



Developing Students' Self-Education Competence In The Learning Process

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Abstract: The development of students' self-education competence has become an essential priority in modern pedagogy, especially in the context of competency-based education. This article examines the theoretical foundations, pedagogical conditions, and practical strategies for fostering self-education competence among school learners. Using descriptive and analytical methods, the study identifies key mechanisms including metacognitive strategies, reflective practice, learner autonomy, and digital literacy that contribute to students' ability to direct their own educational growth. The article concludes with recommendations for teachers to effectively integrate self-education development practices into classroom settings.

Keywords: Pedagogical conditions, reflective practice, self-education competence, individual approach, self-management, diagnostics and individual development, internal motivation methods.

Introduction: Rapid technological advancement and globalization have transformed the role of education, placing increased emphasis on students' ability to learn independently and continuously (Zimmerman, 2002). Within the competency-based education framework, self-education competence (also called self-regulated learning, self-directed learning, or self-upbringing skills) refers to the learner's capacity to set goals, plan activities, monitor progress, and evaluate outcomes (Candy, 1991).

In countries undergoing educational reform, including Uzbekistan, developing students' self-education competence is recognized as a critical factor for improving academic performance and preparing youth for lifelong learning (Karimov, 2020). Despite its importance, many students still rely heavily on teacher-directed learning, highlighting the need for effective pedagogical interventions.

The purpose of this article is to analyze the theoretical basis, explore pedagogical conditions, and provide methodological recommendations for improving self-education competence among school learners.

This study employs a qualitative research methodology, combining:

Descriptive analysis of existing pedagogical and psychological literature on self-regulated learning and learner autonomy;

Comparative analysis of national and international approaches to fostering student independence;

Pedagogical observation of typical classroom practices that influence self-education development.

The collected materials were organized thematically and used to derive practical conclusions and recommendations.

DISCUSSION AND RESULTS

Analysis of the literature shows that self-education competence generally consists of the following components (Pintrich, 2000):

1. Motivational–value component – students’ internal motivation, interest, and awareness of learning goals;
2. Cognitive–strategic component – use of planning, problem-solving, and metacognitive strategies;
3. Operational–activity component – ability to organize learning activities, select resources, and manage time;
4. Reflective–evaluative component – monitoring progress, evaluating results, and adjusting strategies.

The study identifies several conditions that significantly enhance students’ self-education competence:

Learner-centered instruction that gives students autonomy in selecting tasks and methods (Deci & Ryan, 2000);

Integration of reflective practices, such as learning journals and self-assessment rubrics;

Digital learning tools that support inquiry, information search, and independent practice;

Collaborative learning environments where students exchange experiences and develop responsibility;

Teacher scaffolding, gradually reducing support as students gain independence.

The following strategies were found to be effective in classroom practice:

Goal-setting exercises where students define personal

learning objectives;

Structured self-monitoring forms to track weekly progress;

Project-based learning, which naturally promotes autonomy;

Use of “flipped classroom” techniques to encourage self-directed study at home;

Explicit training in metacognitive strategies, such as planning, summarizing, and self-questioning.

The findings indicate that developing self-education competence is a multidimensional and dynamic process requiring both psychological readiness and pedagogical support. Students become more responsible for their own learning when teachers create meaningful opportunities for autonomy and reflection (Zimmerman & Schunk, 2011). However, challenges persist, including low motivation, insufficient digital literacy, and limited teacher experience in self-regulated learning methods.

Comparative analysis suggests that countries with strong self-directed learning traditions incorporate structured reflection, independent research tasks, and digital learning ecosystems into daily practice. Implementing similar approaches in local educational contexts could significantly strengthen students’ independence and long-term academic success.

CONCLUSION

Self-education competence is a crucial element of modern education, enabling students to adapt to changing knowledge demands and become lifelong learners. This article demonstrates that fostering such competence requires a combination of motivational, cognitive, and organizational strategies supported by appropriate pedagogical conditions.

Teachers play a central role in guiding students toward autonomy, yet students must also be active participants in setting goals, managing time, and evaluating their learning. Integrating reflective practices, digital resources, and learner-centered methods can significantly enhance the development of self-education competence among school learners.

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