

PEDAGOGICAL POSSIBILITIES FOR MOTIVATING STUDENTS' INDEPENDENT LEARNING ACTIVITIES IN ONLINE EDUCATION

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Annotatsiya

Ushbu maqolada onlayn ta'lim sharoitida o'quvchilarning mustaqil o'quv faoliyatini motivatsiyalashning nazariy-pedagogik asoslari va amaliy imkoniyatlari keng tahlil qilinadi. Raqamli ta'lim muhiti sharoitida mustaqil ta'limni samarali tashkil etish omillari, o'quvchilarda ichki va tashqi motivatsiyani shakllantirish mexanizmlari hamda shaxsga yo'naltirilgan yondashuvning ahamiyati ochib beriladi. Interaktiv metodlar, muammoli ta'lim, loyiha faoliyati, refleksiya va o'zini-o'zi nazorat qilish vositalarining o'quv jarayonidagi o'рни asoslanadi. Shuningdek, elektron platformalar, multimediya resurslari va onlayn baholash tizimlaridan foydalanish orqali o'quvchilarning faolligi, mas'uliyati va o'z-o'zini boshqarish ko'nikmalarini rivojlantirish imkoniyatlari yoritiladi. Onlayn ta'lim jarayonida uchraydigan motivatsion muammolar va ularni bartaraf etish yo'llari ham ko'rsatib beriladi. Maqolada mustaqil o'qish faoliyatini qo'llab-quvvatlashning samarali pedagogik shart-sharoitlari ilmiy asosda bayon etiladi.

kalit so'zlar

Masofaviy ta'lim, onlayn ta'lim muhiti, mustaqil o'quv faoliyati, o'quv motivatsiyasi, ichki motivatsiya, tashqi motivatsiya, kognitiv faollik, refleksiya, o'zini-o'zi nazorat qilish, o'zini-o'zi boshqarish, shaxsga yo'naltirilgan ta'lim, differensial yondashuv, individual ta'lim trayektoriyasi, pedagogik texnologiya, interaktiv metodlar, muammoli ta'lim, loyiha metodi, raqamli pedagogika.

Annotation

This article provides a comprehensive analysis of the theoretical and pedagogical foundations and practical possibilities of motivating students' independent learning activities in online learning environments. The factors of effective organization of independent learning in digital learning environments, mechanisms for forming internal and external motivation in students, and the importance of a person-centered approach are revealed. The role of interactive

methods, problem-based learning, project activities, reflection and self-control tools in the learning process is substantiated. It also highlights the opportunities for developing students' activity, responsibility, and self-management skills through the use of electronic platforms, multimedia resources, and online assessment systems. Motivational problems encountered in the online learning process and ways to overcome them are also shown. The article describes effective pedagogical conditions for supporting independent learning activities on a scientific basis.

Keywords

Distance learning, online learning environment, independent learning activities, learning motivation, intrinsic motivation, extrinsic motivation, cognitive activity, reflection, self-control, self-management, person-centered learning, differentiated approach, individual learning trajectory, pedagogical technology, interactive methods, problem-based learning, project method, digital pedagogy.

LOGIN

The rapid development of information and communication technologies is leading to the widespread introduction of new forms and methods in the education system. In particular, online education has not only become an important direction of modern education, but also requires students to have a high level of independence, responsibility and self-management skills. In such conditions, the effective organization of independent learning activities and their provision with sustainable motivation are an urgent pedagogical problem.

In the online environment, the limited direct control, reduced communication, and the increased burden of the learning process on the student further increase the importance of motivational factors. Therefore, it is necessary to combine internal and external motivations in the educational process, apply a person-centered approach, and effectively use interactive and digital tools. Online education is a form of educational process organized through information and communication technologies, in which the student acquires knowledge independently of the boundaries of time and space. Independent learning activity is an independent process of acquiring knowledge, in which the student takes responsibility for planning, searching for information, analyzing, consolidating, and evaluating. In the online learning process, students are required to have self-management, time planning, deep understanding of the material being studied, and its practical application. In online learning, such skills depend on student motivation, and if students lack sufficient motivation, their independent work skills and efficiency will decrease.

LITERATURE ANALYSIS AND METHODOLOGY

1. **The concept of motivation and its pedagogical essence**

Motivation is derived from the word "motive", and is a process aimed at expressing the needs, desires or urges of people. Motivation is a set of internal and external factors that help to motivate a person to action and direct a person to activity. In pedagogical literature, motivation is defined as a psychological state that ensures the active participation of a student in the learning process. Motivation is based on internal (interest in learning, personal goals) and external (grades, awards, pedagogical control) factors.

Intrinsic motivation is strong and effective in the learning process, providing the basis for students to continue their independent activities. Extrinsic motivation, on the other hand, stimulates activity temporarily, but in the long term, it must be strengthened by supporting intrinsic motivation.

Maslow (1954) developed a hierarchy of needs consisting of five hierarchical classes. According to Maslow, people are motivated by unsatisfied needs. The needs are listed from basic (lowest-first) to most complex (highest-last):[7]

Physiology (hunger, thirst, sleep, etc.)

Safety / Security / Shelter / Health

Social / Love / Friendship

Self-esteem / Recognition / Success

Self-actualization / reaching full potential

, reflecting on motivation, emphasizes that "motivation is a determination that occurs through the psyche"[8]. The essence of the above considerations is the re-education of a person in labor activity and the formation of certain qualities. In this case, activity is considered an active situation, developing psychological states within the framework of existing needs and interests, and then forming new interests, needs and aspirations, changing the essence and forms of motives.

It is worth emphasizing this point that the interpretations of the possibility of motivation going beyond the level of activity or the possibility of activity going beyond the scope of motivation are relative. Therefore, it is appropriate not to conclude that motivation is outside of activity and activity is separate from motivation.

Pedagogical options for increasing motivation in online learning include the following approaches:

-Person-centered approach

By assigning tasks that take into account the age, abilities, interests, and needs of each student, students' intrinsic motivation is strengthened. By individualizing

the learning process , students ' sense of "mastery" in their learning activities is enhanced. increases even more .

- Interactive methods and active learning

The use of interactive methods in the educational process , i.e. problem tasks, project work, group discussions, online forums , tests and handouts, helps to increase student effectiveness in the lesson and increases student participation in the lesson. Interactive methods encourage students to think independently, research, and work on themselves.

-Using digital tools

In the educational process, teachers organize the learning process visually and practically by using electronic textbooks, educational platforms, and multimedia tools (video, animation, simulation) in the classroom. This facilitates the process of students' acquisition of knowledge and increases interest.

- Rating and feedback system

Assessment is one of the most important processes in the learning process, and online control tests, portfolios, automatic and teacher-provided feedback allow students to see their results and self-analyze. Timely and accurate feedback increases the desire of students to work on themselves.

2. Combining intrinsic and extrinsic motivation

In pedagogical literature, the formation of intrinsic motivation is defined as the main goal of education. To do this:

Relate learning material to real-life context;

Focus on analyzing real problems;

Provide opportunities for self-assessment;

It is recommended to arouse interest through creative tasks.

An effective learning process occurs when the elements of external motivation - assessments, incentive systems, certificates, and handouts - are used harmoniously together with internal motivation. Both types of motivation (internal and external) are important for students not only in the online learning process, but also in the offline learning process.

RESULTS

Pedagogical opportunity / method	Description and mechanism	Independent study to the activity effects (advantages)
Gamification	Points, badges, levels , ratings , streaks, virtual rewards through in students internal and external incentive wake up	Attention far term keeps , by itself assignment to do to habit turns , success feeling gives

Personalized (adaptive) education	Each to the student suitable speed , difficulty level and material selection	Students own to the levels suitable independent the way chooses , from failure not afraid , himself management skill increases
Project and to the problem based education (PBL)	Real life problems solution to do through goal and meaningful result feeling to give	Independent research , source search , project planning , result presented to grow skills develops
Interactive and multimedia tools	Video, animation , interactive quiz, VR/AR, podcasts through interest and visual attractiveness wake up call	Students Passive from winter active to participate passes , the material own at the pace repeats and deep study opportunity gives
Himself assessment and progress monitoring	Through graphs , self-check quiz, learning analytics own achievements in real time see	Himself control to do learns , weak the sides determines and in students independent accordingly mistakes correction skill takes shape
Social and cooperation elements	Group discussions , peer-review, leaderboard, forums through social recognition and competition	Lonely pursuit to reduce help gives , colleagues with in cooperation independent assignment performs , responsibility feeling increases
Internal motivation develop	Purpose reflection , reflection journals , growth mindset exercises , self management to teach	External enthusiastically internal to interest will pass , long term independence and oneself motivation to do ability takes shape

DISCUSSION

The main reasons for low motivation in the online learning process are:

- Lack of regular communication ;
- Technical problems (low internet , lack of devices);
- Students who are not used to working independently;
- Poor time management , etc.

Online education in the process To overcome these problems, it is necessary for teachers to establish regular contact with students , make assignments short and meaningful, and provide instructions on time planning . These problems can be overcome by teachers constantly working on themselves and researching in the online learning process.

CONCLUSION

Encouraging independent learning in online education is not only a technological, but also, first of all, a psychological and pedagogical problem. Research has shown that motivational technologies are effective tools, but they only produce real results when they are used in a targeted, student-centered, and

complex manner. Motivating students to engage in independent learning in online education is an important factor in the effectiveness of education. Pedagogical opportunities – a person-centered approach, interactive methods, the use of digital tools, and an effective assessment system – increase students' intrinsic and extrinsic motivation.

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