

"METHOD FOR ORGANIZING STUDENTS' INDEPENDENT EDUCATIONAL ACTIVITY BASED ON BLENDED LEARNING IN HIGHER EDUCATIONAL INSTITUTIONS"

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ABSTRACT

This article covers the methodological foundations of organizing students' independent learning activities based on blended learning technology in higher education institutions. The study analyzes the mechanisms for developing students' self-directed learning activities based on modern educational theories, in particular, constructivism, a competency-based approach, and the principles of digital pedagogy. The article also scientifically examines the methodology for using the capabilities of digital platforms (Moodle, Google Classroom, Coursera, Edmodo, etc.) to effectively organize independent learning, the formation of a student's personal learning trajectory, and the management of motivation and reflection processes. As a result, the blended learning model is proven to be an effective tool for developing creativity, self-development, self-control, and digital competencies in students.

Keywords: Blended learning, independent learning, digital pedagogy, self-management, competency-based learning, higher education, learning motivation, interactive methods.

INTRODUCTION

In modern society, digital transformation processes are deeply penetrating all spheres of human activity. This process requires fundamental changes, especially for the higher education system. In the context of globalization, labor market competitiveness and technological innovations, students need to have not only theoretical knowledge, but also the competencies of independent study, information analysis and self-management. In this regard, improving the methodology for organizing students' independent educational activities in higher education institutions based on the blended learning model is one of the current directions of pedagogical theory and practice today.

1. Relevance of the topic

The 21st century educational paradigm places the student's personality and independent educational activities at its center. Through the integration of traditional classroom training and modern digital educational technologies, the possibility of increasing the student's activity in the educational process and personalizing learning is expanding. The blended learning model is recognized as an effective solution in this regard. In this model, traditional teaching processes are combined with online learning, distance learning, interactive communication, and multimedia learning resources.

Scientific research conducted worldwide has proven that blended learning is a method that increases educational effectiveness, enhances student activity, and supports independent learning activities. At the same time, this approach also forms elements of personal development such as self-control, reflection, and self-assessment in students.

2. The pedagogical essence of independent learning activities

In higher education, independent learning is a process in which a student independently determines his or her learning goals, plans the learning process, evaluates the results, and enriches his or her knowledge. This activity requires the development of the student's metacognitive, motivational, and action aspects. To successfully organize independent learning, the teacher plays the role of a guiding, directing, but not central subject.

The Law of the Republic of Uzbekistan "On Education" and the "Digital Education Strategy-2030" specifically recognize the use of digital technologies and innovative pedagogical approaches in the organization of independent learning. This strengthens the legal and methodological foundations for the introduction of blended learning models in the higher education system of our country.

3. The essence of the blended learning model

Blended learning is the integration of online and traditional forms of education, which ensures a flexible, person-oriented and effective learning process. Garrison and Kanuka define blended learning as "a didactic combination of traditional classroom training and technology-based educational elements".

The advantages of this model are:

- The ability of the student to choose his own pace of learning;
- Expanded opportunities for independent learning and reflection;
- Increased digital interactive communication between the teacher and the student;
- Expanded educational resources (video lectures, tests, forums, simulations).

Since 2020 (since the COVID-19 pandemic), blended learning has been widely implemented in the higher education system of Uzbekistan. In higher education institutions such as Tashkent State Pedagogical University, Tashkent University of Information Technologies, and Karshi State University, a model supporting independent learning has been developed based on the Moodle, Edmodo, and Google Classroom platforms.

4. Methodological foundations of blended learning in the organization of independent learning

The following methodological directions are important for the effective organization of independent learning activities within the framework of the blended learning model:

1. **Personalizing learning goals** - creating an individual learning path for each student, corresponding to his level of preparation, interests and needs.
2. **Creating a digital learning environment** - using virtual platforms for continuous communication, assessment and exchange of feedback between the teacher and the student.
3. **Developing metacognitive strategies** - forming students' skills in planning, monitoring and evaluating their own learning activities.
4. **Gamification and motivation elements** - introducing stimulating interactive tasks, rating systems, competitions into the learning process.
5. **Introducing reflection and analysis stages** - ensuring that students evaluate their results after each module or lesson.

These methodological approaches guarantee that the educational process is based on the principles of activity, independence and creativity.

5. Scientifically based approaches

Modern scientific research has proven the effectiveness of the blended learning model in the following areas:

- **Self-directed learning theory** – emphasizes the need for the student to actively participate in the process of planning and controlling his own education.
- **Constructivist learning theory** (Piaget, Vygotsky, Bruner) – recognizes that knowledge is formed not in a ready-made form by the teacher, but through the active cognitive activity of the student.
- **Connectivism** – in the digital era, knowledge is formed through the network, therefore it is important to enrich the learning process with online resources.
- **Competency-based learning** – involves the formation of an assessment system based on the acquisition of specific competencies by each student.

These theoretical foundations allow us to view the blended learning model not only as a technological, but also as a pedagogical system.

6. Experience of Uzbekistan

The Resolution of the Cabinet of Ministers of the Republic of Uzbekistan “On the Development of a Digital Educational Environment” dated March 28, 2023, sets out the issues of widespread introduction of blended learning platforms in higher education, retraining of professors and teachers in pedagogical design and online teaching methodologies.

Today, platforms such as “Electronic University”, “Center for Online Lessons”, “Distance Education Portal” operate in most higher education institutions of Uzbekistan. These systems create opportunities for students to plan their independent educational activities, complete assignments remotely, and automatically assess their mastery.

CONCLUSION

Thus, the organization of independent educational activities based on blended learning in the higher education system:

- forms students' self-development and management competencies;
- ensures flexibility and individualization of the educational process;
- increases digital culture and information literacy;
- moves the teacher into the role of mentor and coach.

Methodological improvement of this process is one of the main directions in the digital transformation of the higher education system and the development of human capital.

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