



**A MODEL FOR DEVELOPING LEARNING INDEPENDENCE ON THE
BASIS OF AN INDIVIDUAL APPROACH AND ITS COMPONENTS**

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A B S T R A C T	KEYWORDS
<p>The article substantiates a structural-functional model for developing learning independence in students on the basis of an individual approach, and reveals its main components. Learning independence is understood as an integrative personal quality that unites the motivation, knowledge, skills and reflective abilities necessary for the independent mastery of educational content. The individual approach is regarded as the leading principle that allows the aim, content, tempo and measure of pedagogical support to be matched to the particular features of each learner. The proposed model comprises interconnected target, motivational-value, cognitive-content, operational-activity and reflective-evaluative components, together with the pedagogical conditions and the stages of their realisation. Criteria and levels for assessing the formation of learning independence are also described. The model provides a holistic basis for the purposeful development of learning independence in the educational process.</p>	<p>Learning independence, individual approach, individualisation, differentiation, structural-functional model, motivational-value component, cognitive-content component, operational-activity component, reflection, criteria and levels, pedagogical conditions.</p>

INTRODUCTION

One of the priority tasks of the contemporary education system is to develop in every student the ability to learn independently. The rapid renewal of knowledge and the shift from the transmission of information to the cultivation of competences make learning independence a decisive quality of a modern learner. Because students differ in their abilities, prior preparation, tempo of work and educational needs, the development of this quality cannot be achieved by a uniform approach applied identically to all. The individual approach, which takes account of the distinctive features of each learner, therefore becomes the natural basis for developing learning independence.

However, the individual approach yields results only when it is embodied in a clear model that defines the aim, the content, the means and the expected outcome of the pedagogical process, together with its components. The construction of such a model — and the disclosure of its components — is the subject of the present article.

Literature review

The theoretical foundations of the individual approach and of the development of independence have been elaborated in a broad body of psychological and pedagogical research. L. S. Vygotsky's concept of the zone of proximal development justifies the individual dosing of pedagogical help: assistance must correspond to the level of development actually attained by the given child. The theory of developmental education advanced by D. B. Elkonin and V. V. Davydov shows that properly organised learning activity forms the ability to act independently.

The problems of individualisation and differentiation of instruction were investigated by I. E. Unt, A. A. Kirsanov and E. S. Rabunsky, who distinguished the levels and forms of allowing for individual differences in the educational process. I. S. Yakimanskaya developed the idea of person-oriented education, in the centre of which stands the learner's subjective experience. G. K. Selevko systematised educational technologies, including technologies of individualised and self-directed learning. The generalisation of these studies makes it possible to treat learning independence as a manageable quality whose development requires a specially constructed model built upon the individual approach.

Analysis and results

On the basis of the systemic and personal-activity approaches, learning independence may be defined as an integrative quality of the personality that unites a stable motivation for independent learning, the necessary system of knowledge and general learning skills, the mastery of methods of independent activity, and the ability to evaluate and correct one's own work. Proceeding from this definition, a structural-functional model was designed, comprising interrelated components.

The target component sets the overall aim — the development of learning independence — and its concrete tasks, formulated with reference to the requirements of educational standards and to the individual characteristics of the learners. It gives direction to all the other components and to the pedagogical process as a whole.

The motivational-value component ensures a positive attitude towards independent learning and the transformation of external requirements into the learner's own internal need. On the basis of the individual approach it relies on the interests, aspirations and prior successes of each student, creating situations of success that strengthen confidence and the desire to work independently.

The cognitive-content component embraces the system of knowledge about the aims and methods of independent work and the educational content to be mastered. Within the individual approach this content is differentiated in volume and difficulty, and is provided with tasks of varying levels so that each learner works within his or her zone of proximal development.

The operational-activity component includes the general learning skills and the methods of independent cognitive activity — planning, information search, self-organisation and self-control — through which the learner actually masters the content. It is realised by means of gradually more complex independent tasks and a measured reduction of teacher assistance in accordance with each learner's progress.

The reflective-evaluative component provides the learner's self-assessment and correction of the process and results of independent activity, as well as the teacher's diagnostics. It closes the cycle of the model, since the data of reflection and diagnostics serve to refine the aims and to individualise the subsequent stages of work.

The functioning of the model requires a set of pedagogical conditions: the diagnosis of the individual features and the level of learning independence of each student; the differentiation of tasks by level of complexity; the creation of situations of success and of positive motivation; the gradual transfer of functions of control from the teacher to the learner; and the readiness of the teacher to realise the individual approach. The model is implemented through consecutive stages — diagnostic, motivational, organisational-activity and reflective-evaluative — which correspond to its components and ensure the systematic character of the work.

For the assessment of results, motivational, cognitive, operational and reflective criteria were adopted, in accordance with which three levels of the formation of learning independence — low (reproductive), medium (partially independent) and high (creative) — are distinguished. These criteria and levels make it possible to trace the dynamics of each learner's advancement and to adjust the pedagogical support accordingly.

Conclusions and recommendations

The conducted analysis permits the following conclusions. The development of learning independence proceeds most effectively when it is built upon an individual approach that matches the aim, content, tempo and measure of support to the features of each learner. The proposed structural-functional model unites target, motivational-value, cognitive-content, operational-activity and reflective-evaluative components into a single system, supplemented by pedagogical conditions, stages of realisation, and criteria and levels of assessment.

It is recommended that teachers begin the work with the diagnosis of the learners' individual features and initial level of independence, differentiate tasks in accordance with these data, purposefully strengthen motivation, and gradually transfer the functions of planning and control to the learners themselves, monitoring the dynamics of their advancement by the established criteria. The consistent realisation of the model creates the conditions for forming a learner who is capable of the independent, conscious and creative mastery of knowledge.

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