

METHODS FOR DEVELOPING SELF-LEARNING SKILLS AMONG PUPILS IN MAINSTREAM SCHOOLS

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Abstract

The accelerating accumulation of knowledge and the limited nature of individuals' cognitive resources necessitate a shift towards proactive professional training. The concept developed for fostering self-directed learning activities among students at physical education universities (with the Republic of Uzbekistan as a case study) is grounded in an integrative-developmental approach and the formalisation of pedagogical knowledge. The theoretical core focuses on creating a reflective educational environment and actualising invariant cognitive operations (analysis, synthesis and generalisation), ensuring synergy between external guidance and students' internal self-regulation. Implementing this concept results in the formation of professional subjectivity and sustained readiness for continuous self-improvement among future specialists in dynamic socio-cultural conditions.

Keywords

Self-directed learning, physical education university, an integrative and developmental approach, advanced learning, career self-determination, pedagogical concept, self-regulation, cognitive operations.

Introduction: The accelerated growth of knowledge in today's information-rich environment, coupled with the individual's limited cognitive abilities, has led to an urgent need to identify effective strategies that enhance people's capacity for self-regulation and autonomous learning. This paradigm presupposes the perception of the physical education student as a dynamic agent of professional and personal self-determination and continuous self-improvement in all available spheres of self-realisation. Concurrently, the contemporary educational system is

undergoing a transformation into an adaptive mechanism capable of meeting not only the current demands of the state, but also the growing intellectual, socio-cultural and spiritual needs of the individual, thereby fundamentally changing the status of education and establishing its role as one of the key social institutions. In this context, a reinterpretation of the phenomenon of physical education is required in order to establish new objectives and the substantive content of the subject. The structural components of physical education are the creation of optimal conditions for the realisation of human psychophysiological potential, as well as the systematic formation of values, needs and practical skills that ensure a sustained commitment to a physically active lifestyle.

Methods: The effective encouragement of self-directed learning in higher education is predicated on the creation of conditions conducive to the full realisation of an individual's creative potential and their continuous self-development. In the process of training specialists in the field of physical education, the priority is the formation of an authentic style of professional activity, a high level of professional self-awareness, and a sustained commitment to ongoing self-realisation. However, the prevailing state of educational practice in relevant higher education institutions signifies an absence of a holistic conceptual framework for the development of autonomous learning activities, which stands in objective contradiction to the imperatives of modernising the system of higher professional education in the Republic of Uzbekistan. The epistemological necessity of comprehending the dynamically transforming information landscape, combined with insufficient theoretical and methodological exploration of the problem under consideration, has determined the objective of this study, which consists in the fundamental development of conceptual foundations to promote the development of self-directed learning among the student body.

For the purposes of this study, it is necessary to conduct a definitive analysis of the category of 'concept'. In V. Dal's lexicographical works, this concept is interpreted as a cognitive image, a means of understanding, and a set of analytical considerations and conclusions. According to the Soviet Encyclopaedic Dictionary, a concept is defined as a specific method of interpreting an object or process, a fundamental point of view and guiding principle ensuring their systematic examination. The term 'concept' originates from the Latin 'conceptio', meaning 'perception' or 'system'. In the field of vocational education, the concept of a concept is defined as a mental construct and an ordered system of views on a specific subject of knowledge. The present study adopts a philosophical approach to the methodology, defining a concept as a system of views that expresses a specific perspective on the perception and interpretation of phenomena, as well as

presenting a constructive principle for the realisation of a theoretical design in knowledge practice. The concept is a fundamental tool for the organisation and explication of disciplinary knowledge, integrating scientific, theological and philosophical discourses in this respect. In the work of B. S. Gershunsky, the notion of a concept is predicated on the identification of ultimate meanings within a given field of enquiry, and the realisation of a panoramic worldview through the prism of the value foundations of epistemology. In turn, V. I. Zagvyazinsky acknowledges the concept's capacity to ontologise the components of personal knowledge within a theoretical structure, thereby ensuring the coherence of elements of diverse origin through the introduction of a system of disciplinary metaphors. In contemporary educational science, the term is often reduced to a fundamental theoretical or idealised framework of the field under study. Thus, a concept serves as a preliminary logical structure for empirical and theoretical material, the full elaboration of which is embodied in the corresponding scientific theory.

This study synthesises various interpretations of the definition of 'concept' in order to define a pedagogical concept for fostering students' self-directed learning. This concept is defined as a structured system of scientific-theoretical views on the phenomenon of a subject's readiness for autonomous learning. These views reflect the author's interpretation of the mechanisms for its implementation in higher education. The dominant idea of personal genesis is articulated within the paradigm of advanced education based on an integrative-developmental approach. The process of constructing this concept is based on the postulate that the conceptual cross-section of theoretical knowledge determines its paradigmatic structure, establishes its internal logic, and delineates the relevant areas of application for conceptual systems constituted during the unfolding of the fundamental 'generative' idea. In this particular context, the category of 'concept' is of particular significance. In philosophical discourse, the concept is interpreted as the semantic content of a notion, which remains constant with respect to its linguistic objectification. Within the domain of pedagogy, a conceptual scheme is constituted by a set of concepts that are organised and structured according to a particular hierarchy. The identification of pivotal concepts, along with the establishment of their correlational relationships, forms the crux of the conceptualisation process. Concepts that promote the development of self-directed learning activity function within this framework in a mode of understanding and explanation, acting as cognitive tools that organise ways of perceiving and constructing educational reality. Consequently, the concept emerges as a continuum of ideas that determine the focus of educational processes within the university on the development of students' professional agency and autonomy. The

concept has been developed and validated in a number of specialised educational institutions in the Republic of Uzbekistan. It is based on fundamental concepts, including the key research idea, the methodological approach, and a system of laws and principles. The concept is founded on the findings of fundamental research and is characterised by a distinct practice-oriented focus. It incorporates theoretical provisions that facilitate effective implementation in the specific conditions of professional and pedagogical activity at a higher education institution of physical culture.

The development of the concept was informed by the methodology for the formalisation of pedagogical knowledge proposed by V. I. Zagvyazinsky, drawing upon the established experience in educational science regarding the design of educational systems. The fundamental guiding principle was that of deductive knowledge, ensuring strict adherence to the laws of formal logic – in particular, the laws of identity and consistency – which enabled the realisation of the epistemological imperative of ascending from the abstract to the concrete and to adequately reflect the internal dialectic of the research process. In accordance with the position advanced by B. I. Korotyaev, the formalisation procedure facilitates the transformation of heterogeneous pedagogical data into concise, structurally rigid and logically sound constructs that represent the essential characteristics of objective educational phenomena. The central idea of the proposed concept is to facilitate the development of students' self-directed learning activities within the paradigm of advanced learning based on an integrative-developmental approach. In this context, the preparation of future specialists for continuous professional self-improvement is positioned as a priority vector of higher education. According to P. N. Novikov, advanced learning is aimed at actualising the latent psychophysiological potential of the individual to foster an innovative type of intelligence and humanistically oriented thinking, realised through subject-oriented transformative practice. The methodological foundation of the study is formed by an integrative-developmental approach, which acts as a specific cognitive toolkit ensuring the synergy of integration processes and personal genesis within the vocational training system.

In order to achieve a more profound comprehension of the issue under consideration, it appears imperative to undertake a definitive analysis of the category 'concept'. In V. Dal's lexicographical tradition, the term is interpreted as a cognitive image and a method of systematic understanding of an object. The Soviet Encyclopaedic Dictionary characterises a concept (from the Latin *conceptio* – perception) as a basic method of interpreting phenomena and a guiding idea ensuring their systematic explanation. In scientific and pedagogical discourse, a

concept is regarded as a mental construct and an ordered system of views on an object of cognition. From a philosophical perspective, the most significant definition of a concept appears to be that of a system of views expressing a specific perspective on understanding processes and presenting a constructive principle for the realisation of a theoretical design in knowledge practice. The concept of a concept is a fundamental means of organising and deploying disciplinary knowledge, integrating scientific, theological and philosophical paradigms. In the work of B. S. Gershunsky, emphasis is placed on the notion that a concept is oriented towards the establishment of ultimate meanings and the realisation of a comprehensive worldview, founded upon the value foundations of epistemology. V. I. Zagvyazinsky has indicated the capacity of the concept to ontologise components of personal knowledge within a theoretical structure, thereby ensuring the coherence of elements of a diverse origin through a system of disciplinary metaphors. Within the framework of contemporary pedagogy, the term is often reduced to a fundamental theoretical or idealised scheme of the field under study. Thus, the concept acts as a preliminary logical organisation of the material, a full description of which is reflected in the corresponding scientific theory.

Results and Discussion: By synthesising the interpretations presented, we define the pedagogical concept of fostering students' self-directed learning as a holistic system of perspectives on the phenomenon of an individual's readiness for autonomous learning. This concept reflects the author's interpretation of the mechanisms for its implementation in higher education and articulates the central idea of personal development within the system of advanced education. The conceptual cross-section of theoretical knowledge in this context establishes the internal logic and outlines the relevant areas of application for systems of concepts constituted on the basis of the 'generating' idea. The category of 'concept', understood in philosophy as the semantic core of a notion that is invariant with respect to its concrete linguistic form, takes on particular significance in this context. In the sphere of pedagogy, a hierarchical set of concepts constitutes a conceptual scheme that functions in a mode of understanding and explanation. The identification of the required concepts and the establishment of their correlational links are the fundamental elements of the conceptualisation process. In the present study, concepts are theorised as cognitive tools that organise the perception and construction of educational reality. The concept itself is theorised as a continuum of concepts that determine the orientation of educational processes towards the development of learners' professional subjectivity. The concept has been developed and verified in a number of specialised educational institutions in the Republic of Uzbekistan. It is based on constructs such as the key research idea, methodological

approach, and a system of laws and principles. The concept is founded on the findings of fundamental research and has a pronounced practice-oriented focus. Theoretical provisions are incorporated that allow for their effective implementation in the specific conditions of professional and pedagogical activity at a higher education institution of physical culture.

In the classical pedagogical paradigm, the educational process is structured by distinguishing between two basic components: content and methodology. While recognising the conceptual distinction between self-directed learning and the set of cognitive strategies, it is crucial to emphasise that these generalised mental processes form the operational basis of a student's intellectual potential. The invariant cognitive processes that constitute this basis include comparison, generalisation, abstraction, analysis, synthesis and transfer. The cognitive procedures under consideration are characterised by their transdisciplinary nature and the absence of narrow subject-specific determination, which allows them to be applied to objects of any nature. The implementation of an integrative-developmental approach enables the systematic application of these operations within the context of various academic disciplines, based on their specific content. Concurrently, the invariance of the structure of cognitive acts during their subject-specific application remains unaltered, thereby providing compelling evidence of the unity of universal cognitive mechanisms for information processing. Moreover, the implementation of this approach in the context of the development of self-directed learning activities among students at a university of physical education entails an organic synthesis of the vectors of external pedagogical guidance and the student's internal self-regulation during independent educational and cognitive activity. This synergy enables the full realisation of individual learning trajectories, thereby significantly enhancing the effectiveness of professional self-directed learning processes.

Conclusion: In accordance with the aforementioned theoretical principles, it is possible to articulate the key requirements of an integrative and developmental approach to the design of students' self-directed learning activities. These requirements are as follows: an emphasis on the integrative nature of human activity and the anthropological wholeness of the individual, encompassing their natural, social and spiritual dimensions; the creation of institutional and didactic conditions for the realisation of the subjective autonomy of participants in educational interaction; the intensification of cross-level communication and the strengthening of systemic links between elements of the educational environment; the stimulation of the creative activity and cognitive independence of learners; the systematic development of research competencies in the process of cognition; and

reliance on positive affective modality and the individual's emotional and value-based satisfaction. The findings of the present study indicate that the implementation of an integrative-developmental approach is conducive to the achievement of a verifiable outcome, namely the formation of a sustained readiness for self-directed learning. The findings of the present study demonstrate that the integration of the aforementioned concept within the educational praxis of physical education at the tertiary level ensures the systematic preparation of future specialists for continuous professional self-improvement. Furthermore, it determines the development of students as fully-fledged participants in specialised, professionally-oriented activities.

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