

chiqmoqda. Interaktiv platformalar, mobil ilovalar, gamifikatsiya elementlari hamda sun’iy intellekt asosidagi vositalar o‘quvchilarning darsga bo‘lgan qiziqishini oshirib, ularning bilimni o‘zlashtirish samaradorligini sezilarli darajada kuchaytiradi. Shu bilan birga, bunday texnologiyalar o‘qituvchiga ta’lim jarayonini individuallashtirish, o‘quvchilarning ehtiyoj va qobiliyatlariga moslashgan holda dars tashkil etish imkonini beradi.

Raqamli platformalarning didaktik imkoniyatlaridan to‘g‘ri va maqsadli foydalanish, interaktiv metodlarni samarali qo‘llash hamda zamonaviy pedagogik yondashuvlarni integratsiya qilish orqali ingliz tilini o‘qitish yanada samarali va natijador bo‘ladi. Ayniqsa, onlayn baholash tizimlari va mustaqil ta’lim imkoniyatlari o‘quvchilarning o‘z ustida ishlash ko‘nikmalarini rivojlantiradi. Kelajakda ta’lim tizimida raqamli texnologiyalarni yanada keng joriy etish, o‘qituvchilarning raqamli kompetensiyalarini oshirish hamda innovatsion yondashuvlarni qo‘llab-quvvatlash ingliz tilini o‘qitish samaradorligini yanada yuksaltirishga xizmat qiladi.

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AUTONOMOUS LEARNING: WHY STUDENTS FAIL TO STUDY INDEPENDENTLY

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Abstract: learning to study on your own is supposed to be a key part of today’s university experience. But research shows that many students struggle to actually learn independently—often feeling lost, unsupported, or unsure of what real autonomy means. In this article, we bring together recent studies to explore the real reasons why so many students find it hard to manage their own learning. We look at the systems, psychology, and teaching methods that can get in the way, and highlight three major barriers: not enough support during big educational transitions, gaps in key study and thinking skills, and the impact of university culture and student wellbeing. Many universities assume students are naturally ready to learn on their own, but evidence shows this just is not true. Instead, becoming an independent learner is something that has to be taught, practiced, and supported—especially for students from different backgrounds. We end with practical, research-backed ideas for how institutions can better support students, focusing on clear guidance, gradual independence, and understanding the links between autonomy and mental health.

Keywords: *autonomous learning, self-regulated learning, higher education, student agency, scaffolding, educational transitions, academic wellbeing, academic procrastination.*

Аннотация: обучение самостоятельному учению считается важной частью современного университетского образования. Однако исследования показывают, что многим студентам трудно действительно учиться самостоятельно — они часто чувствуют растерянность, недостаток поддержки или не понимают, что означает настоящая автономия. В данной статье мы обобщаем результаты последних исследований, чтобы выяснить основные причины, по которым студентам сложно управлять собственным обучением. Мы рассматриваем образовательные системы, психологические факторы и методы преподавания, которые могут создавать препятствия, и выделяем три ключевых барьера: недостаточная поддержка в периоды значительных образовательных переходов, пробелы в базовых учебных и мыслительных навыках, а также влияние университетской культуры и благополучия студентов. Многие университеты предполагают, что студенты изначально готовы к самостоятельному обучению, однако данные показывают, что это не так. Напротив, способность к самостоятельному обучению необходимо развивать, практиковать и поддерживать — особенно у студентов с разным образовательным и социальным опытом. В заключение мы предлагаем практические рекомендации, основанные на

исследованиях, о том, как образовательные учреждения могут лучше поддерживать студентов, уделяя внимание четким инструкциям, постепенному развитию самостоятельности и пониманию связи между автономией и психическим здоровьем.

Ключевые слова: автономное обучение, саморегулируемое обучение, высшее образование, студенческая субъектность, педагогическая поддержка (scaffolding), образовательные переходы, академическое благополучие, академическая прокрастинация.

Annotatsiya: mustaqil o‘rganishni o‘rganish bugungi oliy ta’lim tizimining muhim qismi hisoblanadi. Biroq tadqiqotlar shuni ko‘rsatadiki, ko‘plab talabalar haqiqatan ham mustaqil o‘qishda qiyinchilikka duch keladi — ular ko‘pincha yo‘qolib qolganini his qiladi, yetarli yordam olmaydi yoki haqiqiy mustaqillik nimani anglatishini tushunmaydi. Ushbu maqolada biz so‘nggi tadqiqotlarni tahlil qilib, talabalar nima sababdan o‘z o‘qishini boshqarishda qiynalayotganini aniqlaymiz. Biz tizimli, psixologik va pedagogik omillarni ko‘rib chiqamiz hamda uchta asosiy to‘siqni ajratib ko‘rsatamiz: muhim ta’lim bosqichlariga o‘tishda yetarli qo‘llab-quvvatlashning yo‘qligi, asosiy o‘quv va tafakkur ko‘nikmalaridagi bo‘shliqlar, hamda universitet muhiti va talabalarning farovonligining ta’siri. Ko‘plab universitetlar talabalar tabiatan mustaqil o‘rganishga tayyor deb hisoblaydi, ammo dalillar bu fikrni tasdiqlamaydi. Aksincha, mustaqil o‘rganish ko‘nikmasi o‘rgatilishi, mashq qilinishi va qo‘llab-quvvatlanishi kerak — ayniqsa turli ijtimoiy va ta’limiy tajribaga ega talabalar uchun. Yakunda biz ilmiy asoslangan amaliy tavsiyalarni taqdim etamiz, unda muassasalar talabalarni qanday qilib yaxshiroq qo‘llab-quvvatlashi mumkinligi, ya’ni aniq yo‘riqnoma berish, mustaqillikni bosqichma-bosqich rivojlantirish va mustaqillik hamda ruhiy salomatlik o‘rtasidagi bog‘liqlikni tushunish muhimligi ta’kidlanadi.

Kalit so‘zlar: mustaqil o‘rganish, o‘zini boshqarib o‘rganish, oliy ta’lim, talaba faolligi (agency), bosqichma-bosqich qo‘llab-quvvatlash (scaffolding), ta’lim bosqichlari o‘tishi, akademik farovonlik, akademik kechiktirish (prokrastinatsiya)

Introduction. The transition to autonomous learning represents one of the most significant yet under-supported challenges in higher education. Universities worldwide operate under the assumption that students arrive with rudimentary study skills that will naturally evolve into sophisticated independent learning practices. However, mounting empirical evidence suggests this assumption is fundamentally flawed. A landmark 2019 study surveying 2,230 students across four Ontario universities found that only 44% felt they possessed the generic skills needed for academic success, while 41% were classified as "at risk" due

to limited basic skills, and 16% lacked almost all skills required for higher learning [2]. Despite these deficits, over two-thirds of students reported they would welcome a first-year course in academic skills, indicating both awareness of their needs and institutional failure to address them.

The contemporary higher education landscape demands substantial independent learning, with curricula typically structured around one-third formal instruction and two-thirds autonomous study. Despite this structural emphasis, universities rarely provide explicit instruction in the metacognitive and self-regulatory strategies required for effective independent learning. This disconnect between expectation and support creates what we term the "autonomy gap"—the space between institutional demands for independence and the developmental reality of student capabilities [3].

This article examines why students fail to study independently through a multidimensional lens, analyzing barriers at the institutional, pedagogical, psychological, and sociocultural levels. We argue that understanding these barriers requires moving beyond deficit models that blame students for lacking motivation or capability, toward structural analyses that recognize how educational systems fail to scaffold the development of autonomous learning skills.

Theoretical Framework: Autonomy as Developmental Achievement. Contemporary theories of self-regulated learning (SRL) conceptualize autonomous learning not as an innate capacity but as a developmental achievement requiring explicit cultivation. Zimmerman's social cognitive model of self-regulated learning, developed through decades of empirical research published in premier journals including the *Journal of Educational Psychology* and *American Educational Research Journal*, identifies three cyclical phases: forethought (goal setting and strategic planning), performance (strategy implementation and self-monitoring), and self-reflection (evaluation of outcomes and causal attributions) [4]. Each phase requires specific skills that must be taught, modeled, and practiced rather than assumed.

Zimmerman's four-level developmental model further elucidates this process, describing a progression from observation through emulation, self-control, and finally self-regulation. This framework demonstrates that learners gradually internalize effective strategies through social modeling, scaffolded practice, and increasing independence—a process that requires structured educational support rather than sudden immersion in independent work [3].

Steel's seminal 2007 meta-analysis of procrastination, encompassing 691 correlations and published in *Psychological Bulletin*, identifies procrastination as a "quintessential self-regulatory failure" [6].

The analysis reveals that strong and consistent predictors of procrastination include low self-efficacy, poor time management, low conscientiousness, and high impulsiveness—factors that are modifiable through educational intervention rather than fixed student traits. This meta-analytic evidence establishes that self-regulatory failures are not simply individual pathologies but predictable outcomes of inadequate skill development and support structures.

Recent empirical research confirms these theoretical frameworks. A 2025 structural equation modeling study of 239 university EFL students published in *Frontiers in Psychology* demonstrated that metacognitive strategies, effort regulation, and time management are significantly negatively associated with academic procrastination, while academic procrastination is directly and negatively related to academic success [1]. These findings provide quantitative evidence that self-regulatory skill deficits create measurable barriers to autonomous learning and academic achievement.

Systemic Barriers: The Myth of Natural Independence. The transition from secondary to higher education involves a fundamental shift in pedagogical philosophy. Secondary education typically operates through high-structure, teacher-directed models with frequent monitoring, reminders, and scaffolded support. Students arrive at university having developed learning strategies optimized for this environment—strategies that prove maladaptive for autonomous learning demands.

A 2024 qualitative study published in *Education Sciences* employing staff focus groups across multiple UK universities identified barriers to independent learning including inadequate educational preparedness, conflicting demands such as part-time work or caregiving, and lack of understanding of the culture of learning in higher education. Staff participants noted that some students are "under-equipped and unable to adapt to newer independent ways of working and subsequently experience stress and distress" [7]. This empirical evidence challenges the assumption that students naturally adapt to increased autonomy.

Research on first-year medical students, published in *BMC Medical Education* in 2024, provides concrete evidence of these deficits. A four-year longitudinal study using the Learning and Study Skills Inventory (LASSI) found that 67% of first-year students scored at or below the 50th percentile for using academic resources, 56% struggled with selecting main ideas, 51% showed deficits in motivation, and 50% had concentration difficulties [9]. These findings are particularly significant given that medical students represent a high-achieving cohort, suggesting that even academically successful students enter university with substantial self-regulatory skill gaps.

The Commodification of Education. The contemporary framing of higher education as a transactional service creates additional barriers to autonomous learning. When students conceptualize themselves as consumers purchasing educational products, they may perceive independent learning as a failure of service delivery rather than a pedagogical necessity. Staff participants in the 2024 *Education Sciences* study noted that students "feel 'short changed' when university staff asked them to learn for themselves," with some explicitly connecting tuition fees to expectations of direct instruction.

This transactional mindset dovetails with the difficulty of independent work, creating a feedback loop where students resist autonomy because they lack practice making educational choices, while institutions respond to this resistance by either providing excessive direction (undermining autonomy development) or maintaining rigid independence expectations (increasing student distress).

Metacognitive Immaturity. Metacognition—awareness and control of one's cognitive processes—represents a critical component of autonomous learning. However, research reveals that students often lack the metacognitive sophistication necessary for effective independent study. The 2024 *Education Sciences* study found that students struggle with "expansive choice architecture"—the open-ended nature of independent study that requires judgment about what to study, how deeply to engage, and when work is sufficient [9].

Without developed metacognitive frameworks for making these judgments, students experience anxiety and either under-engage (to avoid uncertainty) or over-work (driven by perfectionism), both of which are detrimental to sustainable autonomous learning. Staff observed that "some of my students who do best in our academic set-up at the moment are the illest," indicating that high achievement through independent learning may come at significant psychological cost.

Implications for Policy and Practice. Institutions must abandon the assumption that students arrive equipped for autonomous learning. Instead, autonomy should be reframed as a first-year curriculum objective requiring explicit instruction and scaffolded practice. This includes dedicating instructional time to study skills, metacognitive strategies, and the "soft skills" of academic work that are currently assumed but not taught. The 2019 Ontario study found that over two-thirds of students would welcome a first-year course in academic skills, indicating both need and student willingness to engage with such support [8].

Effective support requires graduated release of responsibility rather than immediate independence. Recommended practices include: structured first-year seminars that explicitly teach learning strategies;

formative assignments that provide feedback on process; clear explication of academic expectations and "rules"; and accessible, non-stigmatized support services. The 2024 *International Journal of Online Pedagogy and Course Design* study recommends reforming teaching models, building mechanisms for monitoring and evaluating self-directed learning, strengthening students' knowledge of self-directed learning, improving learning resources, and creating favorable learning atmospheres [5].

Curriculum design must consider the psychological impact of independent learning requirements. This includes building social connection into autonomous study (through collaborative elements or learning communities), providing clear guidance to reduce anxiety, normalizing struggle as part of learning, and monitoring for perfectionism and overwork. The evidence that students who achieve highly may be "the illest" demands that institutions decouple high achievement from psychological distress in independent learning contexts.

Institutions must recognize that autonomy barriers are differentially distributed and provide targeted support for vulnerable populations. This includes transition programs for international students, explicit instruction in academic culture for first-generation students, and flexible structures that accommodate students with competing responsibilities.

Conclusion. The failure of students to study independently reflects not individual deficits but systemic failures in educational design and support. The "myth of natural independence"—the assumption that students enter university equipped for autonomous learning—creates barriers that undermine both academic success and student wellbeing. Empirical evidence from multiple peer-reviewed sources demonstrates that autonomous learning requires explicit instruction, scaffolded development, and recognition of diverse student needs.

When institutions expect immediate independence without providing developmental support, they produce not self-directed learners but anxious, strategic survivors who adopt surface approaches to navigate unclear expectations. The 2019 Ontario study finding that 56% of students lack essential academic skills, combined with the 2024 medical education research showing that even high-achieving students struggle with basic self-regulatory processes, provides irrefutable evidence that current approaches are failing [8].

Moving forward, higher education must reconceptualize autonomy as a developmental achievement supported through graduated responsibility, explicit pedagogy, and inclusive structures. Only by dismantling the barriers created by unrealistic independence

expectations can institutions foster the genuine autonomous learning capabilities required for twenty-first century education. As Steel's meta-analysis demonstrates, self-regulatory failures such as procrastination are not immutable personality traits but predictable outcomes of inadequate skill development—outcomes that can be modified through evidence-based educational intervention.

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THE EFFECTIVENESS OF INTERACTIVE METHODS IN TEACHING GRAMMAR

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