



In all stages students engaged in a project-based learning activity where they read personal narratives from different cultures and then created reflective essays comparing those experiences to their own. This activity promoted empathy, cultural awareness, and self-reflection key components of transformative reading.

Teachers at this school also reported that students became more confident in expressing their opinions, asking questions, and challenging ideas respectfully. These outcomes demonstrate that when English lessons are designed to foster higher-order thinking and personal engagement, they can significantly enhance both academic performance and character development.

Conclusion. In conclusion, integrating cognitive-analytical thinking and developing transformative reading skills in English language instruction at Presidential Schools offers a powerful approach to modern education. These strategies not only enhance students’ linguistic competence but also cultivate critical thinking, empathy, and global awareness skills that are essential for success in the 21st century.

The implementation of inquiry-based learning, reflective activities, and the use of authentic texts has shown to significantly improve students’ engagement and depth of understanding. Moreover, the role of the teacher as a facilitator of transformation is crucial in guiding students through meaningful learning experiences.

Based on the findings and examples discussed, the following recommendations are proposed:

1. Curriculum designers should incorporate more texts and tasks that promote critical and transformative engagement.
2. Teachers should receive professional development on cognitive-analytical and transformative pedagogies.
3. Classroom environments should encourage open dialogue, reflection, and student autonomy.
4. Assessment methods should be adapted to evaluate higher-order thinking and personal growth, not just factual recall.

By embracing these approaches, Presidential Schools can continue to lead educational innovation in Uzbekistan and serve as a model for fostering thoughtful, reflective, and globally competent learners.

References:

1. Brookfield, S. D. Teaching for critical thinking: Tools and techniques to help students question their assumptions. – Jossey-Bass., 2012. – pp. 9–11
2. Нефедов О.В. Индикаторы рациональности рациональной методики обучения иноязычной коммуникативной компетенции студентов неязыковых вузов //Теория и практика общественного развития. 2015. №4. С.143-148.
3. Zebo Salimova. Umumiy o’rta ta’lim maktablarida ingliz tilini o’qitishda qo’llaniladigan matodlar tasnifi// “Pedagogik mahorat” Ilmiy-nazariy va metodik jurnal. Buxoro. 2020. № 3. ISSN 2181-6883. B.162-166.
4. Загвязинский В. И., Строкова Т. А. Педагогическая инноватика: проблемы стратегии и тактики /монография; 2011; изд-во ТюмГУ; 978-5-400-00505-3.

THE SIGNIFICANCE OF HEUTAGOGY IN FOSTERING SELF-DIRECTED LEARNING COMPETENCIES AMONG PHILOLOGY STUDENTS

Kattaeva Feruza Shakirovna

PhD, Termez state university

E-mail: firuzzza89@gmail.com

Abstract: This article explores the role of ‘Heutagogy’ in developing independent learning skills among philology students. In the context of higher education, fostering self-directed learning is crucial for enhancing students’ academic autonomy, critical thinking, and lifelong learning competencies. The study examines the theoretical foundations of heutagogy, its principles of learner-centered and self-determined education, and practical strategies for implementation in philology programs. Findings suggest that integrating ‘Heutagogical’ approaches in teaching significantly improves students’ ability to plan, monitor, and evaluate their own learning processes, thereby promoting autonomy, motivation, and overall academic performance.

Keywords: heutagogy, independent learning, self-directed learning, philology students, autonomous learning, higher education



РОЛЬ ЭВДАГОГИКИ (HEUTAGOGY) В РАЗВИТИИ НАВЫКОВ САМОСТОЯТЕЛЬНОГО ОБУЧЕНИЯ У СТУДЕНТОВ-ФИЛОЛОГОВ

Каттаева Феруза Шакировна

PhD, Термезский государственный университет

E-mail: firuzzza89@gmail.com

Аннотация: В статье рассматривается роль эвдагогики (heutagogy) в развитии навыков самостоятельного обучения у студентов-филологов. В контексте высшего образования формирование навыков самостоятельного обучения имеет ключевое значение для повышения академической автономии студентов, критического мышления и компетенций, необходимых для непрерывного образования на протяжении всей жизни. Исследование анализирует теоретические основы гойтагогики, её принципы обучения, ориентированного на учащегося, а также практические стратегии внедрения в программы филологического направления. Результаты показывают, что интеграция эвдагогических подходов в образовательный процесс способствует развитию у студентов способности планировать, контролировать и оценивать собственный процесс обучения, что повышает автономию, мотивацию и общую академическую успешность.

Ключевые слова: эвдагогика, самостоятельное обучение, студенты-филологи, автономное обучение, высшее образование.

EVDAGOGIK YONDASHUV ASOSIDA FILOLOGIYA YO‘NALISHI TALABALARINING MUSTAQIL TA’LIM KO‘NIKMALARINI RIVOJLANTIRISH

Kattayeva Feruza Shakirovna

PhD, Termez davlat universiteti

E-mail: firuzzza89@gmail.com

Annotatsiya: Ushbu maqolada evdagogik yondashuvning filologiya yo‘nalishi talabalarining mustaqil ta’lim ko‘nikmalarini rivojlantirishdagi ahamiyati yoritilgan. Oliy ta’lim muhitida, talabalarining mustaqil ta’lim ko‘nikmalarini rivojlantirish, ularning mustaqil fikrlashini va tanqidiy fikrlash qobiliyatini rivojlantirish hamda uzluksiz ta’lim jarayonida til kompetensiyalarini mustahkamlashda muhim ahamiyatga ega. Maqolda evdagogikaning nazariy asoslari, talabaga yo‘naltirilgan ta’lim va o‘zini o‘zi boshqarish tamoyillari asosida filologiya yo‘nalishi talabalarida ularni amaliy qo‘llash strategiyalari tahlil qilingan. Natijalar, evdagogik yondashuvlarni o‘quv jarayoniga integratsiya qilish talabalarida o‘z o‘zini boshqarish jarayonini rejalashtirish, nazorat qilish va baholash qobiliyatini rivojlantiradi, bu esa ularning mustaqilligi, motivatsiyasini va akademik harakatchanligini sezilarli darajada rivojlantiradi.

Kalit so‘zlar: evdagogika, mustaqil ta’lim, o‘z- o‘zini boshqarish, filologiya yo‘nalishi talabalari, oliy ta’lim

Introduction. In modern higher education, developing students’ independent learning and self-directed development skills has become one of the key priorities. For philology students, these skills are particularly important for language acquisition, text analysis, critical thinking, and conducting independent academic research. Traditional pedagogical approaches often limit students’ opportunities for autonomous learning, confining them to instructor-directed tasks and passive knowledge reception. Therefore, contemporary approaches, particularly heutagogy the study of self-determined learning are increasingly recognized as essential in fostering student autonomy.

‘Heutagogy’, a term derived from the Greek word “Heuriskein” meaning “to discover” is an educational approach that extends beyond traditional ‘Pedagogy’ and ‘Andragogy’. While ‘Pedagogy’ focuses on teaching children and ‘Andragogy’ emphasizes adult learning, ‘Heutagogy’ is centered on the learner’s ability to direct their own learning experience. It encourages students to take ownership of their learning, set their own goals, and find their own resources to achieve those goals. In this approach, educators act as facilitators rather than traditional instructors, providing guidance and support while allowing learners to explore and make sense of their own learning journey[5].

‘Heutagogy’ emphasizes students’ ability to plan, monitor, and evaluate their own learning processes, set personal goals, and take responsibility for their learning outcomes. This approach not only facilitates



the acquisition of knowledge but also enhances students’ critical thinking, creativity, and analytical skills. Moreover, it equips learners with lifelong learning competencies, enabling them to continue developing independently beyond formal education.

This article aims to explore the role of ‘Heutagogy’ in developing independent learning skills among philology students. The objectives of the study include analyzing the theoretical foundations of heutagogy, examining practical strategies for its implementation in philology programs, and assessing its impact on students’ ability to manage and direct their own learning processes.

Methodology. This study employed a qualitative-quantitative mixed-methods approach to examine the role of heutagogy in developing independent learning skills among philology students. The participants included 120 undergraduate philology students from a higher education institution, enrolled in courses emphasizing language acquisition, literary analysis, and research skills. The study was conducted over a one-semester period, during which students were exposed to various ‘Heutagogical’ strategies, including self-directed projects, reflective learning journals, task-based learning activities, and collaborative peer assessment.

Data were collected through multiple instruments to ensure reliability and validity. Pre- and post-tests were administered to measure improvements in students’ independent learning skills and self-directed learning competencies. Additionally, questionnaires and semi-structured interviews were conducted to capture students’ perceptions, motivation, and engagement with the ‘Heutagogical’ approach. Classroom observations and document analysis of students’ reflective journals provided further insights into the practical application of heutagogy.

The collected data were analyzed using descriptive and inferential statistical methods for quantitative measures, while thematic analysis was applied to qualitative data. This methodological design allowed the study to examine both the measurable outcomes of ‘Heutagogical’ implementation and the subjective experiences of students, providing a comprehensive understanding of its impact on independent learning development.

Results and Discussion.

Several scholars have emphasized the importance of self-directed learning in higher education. For instance, S. [Chapnick](#) argue that heutagogy allows learners to take full responsibility for their learning process, promoting autonomy and lifelong learning[2]. This perspective resonates strongly with the objectives of philology education, as it encourages students to actively engage with texts and develop critical thinking skills. Personally, I believe that such an approach is essential, especially in language and literature programs, where independent exploration enhances both comprehension and creativity.

Moreover, [Blaschke](#) highlights that ‘Heutagogical’ approaches foster learner reflection and metacognitive awareness, which are crucial for academic growth[1]. This insight aligns with the current study, as reflective learning activities were shown to help students monitor their progress and adjust strategies accordingly. From my viewpoint, integrating structured reflection exercises into philology courses can significantly strengthen students’ ability to evaluate their own learning.

Additionally, C. Argyris note that heutagogy not only develops autonomy but also increases motivation and engagement by allowing learners to set their own goals[4]. I find this particularly relevant, since philology students often encounter complex texts and theoretical concepts; having the freedom to choose learning paths can greatly enhance both interest and persistence.

Finally, [Canning](#) argues that while heutagogy empowers students, effective facilitation by instructors is essential to guide learning and provide feedback[3]. I fully agree with this viewpoint, as my experience suggests that students achieve the best results when they combine self-directed activities with timely guidance from teachers. Therefore, a balanced integration of autonomy and support appears to be the most effective strategy for developing independent learning skills.

The analysis of the collected data revealed that the implementation of ‘Heutagogical’ strategies had a significant positive impact on philology students’ independent learning skills. Quantitative results from pre- and post-tests indicated a noticeable improvement in students’ ability to plan, monitor, and evaluate their own learning processes, with average scores increasing from 62% in the pre-test to 85% in the post-test. This demonstrates that heutagogy effectively fosters self-directed learning competencies and enhances overall academic performance.

Qualitative data from questionnaires, interviews, and reflective journals further supported these findings. Students reported that self-directed projects and reflective learning activities helped them become more aware of their learning styles, set personal goals, and take responsibility for achieving them. Many



participants emphasized that collaborative peer assessments encouraged critical thinking and constructive feedback, while also enhancing motivation and engagement.

The results also highlighted the importance of instructor guidance in the ‘Heutagogical’ framework. While students were responsible for directing their own learning, teacher facilitation and structured scaffolding were essential for providing feedback, clarifying learning objectives, and maintaining progress. This aligns with previous research suggesting that heutagogy is most effective when combined with supportive instructional practices.

Overall, the findings indicate that integrating ‘Heutagogical’ approaches in philology programs not only strengthens students’ autonomous learning abilities but also promotes critical thinking, motivation, and lifelong learning competencies. The study confirms that heutagogy can bridge the gap between traditional teacher-centered instruction and modern learner-centered education, creating a more dynamic and engaging learning environment.

Conclusion. The present study demonstrates that the implementation of ‘Heutagogical’ approaches in philology programs significantly enhances students’ independent learning and self-directed learning skills. By engaging in self-directed projects, reflective learning activities, and collaborative peer assessments, students develop the ability to plan, monitor, and evaluate their own learning processes, which contributes to increased autonomy, motivation, and academic performance. ‘Heutagogy’ not only supports the acquisition of knowledge but also promotes critical thinking, creativity, and lifelong learning competencies, preparing students for both academic and professional success. While students take responsibility for their learning, instructor guidance remains essential to provide support, feedback, and structured scaffolding.

In conclusion, integrating ‘Heutagogical’ strategies into philology curricula represents a powerful tool for fostering autonomous learners. Higher education institutions are encouraged to adopt these learner-centered approaches to create a more engaging, dynamic, and effective learning environment. Future research may explore the application of heutagogy in digital and blended learning contexts, further enhancing students’ independent learning capabilities and overall academic achievement.

Reference:

1. Blaschke, L.M. Heutagogy and Lifelong Learning: A Review of Heutagogical Practice and Self-Determined Learning. // *The International Review of Research in Open and Distance Learning*, 13(1), 2012– pp. 56-71.
2. Chapnick, S., & Meloy, J. From Andragogy to Heutagogy. In *Renaissance eLearning: Creating Dramatic and Unconventional Learning Experiences* – San Francisco, CA: John Wiley and Sons, 2005. – pp. 36–37.
3. Natalie Canning Playing with heutagogy: exploring strategies to empower mature learners in higher education // *Journal of Further and Higher Education*, 34:1, 2010. – pp.59-71
4. Argyris, C and Schon, D. [Organisational Learning II](#).// Addison-Wesley, Reading. [A collection of resources on Heutagogy](#), 1996 – pp. 642-678.
5. Knowles, M. [The Modern Practice of Adult Education: Andragogy versus Pedagogy](#), Associated Press, New York. 2000. – pp. 421

BO‘LAJAK TARBIYACHILARNING RAQAMLI TEXNOLOGIYALARNI EGALLASH BOSQICHLARI VA ULARNING KASBIY RIVOJLANISHDAGI AHAMIYATI

Rizayeva Xusniya Ubayevna

Toshkent iqtisodiyot va pedagogika instituti (PhD) dotsenti

Annotatsiya. Mazkur maqolada bo‘lajak tarbiyachilarning raqamli texnologiyalarni egallash jarayoni bosqichma-bosqich tahlil qilinadi. Raqamli kompetensiya tarbiyachi kasbiy tayyorgarligining ajralmas qismi sifatida ko‘rib chiqilib, uning o‘qitish samaradorligini oshirish, interaktiv muhit yaratish va bolalar bilan individual ishlash imkoniyatlarini kuchaytirishi asoslanadi. Raqamli texnologiyalarni egallash bosqichlari motivatsion, amaliy va reflektiv rivojlanish darajalariga ko‘ra yondashilgan holda yoritiladi. Maqola maktabgacha ta’lim yo‘nalishida kelajak tarbiyachilarni raqamli pedagogik muhitga ilmiy asosda tayyorlash zarurligini ko‘rsatadi.

Kalit so‘zlar. raqamli kompetensiya, bo‘lajak tarbiyachi, maktabgacha ta’lim, raqamli savodxonlik, pedagogik innovatsiya, interaktiv ta’lim muhiti, kasbiy tayyorgarlik.