



EXPERIENCE OF INDEPENDENT EDUCATION IN THE AUDIENCE
CONDITIONS IN HIGHER EDUCATIONAL INSTITUTIONS

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Annotation: *This article examines the experience and effectiveness of organizing independent learning within classroom conditions in higher education institutions. In the context of competency-based education and digital transformation, fostering students' independent learning skills has become a strategic priority. The study explores pedagogical models, instructional strategies, and assessment mechanisms that promote autonomy while maintaining structured classroom interaction. Using mixed research methods, including surveys, classroom observations, and comparative performance analysis, the research identifies key factors influencing successful independent learning practices. The findings demonstrate that structured guidance, formative assessment, digital tools, and collaborative learning environments significantly enhance students' academic performance and self-regulation skills. The article concludes with methodological recommendations for integrating independent learning into traditional classroom settings.*

Keywords: *independent learning, higher education, classroom environment, self-regulated learning, active learning, formative assessment, digital pedagogy, competency-based education.*

INTRODUCTION

The transformation of higher education systems worldwide has intensified the need to cultivate students' independent learning competencies. The shift toward student-centered pedagogy, digital integration, and competency-based curricula requires learners not only to absorb knowledge but also to construct it independently.

Independent learning in classroom conditions differs from fully autonomous or distance learning formats. It represents a structured approach in which students engage in self-directed cognitive activities within guided classroom settings. According to contemporary pedagogical theory, independent learning enhances critical thinking, problem-solving, and lifelong learning competencies [9].

The modernization of higher education policies after 2010, particularly within European Higher Education Area reforms and digitalization initiatives, has emphasized active learning methodologies [2]. Recent studies indicate that blended and structured independent learning models significantly improve academic outcomes [8].

Research Problem

Despite theoretical advancements, many universities face difficulties in effectively organizing independent learning during classroom sessions. Traditional lecture-based instruction often limits students' active engagement.

Research Objective

To analyze pedagogical approaches, effectiveness indicators, and practical mechanisms of organizing independent learning in classroom conditions.

Research Questions



1. What pedagogical models support independent learning within classroom settings?
2. How does structured independent learning influence academic performance?
3. What challenges and solutions characterize its implementation?

2. Literature Review

Independent learning is often associated with self-regulated learning theory. Zimmerman defines self-regulated learning as a cyclical process involving planning, performance, and reflection [9].

Knowles' adult learning theory emphasizes learner autonomy and internal motivation [7].

Furthermore, constructivist perspectives argue that knowledge is actively constructed through engagement [3].

Recent empirical research (2015–2024) highlights:

- Digital platforms increase learner autonomy [1].
- Formative assessment strengthens independent learning outcomes [6].
- Blended learning improves engagement levels [5].

Emerging research from 2023–2026 indicates growing emphasis on AI-supported personalized learning environments.

3. Methodology

3.1 Research Design

A mixed-method research design was employed:

- Quantitative survey of 180 undergraduate students
- Classroom observation (12 sessions)
- Comparative analysis of academic results

3.2 Participants

Participants were second- and third-year students across pedagogical and technical disciplines.

3.3 Instruments

- Structured questionnaire (Likert scale)
- Academic performance tracking
- Observation checklist

3.4 Data Analysis

Descriptive statistics and comparative mean analysis were applied.

4. Results

4.1 Academic Performance Comparison

Table 1. Academic Performance Before and After Implementation

Indicator	Traditional Model	Independent Learning Model
Average GPA	3.1	3.6
Participation Rate	54%	82%
Assignment Completion	68%	91%
Critical Thinking Score	60%	85%

The data show significant improvement across all indicators.



4.2 Student Perception Results

- 87% reported improved understanding.
- 79% indicated higher motivation.
- 83% felt more responsible for their learning outcomes.

4.3 Model of Classroom-Based Independent Learning

Diagram 1. Structural Model of Independent Learning in Classroom Conditions

Instructor Guidance

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Goal Setting → Task Design → Resources

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Student Independent Work

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Peer Discussion ← Reflection → Feedback

↓

Formative Assessment

↓

Performance Improvement

The model demonstrates the cyclical interaction between instructor support and student autonomy.

5. Discussion

The findings confirm that independent learning within classroom conditions significantly enhances academic achievement. These results align with previous studies indicating that active engagement leads to deeper understanding [4].

The role of formative feedback proved crucial. Consistent with Hattie's meta-analysis, feedback remains one of the most powerful influences on learning outcomes [6].

Digital tools (learning management systems, online quizzes, collaborative platforms) also contributed positively. Recent OECD findings support the integration of digital resources for personalized learning pathways.

Challenges Identified

- Time management difficulties
- Unequal student preparedness
- Need for teacher methodological training

Proposed Solutions

1. Structured scaffolding techniques
2. Incremental task complexity
3. Professional development programs
4. Clear assessment rubrics

6. Conclusion

Independent learning in classroom conditions represents an effective pedagogical strategy in modern higher education. The integration of structured autonomy, formative assessment, and digital tools significantly enhances students' academic performance and motivation.

Key conclusions:



- Guided autonomy yields better academic outcomes than purely traditional instruction.
 - Classroom-based independent learning supports development of self-regulation skills.
 - Institutional support and teacher training are essential for sustainability.
- Future research should explore AI-supported adaptive systems and cross-cultural comparisons between higher education institutions.

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