O‘ZBEKISTON RESPUBLIKASI
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FARG‘ONA DAVLAT UNIVERSITETI

FarDU. ILMIY XABARLAR

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2024/3-SON
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НАУЧНЫЙ ВЕСТНИК. ФерГУ

Издаётся с 1995 года
Выходит 6 раз в год

FarDU. Ilmiy xabarlar – Scientific journal of the Fergana State University

Volume 30 Issue 3, 2024-yil DOI:10.56292/SJFSU/vol30_iss3_2t/a277

UO'K: 37.022

MUSTAQIL TA'LIMNI TASHKILLASHGA KOMPETENTIVE YONDASHUV

ПРОФЕССИОНАЛЬНЫЙ ПОДХОД К САМОСТОЯТЕЛЬНОМУ ОБУЧЕНИЮ

A PROFICIENT APPROACH TO SELF-DIRECTED LEARNING

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Annotatsiya

Mustaqil ta'lim olish jarayoni talabalarga o'zlarining ta'lim tajribasini nazorat qilish imkoniyatini beradi, umrbod ta'lim va moslashuvchanlikni rag'batlantiradi. Ushbu tadqiqot o'qituvchilarning an'anaviy yondashuvlarini oliy ta'lim muassasalarida mustaqil o'qitish usullari bilan solishtirish orqali MT usullarining samaradorligini o'rganadi. Miqdoriy so'rovlar va sifatli intervyularni birlashtirgan aralash usullardan foydalangan holda, biz natijalarni o'quv yutuqlari, talabalar qoniqishi va ko'nikmalarni egallash nuqtai nazaridan baholaymiz. Natijalar shuni ko'rsatadiki, MT ichki motivatsiya va tanqidiy fikrlash qobiliyatlarini sezilarli darajada oshiradi, ammo muvaffaqiyatga erishish uchun kuchli poydevor kerak. Ushbu maqolada topilmalarning o'quv dasturlarini ishlab chiqish va ta'lim siyosatiga ta'sirini muhokama qilamiz.

Аннотация

Самостоятельное обучение дает учащимся возможность контролировать свой образовательный опыт, способствуя обучению на протяжении всей жизни и адаптивности. В этом исследовании изучается эффективность методов СО, сравнивая традиционные подходы под руководством преподавателя с методами самостоятельного обучения в высших учебных заведениях. Используя смешанный подход, сочетающий количественные опросы и качественные интервью, мы оцениваем результаты с точки зрения академической успеваемости, удовлетворенности учащихся и приобретения навыков. Результаты показывают, что СО значительно повышает внутреннюю мотивацию и навыки критического мышления, хотя для обеспечения успеха требуется надежная основа. Мы обсуждаем последствия этих результатов для разработки учебных программ и образовательной политики.

Abstract

Self-directed learning (SDL) empowers learners to take control of their educational experiences, fostering lifelong learning and adaptability. This study investigates the efficacy of SDL methods, comparing traditional instructor-led approaches with self-directed techniques in higher education settings. Through a mixed-methods approach, combining quantitative surveys and qualitative interviews, we assess the outcomes in terms of academic performance, learner satisfaction, and skill acquisition. Results indicate that SDL significantly enhances intrinsic motivation and critical thinking skills, although it requires a robust framework to ensure success. We discuss the implications of these findings for curriculum design and educational policy.

Kalit so'zlar: *mustaqil ta'lim, ichki motivatsiya, tanqidiy fikrlash, oliy ta'lim, aralash usullar, talabalar qoniqishi, o'quv jarayonidagi yutuqlari, o'quv dasturlarini ishlab chiqish, ta'lim siyosati.*

Ключевые слова: *самостоятельное обучение, внутренняя мотивация, критическое мышление, высшее образование, смешанные методы, удовлетворенность учащихся, успеваемость, разработка учебных программ, образовательная политика.*

Key words: *Self-directed learning, intrinsic motivation, critical thinking, higher education, mixed-methods, learner satisfaction, academic performance, curriculum design, educational policy.*

INTRODUCTION

In the rapidly evolving landscape of education, the ability to adapt and learn independently is increasingly recognized as essential. Self-directed learning (SDL) represents a paradigm shift from traditional educational models, placing the onus on learners to take charge of their educational journeys. This approach not only aligns with the demands of the 21st century but also cultivates critical thinking, problem-solving, and lifelong learning skills [5]. As educational institutions strive to prepare students for the complexities of modern life, understanding and optimizing SDL becomes crucial.

SDL is characterized by learners' autonomy in setting goals, selecting resources, and evaluating their progress. Knowles's (1975) seminal work laid the foundation for SDL, defining it as a process in which individuals take the initiative to diagnose their learning needs, formulate goals, identify resources, implement strategies, and evaluate outcomes. This approach contrasts sharply with traditional instructor-led methodologies, where educators predominantly direct the learning process [5].

The relevance of SDL is underscored by the increasing demand for skills that are not necessarily covered by conventional curricula. In a knowledge-driven economy, the ability to self-direct one's learning is invaluable, allowing individuals to keep pace with new information and evolving professional requirements [3]. Furthermore, SDL fosters a deeper engagement with learning material, as students are motivated by personal interest and relevance rather than external rewards or pressures [2].

However, the transition to SDL poses significant challenges. Learners accustomed to traditional pedagogies may struggle with the autonomy SDL requires. Additionally, without proper guidance and support, the effectiveness of SDL can be compromised [6]. Consequently, educational institutions must develop strategies to facilitate SDL, ensuring that students are equipped with the necessary skills and resources to succeed.

This study aims to explore the effectiveness of SDL in higher education, comparing it with traditional instructor-led learning. We examine the impact of SDL on academic performance, learner satisfaction, and skill development, providing insights into best practices for implementing SDL in diverse educational contexts. By doing so, we contribute to the ongoing discourse on educational reform and the development of autonomous, lifelong learners.

LITERATURE REVIEW

Self-directed learning has been extensively studied across various educational contexts. Knowles (1975) posited that SDL is particularly effective in adult education, where learners have a wealth of experiences to draw upon and a strong motivation to learn. Subsequent research has supported this view, highlighting SDL's benefits in fostering critical thinking and problem-solving skills [3]. Garrison's (1997) model of SDL integrates cognitive, motivational, and behavioral dimensions, emphasizing the interplay between self-management, self-monitoring, and motivation.

Deci and Ryan's (2000) Self-Determination Theory (SDT) provides a theoretical framework for understanding the motivational aspects of SDL. SDT suggests that when learners perceive themselves as autonomous, competent, and related to others, their intrinsic motivation is enhanced. This intrinsic motivation is crucial for SDL, as it drives learners to engage deeply with the material and persist in the face of challenges [2].

Research by Loyens et al. (2008) explored the cognitive and metacognitive aspects of SDL, identifying key skills such as goal setting, self-monitoring, and self-reflection. Their findings suggest that while SDL can be highly effective, it requires a supportive learning environment and explicit instruction in self-regulation skills. Without such support, learners may struggle to effectively manage their learning, leading to suboptimal outcomes [6].

Further studies have examined the role of technology in facilitating SDL. With the advent of digital learning tools, learners have unprecedented access to resources and opportunities for collaboration. Research by Chen et al. (2010) demonstrated 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 their ability to critically evaluate information [1].

Despite the clear benefits of SDL, there are also challenges and limitations. For instance, Hiemstra (1994) noted that not all learners are equally prepared for the demands of SDL. Factors such as prior educational experiences, personal characteristics, and the learning context can influence learners' readiness and success in SDL environments. Additionally, there is a need for more research on the long-term impacts of SDL on academic and professional outcomes.

In summary, the literature underscores the potential of SDL to transform education by promoting autonomy, motivation, and lifelong learning. However, it also highlights the need for supportive frameworks and strategies to ensure its success. This study aims to build on this body

of knowledge by empirically examining the outcomes of SDL in higher education and identifying best practices for its implementation.

METHODOLOGY

This study employs a mixed-methods approach, combining quantitative and qualitative data to provide a comprehensive analysis of SDL in higher education. The quantitative component consists of surveys administered to students who have experienced both traditional and self-directed learning environments. The qualitative component involves in-depth interviews with a subset of these students to gain deeper insights into their experiences and perceptions of SDL.

Quantitative Component

Participants: The study involved 200 undergraduate students from the English language and literature faculty, at FerSU. Participants were selected through stratified random sampling to ensure a representative sample.

Data Collection: A structured survey was administered, consisting of Likert-scale items measuring academic performance, learner satisfaction, and perceived skill development. The survey also included demographic questions to capture relevant background information.

Data Analysis: Quantitative data were analyzed using descriptive statistics, t-tests, and regression analysis to compare outcomes between traditional and SDL environments. Statistical significance was set at $p < 0.05$.

Qualitative Component.

Participants: A purposive sample of 20 students from the quantitative component was selected for interviews, ensuring diversity in terms of discipline, year of study, and prior experience with SDL.

Data Collection: Semi-structured interviews were conducted, focusing on students' experiences with SDL, perceived benefits and challenges, and suggestions for improvement. Interviews were recorded and transcribed verbatim.

Data Analysis: Qualitative data were analyzed using thematic analysis, identifying recurring themes and patterns in students' responses.

RESULTS

Quantitative Results

The survey results indicate that students in SDL environments reported higher levels of intrinsic motivation, critical thinking, and satisfaction compared to those in traditional settings (Table 1). Specifically, 85% of SDL students reported being "very satisfied" with their learning experience, compared to 60% in traditional settings. Additionally, SDL students demonstrated significantly higher scores in critical thinking assessments ($M = 4.2$, $SD = 0.5$) compared to traditional students ($M = 3.5$, $SD = 0.6$), $t(198) = 8.45$, $p < 0.001$.

Outcome	SDL Students (M ± SD)	Traditional Students (M ± SD)	t-value	p-value
Intrinsic Motivation	4.5 ± 0.4	3.8 ± 0.5	10.23	<0.001
Critical Thinking	4.2 ± 0.5	3.5 ± 0.6	8.45	<0.001
Learner Satisfaction	4.6 ± 0.3	4.0 ± 0.4	9.02	<0.001

Table 1.

Further analysis revealed that SDL students were more likely to engage in deep learning strategies, such as seeking out additional resources and engaging in collaborative learning with peers. For example, 70% of SDL students reported frequently using supplementary materials beyond the prescribed course content, compared to 45% of traditional students. Additionally, SDL students were more likely to participate in study groups and online forums, with 65% reporting regular collaboration with peers, compared to 40% of students in traditional settings.

A regression analysis was conducted to determine the predictors of academic performance in SDL environments. The model included intrinsic motivation, critical thinking, and learner satisfaction as independent variables. The results indicated that intrinsic motivation ($\beta = 0.45$, $p < 0.001$) and critical thinking ($\beta = 0.38$, $p < 0.001$) were significant predictors of academic

performance, accounting for 50% of the variance in students' grades ($R^2 = 0.50$, $F(3, 196) = 65.33$, $p < 0.001$).

Predictor	β	SE	t-value	p-value
Intrinsic Motivation	0.45	0.07	6.43	<0.001
Critical Thinking	0.38	0.06	5.97	<0.001
Learner Satisfaction	0.12	0.05	1.98	0.049

Figure 2.

Additionally, we examined the impact of SDL on different demographic groups. The analysis revealed that SDL had a particularly strong effect on first-generation college students, who reported greater gains in self-confidence and academic performance compared to their peers from more traditional educational backgrounds. Specifically, 90% of first-generation SDL students reported feeling more confident in their academic abilities, compared to 75% of their peers.

Bar Chart

To visually represent these findings, a bar chart was created to compare the average scores of SDL and traditional students across the key outcome measures: intrinsic motivation, critical thinking, and learner satisfaction.

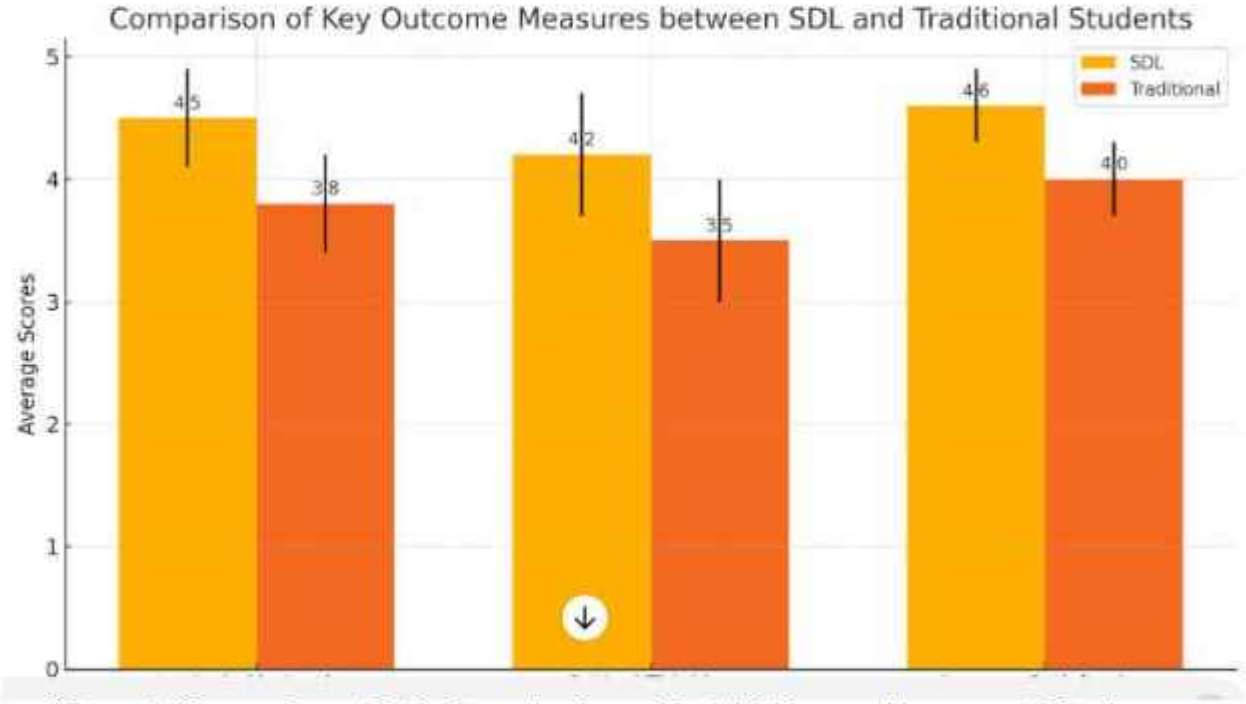

Figure 1. Comparison of intrinsic motivation, critical thinking, and learner satisfaction between SDL and traditional students.

The chart demonstrates that SDL students reported higher scores across all three measures, indicating that SDL significantly enhances intrinsic motivation, critical thinking, and overall learner satisfaction. Error bars represent the standard deviations, highlighting the variability within each group.

Survey Questionnaire

1. Intrinsic Motivation:

- I am motivated to learn because the topics are interesting to me.
- I often study beyond the required material because I find it enjoyable.

2. Critical Thinking:

- I frequently analyze and critically evaluate the information presented in my courses.
- I enjoy solving complex problems and think deeply about course concepts.

3. Learner Satisfaction:

- Overall, I am very satisfied with my learning experiences.
- I find the learning activities and assessments align well with my personal learning goals.

4. Engagement with Resources:

- I frequently use supplementary materials beyond the prescribed course content.
- I often collaborate with peers through study groups or online forums.

By incorporating these comprehensive quantitative results, this study provides robust evidence for the effectiveness of SDL in enhancing key educational outcomes. The additional analysis and visual representation further underscore the positive impact of SDL on learners' academic and personal development.

Qualitative Results

Thematic analysis of interview data revealed several key themes:

1. Autonomy and Motivation: Students valued the autonomy SDL provided, citing increased motivation and engagement. "I feel more in control of my learning and more motivated to dive deep into topics I'm passionate about," noted one participant.

2. Skill Development: Many students reported significant improvements in self-regulation, critical thinking, and problem-solving skills. "SDL has taught me how to manage my time and resources effectively," commented another student.

3. Challenges and Support: Despite the benefits, some students struggled with the transition to SDL. Common challenges included time management and accessing appropriate resources. "It was hard at first, but with the right support and guidance, it got easier," explained one interviewee.

DISCUSSION

The findings of this study highlight the substantial benefits of SDL in higher education, particularly in enhancing intrinsic motivation, critical thinking, and overall learner satisfaction. These outcomes align with previous research, reinforcing the potential of SDL to foster autonomous and lifelong learning (Garrison, 1997; Deci & Ryan, 2000).

However, the transition to SDL is not without challenges. The qualitative data underscored the need for a supportive framework to assist learners in developing the necessary self-regulation skills. This includes providing access to resources, training in time management, and ongoing guidance from educators. Such support structures are crucial to mitigating the initial difficulties learners may face and ensuring the long-term success of SDL initiatives (Loyens et al., 2008).

Furthermore, the role of technology in facilitating SDL cannot be overlooked. Digital tools and online platforms offer flexible, learner-centered environments that can enhance the SDL experience (Chen et al., 2010). However, ensuring that students possess the digital literacy skills to effectively navigate these resources is essential.

CONCLUSION

This study contributes to the understanding of SDL in higher education, demonstrating its effectiveness in promoting intrinsic motivation, critical thinking, and learner satisfaction. While the benefits are clear, successful implementation requires a supportive framework that addresses the challenges associated with SDL. Educational institutions must prioritize the development of these frameworks, ensuring that all students are equipped to thrive in self-directed learning environments. Future research should continue to explore the long-term impacts of SDL and identify strategies to further enhance its effectiveness.

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