

muassasalarini zamonaviy texnologiyalar bilan ta'minlash va raqamli platformalarni rivojlantirish zarur.

Xulosa qilib aytganda, raqamli ta'lim texnologiyalari boshlang'ich ta'lim tizimida muhim o'rin tutadi. Ular ta'lim jarayonini samarali, interaktiv va innovatsion shaklga keltiradi. Raqamli vositalar yordamida o'quvchilarning bilim olishga bo'lgan qiziqishi oshadi, ularning mustaqil fikrlash va ijodiy yondashuv ko'nikmalari rivojlanadi. Shu bilan birga, o'qituvchilarga ta'lim jarayonini samarali boshqarish imkoniyati yaratiladi. Kelajakda raqamli ta'lim texnologiyalarini yanada rivojlantirish va keng joriy etish ta'lim tizimining ustuvor yo'nalishlaridan biri bo'lib qoladi.

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DEVELOPING STUDENTS' INDEPENDENT LEARNING SKILLS THROUGH ONLINE PLATFORMS

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Annotation: Online platforms have become indispensable tools in modern education, offering students unprecedented opportunities to develop independent learning skills. This article examines how digital

educational environments such as Moodle, Coursera, Khan Academy and similar platforms contribute to the formation of self-regulated learning behaviors among students of different levels. The study reviews current research on independent learning, explores the theoretical frameworks underpinning autonomous education, and discusses practical strategies that teachers can employ to foster self-directed learning through online tools. Key components of independent learning — including goal-setting, self-monitoring, time management and metacognitive reflection — are analyzed in the context of online platform affordances. The findings suggest that when platforms are integrated thoughtfully into curricula, they significantly enhance students' capacity to direct their own educational journeys.

Key words: independent learning, online platforms, self-regulated learning, digital education, e-learning, autonomous learning, metacognition, educational technology.

Аннотация: Онлайн-платформы стали незаменимыми инструментами в современном образовании, предоставляя студентам беспрецедентные возможности для развития навыков самостоятельного обучения. В данной статье рассматривается, как цифровые образовательные среды, такие как Moodle, Coursera, Khan Academy и аналогичные платформы, способствуют формированию навыков саморегулируемого обучения среди студентов различных уровней. В исследовании анализируются современные работы по самостоятельному обучению, изучаются теоретические основы автономного образования и обсуждаются практические стратегии, которые преподаватели могут использовать для развития самостоятельного обучения с помощью онлайн-инструментов.

Ключевые слова: самостоятельное обучение, онлайн-платформы, саморегулируемое обучение, цифровое образование, электронное обучение, автономное обучение, метакогниция, образовательные технологии.

Annotatsiya: Onlayn platformalar zamonaviy ta'limda muhim vositalarga aylandi va talabalarga mustaqil o'rganish ko'nikmalarini rivojlantirish uchun misli ko'rilmagan imkoniyatlar taqdim etmoqda. Ushbu maqolada Moodle, Coursera, Khan Academy va shunga o'xshash raqamli ta'lim muhitlari turli darajadagi talabalar o'rtasida o'z-o'zini boshqarish ko'nikmalarini shakllantirishga qanday hissa qo'shishi ko'rib chiqiladi.

Kalit so'zlar: mustaqil o'rganish, onlayn platformalar, o'z-o'zini boshqarish, raqamli ta'lim, elektron o'rganish, avtonom o'rganish, metakognitiv ko'nikmalar, ta'lim texnologiyalari.

The rapid advancement of information and communication technologies has fundamentally transformed the landscape of modern education. Online platforms have emerged as powerful educational tools that go beyond merely delivering content — they create interactive, flexible environments in which students can take ownership of their learning process. The shift toward student-centered education has placed increasing emphasis on independent learning, a skill that is widely regarded as essential not only for academic success but also for lifelong personal and professional development (Zimmerman, 2002).

Independent learning, often referred to as self-regulated learning or autonomous learning, encompasses a student's capacity to set goals, select appropriate strategies, monitor progress, and evaluate outcomes without constant reliance on external guidance. Researchers have long recognized that students who demonstrate strong independent learning skills tend to achieve higher academic outcomes and exhibit greater adaptability in the face of new challenges (Boekaerts, 1999). However, cultivating these skills remains a significant challenge for educators, particularly in contexts where traditional teacher-centered instruction predominates.

Online platforms offer a promising solution to this challenge. By providing learners with access to diverse resources, adaptive feedback mechanisms, progress-tracking tools, and collaborative spaces, these platforms create conditions that are particularly conducive to the development of independent learning behaviors. The purpose of this article is to explore how online platforms can be leveraged to develop students' independent learning skills, examining both the theoretical underpinnings of autonomous education and the practical strategies that educators can adopt.

1. Theoretical Framework of Independent Learning. Independent learning is rooted in several major theoretical traditions in educational psychology. Self-Determination Theory (SDT), proposed by Deci and Ryan (1985), posits that learners are most motivated and engaged when three fundamental psychological needs are met: autonomy, competence, and relatedness. Online platforms, by allowing students to choose their learning pace, select resources, and engage with peers, directly address these needs and therefore support the development of intrinsic motivation — a cornerstone of independent learning.

Zimmerman's (2002) model of self-regulated learning provides another important theoretical lens. According to this model, self-regulated learners engage in a cyclical process consisting of three phases: forethought (goal-setting and planning), performance (strategy use and self-monitoring), and self-reflection (evaluation and adaptation). Online platforms are uniquely positioned to support all three phases. Learning

management systems such as Moodle allow students to set learning goals, track their progress in real time, and receive automated feedback that facilitates self-reflection.

Vygotsky's concept of the Zone of Proximal Development (ZPD) is also relevant in this context. Online platforms that incorporate adaptive learning algorithms can tailor content to each student's current level, providing scaffolded tasks that lie just beyond their existing abilities. This dynamic scaffolding mirrors the role of the more knowledgeable other in Vygotsky's framework and helps students gradually internalize strategies for independent problem-solving.

2. Online Platforms as Environments for Independent Learning. A wide range of online platforms are currently being used in educational settings, each offering distinct features that support different dimensions of independent learning. Massive Open Online Courses (MOOCs) such as Coursera, edX, and Khan Academy provide students with access to high-quality instructional content from leading universities and institutions worldwide. The self-paced nature of MOOCs requires students to manage their own time and motivation, thereby fostering time management skills and goal-directed behavior (Jansen et al., 2020). Learning Management Systems (LMS) such as Moodle, Blackboard, and Google Classroom are widely adopted in formal educational settings. These platforms offer tools for assignment submission, quiz completion, discussion forums, and grade tracking, all of which encourage students to monitor their own performance and take responsibility for their academic progress. Studies have shown that students who regularly engage with LMS platforms demonstrate higher levels of metacognitive awareness, which is closely linked to independent learning competencies (Broadbent & Poon, 2015).

Interactive learning platforms such as Duolingo, Quizlet, and Kahoot employ gamification strategies — including points, badges, leaderboards, and immediate feedback — to sustain student engagement and encourage regular practice. These features tap into the motivational processes described by SDT, making learning intrinsically rewarding and reducing dependence on external incentives. Moreover, the immediate corrective feedback provided by these platforms enables students to identify errors and adjust their strategies without waiting for teacher intervention.

3. Key Strategies for Developing Independent Learning through Online Platforms. While online platforms create fertile conditions for independent learning, research suggests that their effectiveness is significantly enhanced when educators employ deliberate pedagogical strategies. According to Garrison (2003), three key presences — cognitive, social, and teaching — must coexist in online learning environments for deep and meaningful learning to occur. Teachers

therefore play a crucial facilitative role even in digital, self-directed learning contexts.

One highly effective strategy is the use of goal-setting frameworks embedded within online platforms. When students are explicitly taught to articulate SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) at the outset of an online course or module, they are more likely to persist through challenges and complete assigned tasks. Platforms that incorporate goal-setting tools, such as personalized dashboards and learning pathways, can scaffold this process and make it habitual over time. Reflective journaling and e-portfolio tools represent another powerful strategy. Platforms that allow students to document their learning journeys, record challenges encountered, and articulate how they overcame obstacles help to cultivate metacognitive reflection — arguably the most critical component of independent learning. Research by Abrami et al. (2015) has demonstrated that structured reflection activities embedded in digital platforms lead to measurable improvements in students' ability to self-assess and adjust their learning strategies.

Peer collaboration features within online platforms also contribute significantly to the development of independent learning. Discussion forums, peer review tools, and collaborative project spaces encourage students to take responsibility not only for their own learning but also for that of their peers. This social dimension of independent learning aligns with Vygotsky's socio-cultural theory and has been shown to deepen conceptual understanding and improve problem-solving abilities (Johnson & Johnson, 2009).

4. Challenges and Recommendations. Despite the considerable potential of online platforms, several challenges must be addressed to maximize their effectiveness in developing independent learning skills. Digital inequality remains a pressing concern, as not all students have equal access to reliable internet connections or appropriate devices. Educators and institutions must work proactively to identify and support students who face technological barriers, ensuring that platform-based learning does not exacerbate existing educational inequalities. Procrastination and lack of self-discipline represent significant obstacles for many students in online learning environments. Without the structured routine of face-to-face instruction, some students struggle to maintain consistent engagement with platform-based activities. Research by Michinov et al. (2011) found that procrastination was one of the strongest predictors of poor performance in online courses. To address this, educators can design online modules with built-in deadlines, regular check-in activities, and automated reminders that help students maintain momentum. Teacher preparation is another critical factor.

Many educators lack the training necessary to design and facilitate effective online learning experiences that promote independent learning. Professional development programs should equip teachers with both the technical skills to navigate online platforms and the pedagogical knowledge to create meaningful, student-centered digital learning environments. When teachers are confident and competent in their use of online tools, they are better positioned to model and scaffold the independent learning behaviors they wish to cultivate in their students.

Conclusion. Online platforms represent a transformative opportunity to develop students' independent learning skills in ways that traditional classroom instruction alone cannot achieve. By leveraging the flexibility, interactivity, and adaptive capabilities of digital educational environments, educators can create conditions that foster self-regulation, metacognition, intrinsic motivation, and collaborative learning. The theoretical frameworks of self-determination theory, self-regulated learning, and Vygotsky's ZPD all converge in supporting the view that well-designed online platforms can serve as powerful catalysts for autonomous education. However, realizing this potential requires intentional pedagogical design, teacher preparation, and equitable access to technology. When these conditions are met, online platforms can play a decisive role in preparing students not only for academic success but also for the demands of lifelong learning in an increasingly digital world. Future research should continue to investigate the long-term effects of platform-based independent learning interventions across diverse educational contexts and student populations.

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IJTIMOIIY TARMOQLARNING INGLIZ TILINI O‘RGANISH JARAYONIGA TA’SIRI

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Annotatsiya. Ushbu maqola ijtimoiy tarmoqlarning ingliz tilini o‘rganish jarayoniga ko‘p qirrali ta’sirini o‘rganadi. Raqamli platformalarning kundalik hayotga keng integratsiyalashuvi bilan ijtimoiy media til o‘zlashtirish uchun tobora muhim, ammo murakkab vositaga aylandi. Tadqiqot ushbu platformalar o‘quvchilarga haqiqiy til muhitiga ko‘proq kirishish, interaktiv muloqot qilish va turli xil ta’lim resurslariga kirish uchun misli ko‘rilmagan imkoniyatlarni qanday taqdim etishini ko‘rib chiqadi. Shu bilan birga, u chalg‘itishlar, norasmiy tilning tarqalishi va yuzaki o‘rganish xavfi kabi potentsial kamchiliklarga ham e’tibor qaratadi. Yakunida, maqola ingliz tili ta’limida ijtimoiy tarmoqlarning afzalliklarini maksimal darajada oshirish uchun ulardan strategik va tanqidiy foydalanish muhimligini ta’kidlaydi.

Kalit so‘zlar: Ijtimoiy tarmoqlar, Ingliz tilini o'rganish, Til o'zlashtirish, Raqamli platformalar, Ta'lim texnologiyalari, Onlayn ta'lim, Kommunikativ kompetensiya

Abstract. This article explores the multifaceted impact of social networks on the English language learning process. With the widespread integration of digital platforms into daily life, social media has become an increasingly prominent, albeit complex, tool for language acquisition.