THE PEDAGOGICAL FEATURES OF SELF-STUDY: A COMPREHENSIVE ANALYSIS OF ITS' TYPES

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Annotation: *This article offers a comprehensive analysis of the pedagogical features inherent in self-study, exploring different types. Self-study, a well-known educational approach, gives students the opportunity to take control of their learning process, promoting autonomy. Based on an extensive literature review, this study identifies self-learning in the context of education and highlights its importance for developing lifelong learning skills. The article delves into the methodologies, theories, and structures of self-study, clarifying the underlying pedagogical theories that underlie the practice of self-study. In addition, it explores different types of self-learning, including independent learning, self-directed learning, and autonomous learning, highlighting their unique characteristics and implications for educational practice. By summarizing existing research and insights, this study contributes to a deeper understanding of self-learning pedagogy and provides valuable guidance to educators, researchers, and policy makers on how to create effective environments for self-directed learning.*

Keywords: *Self-learning, pedagogical features, types, independent learning, lifelong learning, educational practice, effective learning.*

Аннотация: *В данной статье предлагается всесторонний анализ педагогических особенностей, присущих самообучению, и рассматриваются различные его виды. Самостоятельное обучение, хорошо известный образовательный подход, дает студентам возможность взять под контроль процесс обучения, способствуя развитию автономии. Основываясь на обширном обзоре литературы, данное исследование определяет самообучение в контексте образования и подчеркивает его важность для развития навыков обучения на протяжении всей жизни. В статье рассматриваются методологии, теории и структуры самообучения, уточняются педагогические теории, лежащие в основе практики самообучения. Кроме того, в статье рассматриваются различные типы самообучения, включая самостоятельное обучение, самонаправленное обучение и автономное обучение, выделяются их уникальные характеристики и последствия для образовательной практики. Обобщая существующие исследования, данное исследование способствует более глубокому пониманию педагогики самообучения и дает ценные рекомендации педагогам, исследователям по созданию эффективной среды для самостоятельного обучения.*

Ключевые слова: *Самообучение, педагогические особенности, типы, самостоятельное обучение,образовательная практика, эффективное обучение.*

Annotatsiya: *Ushbu maqola mustaqil ta'limga xos bo'lgan pedagogik xususiyatlarni har tomonlama tahlil qilishni taklif qiladi va uning turlarini ko'rib chiqadi. O'z-o'zini boshqarish, taniqli ta'lim yondashuvi mustaqil ta'limni rivojlantirish orqali o'quv jarayonini nazorat qilish imkoniyatini beradi. Turli olimlar va ularning adabiyotlarini keng ko'rib chiqqan holda, ushbu tmaqola ta'lim kontekstida o'z-o'zini anglashni belgilaydi va bu hayot davomida o'rganish ko'nikmalarini rivojlantirishdagi ahamiyatini ta'kidlaydi. Maqola mustaqil ta'lim metodologiyalari, nazariyalari va tuzilmalarini ko'rib chiqadi, o'z-o'zini boshqarish amaliyotiga asoslangan pedagogik nazariyalarni aniqlaydi. Bundan tashqari, tadqiqot o'z-o'zini o'qitishning har xil turlarini, shu jumladan o'z-o'zini o'qitish, o'z-o'zini boshqarish va mustaqil ta'limni ko'rib chiqadi. Mavjud tadqiqotlarni umumlashtirish orqali ushbu tadqiqot o'z-o'zini o'rganish pedagogikasini chuqurroq tushunishga yordam beradi va o'qituvchilar, tadqiqotchilar va siyosatchilarga o'z-o'zini boshqarish uchun samarali muhit yaratish bo'yicha qimmatli tavsiyalar beradi.*

Kalit so'zlar: *Mustaqil ta'lim, pedagogik xususiyatlari, ta'lim turlari, ta'lim amaliyoti, samarali ta'lim.*

Understanding the pedagogical characteristics of self-study is important for developing an effective learning process that takes into account the diverse needs and preferences of students[1]. By learning the underlying principles and strategies associated with self-study, teachers can better support students in developing critical skills such as self-regulation, critical thinking, and problem solving [2]. Moreover, recognizing the pedagogical aspects of self-learning allows teachers to adapt teaching methods and resources to optimize learning outcomes in different contexts[3].

In addition, theoretical approaches such as constructivism, social cognitive theory, and self-determination theory have been applied to elucidate the basic mechanisms of self-learning and its impact on learning outcomes[4][5].

Pedagogical theories play a crucial role in informing and guiding the practice of self-study. The constructivist approach, for example, emphasizes the active accumulation of knowledge through meaningful learning, which is closely consistent with the principles of independent learning [6]. Similarly, sociocultural theory emphasizes the role of social interactions and cultural contexts in shaping learning processes, with an emphasis on collaborative research and community-based learning environments[7]. By justifying the practice of self-study with pedagogical theories, teachers can develop learning experiences that are appropriate to the cognitive and socio-emotional needs of students, promoting deeper engagement and understanding [8].

The theoretical framework provides a conceptual lens through which to understand the pedagogical features of self-study and their significance for learning. In this section,

we present a theoretical framework based on key concepts such as learner autonomy, motivation, metacognition, and self-regulation to clarify the mechanisms underlying self-learning practices [4]; [9];[10].

Student autonomy is central to self-learning, reflecting students ' ability to control their learning process, set goals, and regulate their learning activities ([11] Autonomy empowers students to make informed decisions about what, how, and when to study, while developing a sense of ownership and responsibility for their educational journey [12]. By promoting autonomy, self-study encourages students to explore, reflect, and solve problems on their own, thereby increasing their motivation and self-efficacy.

Motivation plays a crucial role in stimulating and maintaining the practice of self-study . Intrinsic motivation derived from individuals ' inherent interest and enjoyment in the learning process is particularly conducive to self-directed learning. Self-determined learners are more likely to actively engage in self-study, persevere in the face of challenges, and show higher levels of achievement and satisfaction [13]. Teachers can develop intrinsic motivation by creating an environment conducive to autonomy, providing meaningful learning opportunities, and recognizing students ' competence and autonomy[14].

Metacognition refers to students ' awareness of and control over their cognitive processes, including planning, monitoring, and evaluating their own learning [15]. Metacognitive skills are essential for effective independent work, enabling students to set learning goals, choose appropriate strategies, and adapt their approaches based on feedback and self-reflection [16]. By promoting metacognitive awareness, self-learning encourages students to become strategic, self-regulating learners who actively participate in the learning process and monitor their progress toward learning goals [10].

Self-regulation encompasses the processes by which students set goals, track their progress, and regulate their learning behavior to achieve desired outcomes [10] . Self-regulating learners show greater persistence, resilience, and academic performance because they have the ability to deal with distractions, regulate their emotions, and adapt their learning strategies to different contexts[10]. In the context of self-learning, self-regulation allows students to maintain focus, overcome procrastination, and effectively manage their time and resources to optimize learning outcomes [17].

Self-study includes various approaches that allow students to control their learning process and achieve knowledge independently. In this section, we will identify and define different types of approaches to independent work, discuss their pedagogical features, and provide examples and case studies illustrating their implementation in educational institutions.

Independent research: Independent research involves students engaging in independent learning activities, usually outside of formal classroom settings, to explore topics of interest or achieve specific learning goals [18]. Students take responsibility for selecting learning materials, setting goals, and organizing their learning schedule[19].

From a pedagogical perspective, independent learning promotes student autonomy, self-regulation, and critical thinking skills, as students are actively involved in planning, monitoring, and evaluating their learning progress [10].

Self-directed learning: Self-directed learning involves students taking initiative and taking responsibility for their learning process, identifying their learning needs, and defining their learning goals [20]. Students can use a variety of resources, including textbooks, online courses, and instructional videos, to acquire knowledge and skills on their own [21]. From a pedagogical perspective, self-directed learning promotes student motivation, engagement, and metacognitive awareness, as students actively monitor and adjust their learning strategies based on their progress and feedback [22].

Autonomous Learning: Autonomous learning refers to students ' ability to take responsibility for their learning process by making decisions about what, how, and when to study [12]. Autonomous learners demonstrate initiative, resourcefulness, and resilience in achieving their learning goals, relying on their intrinsic motivation and self-regulation skills [23]. Pedagogically, autonomous learning encourages students to engage in deep, meaningful learning as they explore topics of personal interest and relevance [11].

Conclusion

In conclusion, this article discusses the pedagogical features of self-learning and its various types, aimed at giving an idea of effective self-learning practices. The self-learning path is a path of empowerment, growth, and lifelong learning. Using the pedagogical features of self-study and developing a culture of continuous improvement and collaboration, we can create a learning environment that inspires each student to be curious, creative and perfect.

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