THE ROLE OF AUTODIDACTISM IN MODERN EDUCATION AS WELL AS UZBEKISTAN

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Annotatsiya: *Avtodidaktizm ta’lim oluvchilar nimani o‘rganishlari kerakligini tushuntira olganlarida, mos resurslarni tanlaganlarida va o‘z sa’y-harakatlarining natijadorligini baholay olganlarida pedagogik ahamiyat kasb etadi. Ushbu maqolada avtodidaktizmning zamonaviy ta’limdagi o‘rni O‘zbekiston oliy ta’lim tizimiga alohida e’tibor qaratilgan holda ko‘rib chiqiladi. Mustaqil ta’limni samarali tashkil etishning amaliy shart-sharoitlarini aniqlash maqsadida o‘zini o‘zi boshqarib o‘rganish, muammoli ta’lim va oliy ta’lim sohasidagi milliy siyosat konseptual tahlil qilinadi. Muallifning dissertatsiyasida ishlab chiqilgan «Muammoga yo‘naltirilgan SOLO o‘zlashtirish» (POSM) modeli asosida tayyorgarlik, muammoni og‘zaki muhokama qilish orqali hal etish va refleksiya mustaqil ishni auditoriya mashg‘ulotlaridagi ishtirok bilan qanday bog‘lashi mumkinligi yoritiladi. Maqolaning asosiy g‘oyasi shundan iboratki, ta’lim oluvchilarga aniq maqsadlar, foydalanish imkoniyati mavjud o‘quv materiallari va qayta aloqa taqdim etilmasa, mustaqil ta’lim uchun vaqt ajratishning o‘zi yetarli emas. O‘qituvchilar o‘z fanlariga moslashtira oladigan, bajarish uchun qulay topshiriqlar ketma-ketligi va o‘zlashtirishni tasdiqlovchi dalillar taklif etiladi. Maqolada yangi tajriba natijalari emas, balki pedagogik tavsiyalar taqdim etiladi.*

Kalit so‘zlar: *avtodidaktizm, mustaqil ta’lim, o‘zini o‘zi boshqarib o‘rganish, ta’lim oluvchi avtonomiyasi, oliy ta’lim, O‘zbekiston, POSM.*

Abstract: *Autodidactism becomes educationally useful when learners can explain what they need to learn, choose suitable resources and judge whether their efforts have worked. This paper examines its role in modern education, with particular attention to higher education in Uzbekistan. A conceptual analysis of self-regulated learning, problem-based learning and national higher education policy is used to identify practical conditions for independent study. The discussion draws on the author’s dissertation framework, Problem-Oriented SOLO Mastery, to illustrate how preparation, oral problem solving and reflection can connect independent work with classroom participation. The central argument is that allocating time for independent study is insufficient unless learners also receive clear purposes, accessible materials and feedback. The paper proposes a manageable sequence of tasks and evidence of learning that teachers can adapt to their subjects. It presents pedagogical recommendations rather than new experimental findings.*

Keywords: *autodidactism, independent study, self-regulated learning, learner autonomy, higher education, Uzbekistan, POSM.*

Аннотация: *Автодидактизм приобретает педагогическую значимость, когда обучающиеся могут объяснить, чему им необходимо научиться, выбрать подходящие ресурсы и оценить результативность собственных усилий. В статье рассматривается его роль в современном образовании с особым вниманием к системе высшего образования Узбекистана. Для определения практических условий самостоятельного обучения проводится концептуальный анализ саморегулируемого обучения, проблемного обучения и национальной политики в сфере высшего образования. На основе разработанной в диссертации автора модели Problem-Oriented SOLO Mastery (POSM — проблемно-ориентированное освоение на основе таксономии SOLO) показано, как подготовка, устное обсуждение и решение проблем, а также рефлексия могут связать самостоятельную работу с участием в аудиторных занятиях. Основная идея статьи заключается в том, что выделения времени на самостоятельное обучение недостаточно, если обучающимся не предоставляются чёткие цели, доступные учебные материалы и обратная связь. Предлагаются посильная последовательность заданий и способы подтверждения результатов обучения, которые преподаватели могут адаптировать к своим дисциплинам. Статья содержит педагогические рекомендации, а не новые экспериментальные результаты.*

Ключевые слова: *автодидактизм, самостоятельное обучение, саморегулируемое обучение, автономия обучающегося, высшее образование, Узбекистан, POSM.*

INTRODUCTION

A student may spend an evening watching educational videos and still struggle to explain the topic the next morning. Another student may use one short text, identify a specific difficulty and return to class with a well-supported question. Both have worked outside the classroom, but the quality of their learning decisions differs. This distinction matters when universities expect students to take greater responsibility for their education.

In this paper, autodidactism means purposeful learning initiated and substantially managed by the learner. It may develop within a university course as well as outside formal education. Its educational value lies in helping students continue learning when immediate instruction is unavailable. The question for educators is how to make that responsibility achievable. The discussion considers this question in modern education and then examines its relevance to Uzbekistan through policy and a practical language-learning framework.

LITERATURE REVIEW

The concepts of autodidactism, self-directed learning and self-regulated learning overlap, although they highlight different aspects of independence. Autodidactism foregrounds the learner’s initiative. Self-direction concerns decisions about what and how to learn. Self-regulation draws attention to the processes through which learners manage their work. These distinctions are used here as an analytical guide rather than as fixed boundaries between separate types of student.

Zimmerman (2002) examines self-regulation as a process that learners can develop. His account helps explain why motivation alone cannot sustain effective independent study. Learners need ways to set goals, monitor performance and respond to difficulties. A useful classroom implication is to make these decisions visible: students should be able to say why they chose a resource and what they changed after reviewing their work.

UNESCO Institute for Lifelong Learning (n.d.) places learning across different ages, settings and modes of participation. This wider perspective gives autodidactism a purpose beyond completing university assignments. Graduates may need to learn unfamiliar procedures at work or improve a language after their formal course ends. Developing independent learning practices during university can prepare them to approach such tasks more deliberately.

THEORETICAL FRAMEWORK

Problem-based learning provides one way to connect independent inquiry with a shared educational purpose. Savery (2006) describes it as a learner-centred approach in which research and the application of knowledge support a viable response to a problem. For autodidactic work, the important connection is the question that directs the search. A student preparing to justify a decision has a clearer reason to investigate than one simply instructed to collect information.

The author’s dissertation develops Problem-Oriented SOLO Mastery, or POSM, by bringing problem-based learning together with SOLO taxonomy. Its methodological contribution is relevant here because it connects independent preparation with increasingly connected oral responses. It also includes a reflective correction process in which learners prepare speech, identify weaknesses and undertake focused correction (Kulmirov, 2026). The present paper uses this design as a teaching framework and does not treat it as evidence that every learner will improve equally.

METHODOLOGY

The paper adopts a conceptual and document-based approach. Selected literature is examined alongside two policy documents concerning higher education in Uzbekistan. The analysis asks what responsibility learners can reasonably assume, what support teachers should provide and what evidence can indicate purposeful independent work. The dissertation framework supplies a practical example. No participants were recruited for this paper, and no new tests, interviews or statistical comparisons were conducted.

AUTODIDACTISM IN MODERN EDUCATION

The first contribution of autodidactism is greater precision in learning. Instead of repeating an entire topic, a learner can identify a narrow difficulty and choose practice that addresses it. For example, an English student who repeatedly loses the thread of a spoken explanation might work on linking reasons rather than memorising another general vocabulary list. This kind of choice requires an initial diagnosis, which teachers can help students make.

A second contribution concerns judgement about information. Finding a relevant page is only the beginning of inquiry. Students should consider who produced it, whether its claims are supported and whether it answers their question. The same principle applies to AI-

generated explanations. A plausible answer should lead to checking, comparison and personal understanding. Requiring students to explain a source choice or defend a conclusion can make these processes part of ordinary coursework.

Independent learning also allows students to vary the pace of preparation. Some may need to replay an explanation, while others are ready to examine a more difficult example. Teachers can accommodate this variation through a common learning goal and a small choice of resources. However, unlimited choice can become a burden. Early tasks should therefore offer manageable options, with greater freedom introduced as learners become more confident in making decisions.

THE UZBEKISTAN CONTEXT

Uzbekistan’s higher education development concept, approved by Presidential Decree PF-5847 in 2019, explicitly connects educational improvement with independent learning, critical thinking and practical skills. It also addresses individual learning trajectories and support for students’ independent activity (President of the Republic of Uzbekistan, 2019). These priorities provide a policy basis for treating autodidactic competence as something universities should deliberately develop.

Cabinet of Ministers Resolution No. 824 of 2020 establishes arrangements for the credit-module system, including independent work within student workload (Cabinet of Ministers of the Republic of Uzbekistan, 2020). The pedagogical implication is that scheduled independent hours need a clear relationship to learning outcomes. A completed document or presentation may show compliance, but teachers also need to understand how the student reached the result.

For course design, a useful starting point is an audit of what an assignment requires. Can students access the materials without a paid subscription? Is the language level appropriate? Does the task require continuous internet access? These questions should be checked locally rather than answered through assumptions about all Uzbek students. Downloadable readings, short recordings and library-based alternatives can widen the ways students participate while preserving a shared academic standard.

PROCEDURE

A practical sequence can begin with one problem connected to a course outcome. In an English speaking class, students might recommend how a university can reduce disposable plastic without making campus services less convenient. Each learner chooses a manageable question, consults two relevant sources and records several points in their own words. A brief preparation note identifies one uncertainty and explains why the selected sources are useful.

During the lesson, students compare proposals and question the evidence behind them. The final presentation requires a recommendation supported by reasons and acknowledgement of a limitation. This sequence follows the dissertation’s connection between problem identification, oral discussion of possible solutions and an evidence-based presentation. After listening to a recording, each learner selects one weakness, completes focused practice and records a revised response. The teacher gives feedback on whether the revision addresses the selected difficulty.

DISCUSSION

The proposed sequence produces evidence of learning decisions as well as a final performance. A source note shows the direction of inquiry. Discussion reveals whether students can respond beyond a prepared script. A revised recording makes it possible to examine whether reflection led to a specific change. These are suggested assessment opportunities, not findings from an intervention reported in this paper.

Teachers should avoid turning reflection into another lengthy report. A few precise sentences may be enough: what was difficult, what the learner tried and what happened afterwards. Assessment can recognise these decisions alongside subject knowledge. In language education, however, independent preparation and oral performance should remain distinguishable. A well-organised study log cannot establish speaking proficiency; direct speaking tasks and suitable criteria are still required.

CONCLUSION

Autodidactism can help students approach unfamiliar learning tasks with greater purpose. Its contribution depends on the quality of the decisions learners practise and the feedback available to them. For higher education in Uzbekistan, the next instructional step is to connect independent workload with clearly defined activities and observable evidence of understanding. The POSM example illustrates how this can work in language education through preparation, problem discussion and focused revision. Teachers remain essential because they help learners develop the judgement needed to direct their own education.

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