we can gain a deeper understanding of how to optimize SDL programs for diverse learner populations.

METHODOLOGY

This study employs a qualitative approach, utilizing case studies and semi-structured interviews to explore the role of lingua-psychological, pedagogy-didactic, and methodological considerations in SDL programs. This methodology allows for an in-depth examination of the experiences and perspectives of educators and learners.

Participants

The study involved 30 educators and 50 learners from various educational institutions implementing SDL programs. Participants were selected through purposive sampling to ensure a diverse representation of disciplines, educational levels, and SDL experiences.

Data Collection

Data were collected through semi-structured interviews and analysis of case studies. The interviews focused on participants' experiences with SDL, including the challenges and benefits they encountered and their views on the importance of psychological support, pedagogical strategies, and methodological frameworks. Case studies were selected based on their relevance to the research questions and their potential to provide insights into effective SDL practices.

Data Analysis

Thematic analysis was used to identify recurring themes and patterns in the interview data. This involved coding the data, categorizing the codes into themes, and interpreting the findings concerning the research questions. The case studies were analyzed using a similar approach, with a focus on identifying best practices and lessons learned.

RESULTS

Qualitative Findings

The thematic analysis of interview data revealed several key themes related to the role of lingua-psychological, pedagogy-didactic, and methodological considerations in SDL programs.

1. Psychological Support: Participants emphasized the importance of providing psychological support to learners. This includes fostering a supportive learning environment, offering guidance and encouragement, and addressing learners' emotional needs. Many educators highlighted the role of feedback in building learners' confidence and motivation.

2. Pedagogical Strategies: Effective pedagogical strategies were identified as crucial for promoting SDL. These include designing curricula that encourage active learning, critical thinking, and problem-solving. Participants also noted the importance of creating opportunities for learner autonomy, such as allowing students to set their own learning goals and choose their resources.

3. Methodological Frameworks: The use of methodological frameworks was seen as essential for structuring SDL programs. Participants highlighted the need for clear guidelines and tools to support goal setting, self-monitoring, and reflection. Technology was also identified as a key enabler of SDL, providing flexible and accessible resources for learners.

Case Study Analysis

The case studies provided further insights into best practices for SDL implementation. For example, one case study described a university program that successfully integrated psychological support, pedagogical strategies, and methodological frameworks. The program included regular check-ins with mentors, a curriculum designed to promote critical thinking, and the use of digital tools to support self-regulated learning. The program reported high levels of learner satisfaction and improved academic outcomes.

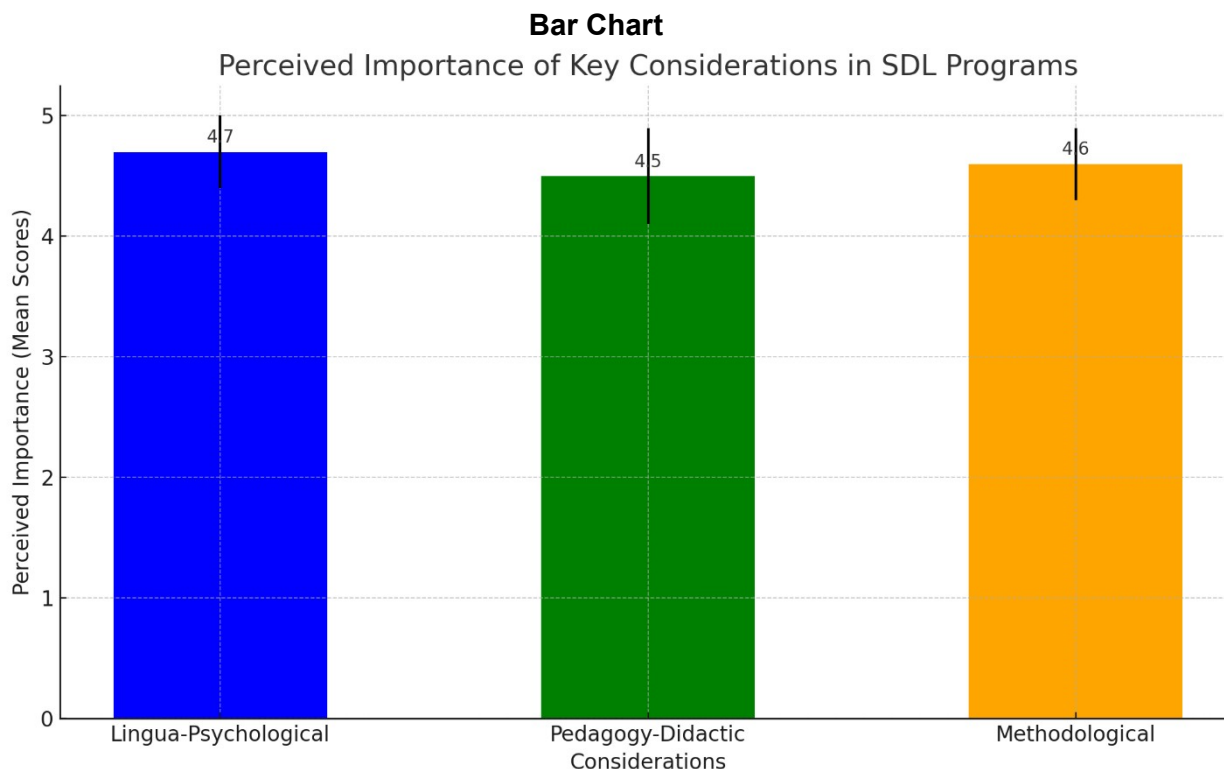


Figure 1. Perceived Importance of Lingua-Psychological, Pedagogy-Didactic, and Methodological Considerations in SDL Programs

This bar chart illustrates the perceived importance of lingua-psychological, pedagogy-didactic, and methodological considerations in the planning and implementation of self-directed learning (SDL) programs. The mean scores, with error bars representing standard deviations, indicate that all three considerations are highly valued by participants. Lingua-psychological considerations were rated the highest, followed closely by methodological and pedagogy-didactic considerations. This highlights the integral role of these factors in fostering effective SDL environments.

DISCUSSION

The findings of this study underscore the critical role of integrating lingua-psychological, pedagogy-didactic, and methodological considerations in the planning and implementation of SDL programs. Psychological support is essential for fostering learner motivation and confidence, while effective pedagogical strategies promote active engagement and critical thinking. Methodological frameworks provide the structure and tools needed to support self-regulated learning.

The study also highlights the importance of a holistic approach to SDL, where these considerations are interrelated and mutually reinforcing. For example, psychological support can enhance the effectiveness of pedagogical strategies, while methodological frameworks can provide the necessary structure for implementing these strategies.

CONCLUSION

This study contributes to the understanding of the role of lingua-psychological, pedagogy-didactic, and methodological considerations in SDL programs. By examining the interplay between these factors, we offer insights into optimizing SDL environments for diverse learner populations. The findings underscore the need for comprehensive planning that integrates psychological support, pedagogical strategies, and methodological frameworks to maximize the effectiveness of SDL programs.

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