_____

INNOVATIVE APPROACHES TO THE PROCESS OF STUDENTS' SELF-EDUCATION: THEORY AND PRACTICE

Sadullayeva Zarnigor
2nd Year Basic Doctoral Student
Bukhara State University

Abstract

The article covers the theoretical and practical aspects of using innovative approaches in the process of students' self-education. In the context of globalization and digital transformation, the development of independent thinking, creativity and initiative has become an urgent task for higher educational institutions. The study analyzes the effectiveness of methods such as coaching, mentoring, peer-to-peer learning, problem-based learning, digital platforms and gamification. Based on statistical data, Uzbek and international experiences are comparatively studied, and it is emphasized that motivation, reflection, digital technologies and social support factors play an important role in the process of students' self-education. The results show that innovative approaches actively involve students in personal development, increasing the efficiency and competitiveness of the higher education system.

Keywords: self-education, innovative methods, coaching, mentoring, peer-to-peer learning, problem-based learning, digital platforms, gamification, motivation, reflection.

TALABALARNING O'Z-O'ZINI TARBIYALASH JARAYONINING INNOVATSION YONDASHUVLARI: NAZARIYA VA AMALIYOT UYG'UNLIGI

Sadullayeva Zarnigor
Buxoro davlat universiteti 2-bosqich tayanch doktoranti

_____

Annotatsiya:

Maqolada talabalarning o'z-o'zini tarbiyalash jarayonida innovatsion yondashuvlardan foydalanishning nazariy va amaliy jihatlari yoritilgan. Globallashuv va raqamli transformatsiya sharoitida mustaqil fikrlash, ijodkorlik va tashabbuskorlikni rivojlantirish oliy ta'lim muassasalari uchun dolzarb vazifaga aylangan. Tadqiqotda kouching, mentorlik, peer-to-peer ta'lim, muammoli o'qitish, raqamli platformalar va gamifikatsiya kabi metodlarning samaradorligi tahlil qilinadi. Statistik ma'lumotlar asosida O'zbekiston va xalqaro tajribalar qiyosiy o'rganilib, talabalar o'z-o'zini tarbiyalash jarayonida motivatsiya, refleksiya, raqamli texnologiyalar va ijtimoiy qo'llab-quvvatlash omillari muhim rol o'ynashi ta'kidlanadi. Natijalar shuni ko'rsatadiki, innovatsion yondashuvlar talabalarni shaxsiy rivojlanishga faol jalb etib, oliy ta'lim tizimining samaradorligi va raqobatbardoshligini oshirishga xizmat qiladi.

Kalit so'zlar: o'z-o'zini tarbiyalash, innovatsion metodlar, kouching, mentorlik, peer-to-peer ta'lim, muammoli o'qitish, raqamli platformalar, gamifikatsiya, motivatsiya, refleksiya.

Introduction

In today's era of globalization and digital transformation, one of the most important tasks facing higher education institutions is to develop independent thinking, self-development and personal qualities in students. At the heart of the educational process is the process of self-education of the student, because it is through this process that a person can develop himself spiritually, intellectually and socially [Abdullaeva, 2021].

In recent years, the widespread introduction of innovative technologies into the educational process has significantly increased the opportunities for self-education of students. In particular, the UNESCO (2023) report notes that 65% of students worldwide receive additional education through online platforms, and 40% of them independently develop their own development plan [UNESCO, 2023]. Also, according to international studies on education by the OECD, students who effectively use digital tools achieve 25–30 percent higher results in

_____

self-management skills than those who study using traditional methods [OECD, 2022].

Referring to the experience of Uzbekistan, according to the Ministry of Higher Education, Science and Innovation (2024), more than 70 percent of students in the country use various digital educational resources to independently enrich their knowledge [OTFIV, 2024]. In particular, independent training through platforms such as Google Classroom, Moodle, ZiyoNet is taking the process of self-education of students to a new level [Karimov, 2022].

Innovative methods, including coaching, mentoring and peer-to-peer (student-to-student) educational approaches, as well as the use of mobile applications, are more actively engaging students in personal development. For example, studies conducted at universities in the United States and Finland found that students who participated in mentoring programs achieved 18–22 percent higher results in developing self-management skills than those who did not participate [Smith & Lahti, 2021].

Also, practical experience shows that the effectiveness of students' self-education process largely depends on their **motivation (65%), goal-setting ability (58%), and self-evaluation skills (52%)** [Rahmonov, 2020]. In this regard, the use of innovative approaches in the process of self-education serves to enhance creativity, initiative, and responsibility in students not only theoretically, but also in terms of practical results.

The purpose of this article is to analyze the theoretical foundations of innovative approaches in the process of self-education of students and to highlight the effectiveness of their practical application. The article presents the pedagogical and psychological foundations of the process of self-education, the role of modern technologies and methods, as well as conclusions based on statistical data from the experience of students.

The process of self-education is interpreted in pedagogy and psychology as a type of activity aimed at the conscious self-development of the individual. Through this process, the student not only acquires knowledge and skills, but also forms his socio-moral views, values, and life position [Rahmonov, 2020].

From a psychological point of view, the basis of the process of self-education is motivation. Studies show that 65% of students rely on internal motivation

_____

(personal goals, the desire to work on themselves) in the process of self-development, while the rest operate under the influence of external factors (parents, teachers or societal demands) [OECD, 2022].

In pedagogy, there are several conceptual approaches to explaining the process of self-education:

• Constructivism theory - the student forms knowledge not in a ready-made way, but through active assimilation. In this process, self-education is manifested as an independent activity in which the student plays a central role [Vygotsky, 1978].

• Reflective approach - based on the analysis, evaluation and drawing conclusions of the student's own activities. Reflection is considered the main mechanism of self-education [Kolb, 2015].

• The concept of life-long learning – justifies the need for the process of self-education to continue not only at the stage of higher education, but throughout life. This approach is of great importance in the formation of 21st century competencies [UNESCO, 2023].

The role of innovative approaches in the process of self-education is emphasized. For example, coaching and mentoring technologies help students develop their own personal development strategies, while peer-to-peer learning enhances the exchange of experience. Also, problem-based learning develops independent decision-making and creativity in students [Smith & Lahti, 2021].

The results of theoretical studies show that the effectiveness of the process of self-education depends on the following factors:

1. Internal motivation and the ability to set goals (60–65 %).

2. Reflection and self-assessment skills (50–55%).

3. Use of innovative technologies (45–50%).

4. Social support - the influence of a mentor, teacher or team (up to 40%) [Karimov, 2022].

Thus, a theoretical analysis of the process of self-education of students shows that it achieves the highest efficiency when it is at the center of individual development and is combined with modern innovative approaches.

Innovative methods in the educational process are the main tool for activating students' self-education activities, encouraging them to think independently and develop personally. Uzbek and foreign experience shows that, unlike traditional

_____

teaching methods, innovative approaches develop responsibility, initiative and creativity in students [Abdullaeva, 2021].

1. Coaching

Coaching is a method aimed at supporting the personal and professional development of students, helping to reveal their inner potential. According to research, the motivation level of students who participated in coaching programs increased by 20–25%, and the ability to make independent decisions increased by 15% [Smith & Lahti, 2021].

2. Mentoring

Mentoring is the process of providing advice and guidance to young people by an experienced person (teacher, senior student or specialist). Students who participated in mentoring programs achieved more effective results in developing self-development strategies. For example, in studies conducted at US universities, self-management skills were 18–22% higher among students who participated in mentoring programs [OECD, 2022].

3. Peer-to-Peer Learning

This method is based on the exchange of knowledge and experience between students. In the peer-to-peer process, students become active subjects of learning, thereby increasing the effectiveness of self-education. This method is widely used in the Finnish education system, and it was noted that the level of development of social skills among students increased by 30% [UNESCO, 2023].

4. Problem-based Learning

Problem-based learning is a method that forms students' creative thinking by involving them in solving various problems. According to research, students who used problem-based learning developed critical thinking skills by 25–28% [Kolb, 2015].

5. Digital platforms and mobile applications

In recent years, the role of digital platforms such as Google Classroom, Moodle, Coursera, Duolingo in the process of student self-education has been increasing.

_____

According to the results of a survey conducted in higher education institutions of Uzbekistan in 2024, the rate of use of digital educational resources among students exceeded 70% [OTFIV, 2024].

6. Gamification (gamification elements)

The gamification method aims to motivate students by adding game elements to the learning process. Statistics show that in lessons where gamification was used, student activity increased by up to 40%, and the efficiency of completing tasks by up to 35% [Rahmonov, 2020].

In conclusion, innovative methods in the process of self-education of students not only support their independent learning activities, but also develop motivation, social adaptability, and critical thinking.

In recent years, students have been widely using innovative methods in the process of self-education. Considering this process through statistical data further reveals the relevance of the issue.

Experience of Uzbekistan

According to the report of the Ministry of Higher Education, Science and Innovation (2024), among students in higher education institutions of Uzbekistan:
 70% of students regularly use digital learning platforms (Moodle, ZiyoNet, Google Classroom);

- 55% of students have participated in mentoring or coaching programs;
- 60% of students have independently developed their development plans [OTFIV, 2024].
- Comparison with international experience
- According to UNESCO (2023), among students around the world:
- 65% of students are receiving additional education through online platforms;
- 40% of students have developed their own independent development strategy;
- 30% of students are actively participating in peer-to-peer learning [UNESCO, 2023].

_____

OECD (2022) studies indicate that students who actively use digital learning technologies perform 25–30% better than those who study using traditional methods [OECD, 2022].

Table 1 Simplified comparison table

Indicators	Uzbekistan (%)	International scale (%)
Use of digital platforms	70	65
Mentoring and coaching programs	55	45
Create an independent development plan	60	40
Peer-to-peer learning	35	30

As can be seen from the table, the use of digital platforms by students in Uzbekistan is slightly higher than international indicators. Mentoring and independent development programs are also actively implemented. However, the level of participation in peer-to-peer education is lower than international experience. This indicates the need to strengthen the training of students based on mutual cooperation.

The above theoretical analysis and statistical data show that the process of self-education of students is one of the important components of the modern education system. Innovative approaches — coaching, mentoring, peer-to-peer education, problem-based learning, digital platforms and gamification — serve to organize this process more effectively.

The successful course of the self-education process depends on the following main factors:

1. The student's internal motivation and desire for personal development.

2. Regular use of innovative methods and their integration into the educational process.

3. Expansion of the digital learning environment and use of mobile technologies.

4. Support from teachers and mentors, positive influence of the social environment.

_____

Practical recommendations are as follows:

- □ Systematic introduction of mentoring and coaching programs in higher education institutions will more actively involve students in personal development.

- □ Development of peer-to-peer learning platforms among students will increase their skills in collaboration and social adaptation.

- □ Widespread use of gamification and digital educational resources will increase students' interest in the process of self-education.

- □ Organization of special trainings on the development of students' self-assessment and reflection skills will increase efficiency.

- □ It is necessary to widely introduce lifelong learning programs developed based on international experience in higher education institutions of Uzbekistan. Thus, the use of innovative approaches in the process of self-education of students serves not only their individual development, but also increases the competitiveness of the higher education system. Statistical analysis shows that, although significant results have been achieved in Uzbekistan in this area, there is a need, especially for student cooperation and the widespread use of methodologies that meet international standards.

REFERENCES:

1.Abdullaeva, S. (2021). Talabalarning shaxsiy rivojlanishida innovatsion yondashuvlar. Toshkent: Fan nashriyoti.

2.Karimov, A. (2022). O'z-o'zini tarbiyalash jarayonida raqamli ta'lim resurslarining o'rni. Oliy ta'lim va innovatsiyalar jurnali, 3(2), 45–52.

3.Kolb, D. A. (2015). Experiential learning: Experience as the source of learning and development (2nd ed.). New Jersey: Pearson Education.

4.OECD. (2022). Education at a Glance 2022: OECD Indicators. Paris: OECD Publishing. https://doi.org/10.1787/69096873-en

5.OTFIV (Oliy ta'lim, fan va innovatsiyalar vazirligi). (2024). O'zbekiston oliy ta'limida raqamli transformatsiya hisobot. Toshkent: OTFIV Matbuot xizmati.

6.Rahmonov, B. (2020). Talabalarda o'z-o'zini tarbiyalash jarayonining psixologik asoslari. Pedagogika va psixologiya jurnali, 4(1), 33–40.

_____

7.Smith, J., & Lahti, T. (2021). Coaching and mentoring in higher education: A comparative study. Journal of Educational Development, 55(3), 112–128.

8.UNESCO. (2023). Global Education Monitoring Report 2023: Technology in education. Paris: UNESCO Publishing.

9.Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.