



THE ROLE OF DIGITAL PLATFORMS IN DEVELOPING INDEPENDENT LEARNING COMPETENCE AMONG STUDENTS

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Abstract

This article highlights the issue of students' formation of independent educational competence through the use of digital educational platforms. It analyzes the need for independent learning, the importance of digital tools in today's learning environment, and their impact on learning effectiveness. It also shows ways for students to develop competencies such as critical thinking, independent information analysis, and self-control. At the end of the article, recommendations are given on how to improve the digital educational environment, as well as the results obtained based on experience.

Keywords: Independent learning, digital platforms, improving the educational environment, student competence, digital literacy, adaptive learning, multimedia resources, cross-platform integration, digital monitoring, online learning, interactive educational tools.

Introduction

In today's world, the rapid changes occurring in the field of education and the accelerated development of digital technologies demand a fundamental reform of the learning process. In particular, developing students' skills in independent study, research, and continuous enrichment of knowledge remains one of the most urgent tasks. Digital learning platforms serve as effective tools in this process—they are adapted to the needs of modern learners, engage them in acquiring knowledge, and encourage independent thinking.

The use of digital platforms such as Moodle, Google Classroom, Asana, and Zoom in higher education institutions helps organize the educational process in an interactive, adaptable, and results-oriented manner, contributing to the formation of students' independent learning competence. Therefore, it is of critical



importance to study this topic in depth, analyze existing experiences, and develop recommendations for pedagogical practice.

In recent years, several key legal and regulatory documents have been adopted to digitize the education system in Uzbekistan, implement innovative pedagogical approaches, and develop students' independent learning competencies. One such document is the Decree of the President of the Republic of Uzbekistan No. PF-6079 dated October 5, 2020, titled "Digital Uzbekistan – 2030". This strategy prioritizes the implementation of digital platforms and electronic systems in education, including the development of e-diaries, distance learning, and mechanisms for independent study [1].

In addition, government-level decisions have been effectively supporting the expansion of distance and independent learning opportunities in higher education institutions and the use of digital platforms such as Moodle, Google Classroom, Zoom, and Asana to organize the learning process.

Independent learning is a crucial aspect of skill development. It allows students to take control of their education and pursue their own interests and passions. Moreover, it helps students develop critical thinking, problem-solving abilities, and self-discipline, all of which are essential for success in academic and professional environments.

The digital learning environment offers many opportunities for independent learning. Online platforms and resources can be used to provide students with access to a wide range of learning materials—including textbooks, videos, articles, and interactive activities. These resources can be tailored to meet individual learners' unique needs and interests, enabling them to learn at their own pace and in their own style.

Furthermore, digital tools such as educational apps, online quizzes, and virtual simulations can make learning more engaging and interactive, thus enhancing the effectiveness of independent study. The use of digital tools can also provide educators with valuable insights into the learning process, allowing them to identify areas where individual students may need additional support or guidance.

The topic of digitalization in education and the development of independent learning competence among students is currently widely covered in scientific research. In particular, several studies have been conducted on the development of students' independent learning skills in higher education institutions. These studies



examine the impact of educational technologies on the learning process, methods for enhancing students' ability to master subjects in a digital learning environment, as well as problems encountered when using digital technologies and strategies to overcome them.

In his work *The Theory and Practice of Online Learning*, Anderson extensively explores the role of digital technologies in distance and independent learning. He analyzes the online education process and emphasizes making the learning experience more interactive and enhancing students' responsibility through digital tools: "Digital tools create an environment where students can choose the teaching methods that suit them best" [2].

Bates, in his book *Teaching in a Digital Age*, focuses on modernizing education through the use of digital technologies. According to him, digital technologies make the education system more efficient and convenient: "By applying digital technologies in education, students gain the opportunity to create a learning environment that is both comfortable and effective for themselves" [3].

In *Teaching as a Design Science*, Laurillard treats education as a form of design and emphasizes that digital technologies engage learners actively in the learning process: "Digital technologies provide broad opportunities in designing the learning process and encourage students to participate actively in acquiring knowledge" [4].

In the book *Information Technologies and the Learning Process*, Nurullayev and Ismoilov highlight the advantages of using information technologies in Uzbekistan's education system: "By using information technologies in the learning process, students learn to acquire knowledge remotely and manage their own learning activities" [5].

Tursunov's *Pedagogical Foundations of Using Digital Technologies* addresses the impact of digital technologies on enhancing independent learning and responsibility in education: "Digital technologies help make the learning process more effective and promote independence in students as they gain knowledge" [6]. Uzbekistan is actively working to develop digital learning platforms, expand opportunities for independent learning, and train qualified personnel. Enhancing education quality, widening opportunities for self-directed learning, and acquiring modern knowledge are of great importance. Aligning the education system with



international standards and expanding access to knowledge via digital platforms have been identified as key directions of state policy.

Interest in digital technologies among students is high. Their use of modern platforms in education aligns with the strategic goals of national development. Digital learning platforms are considered modern and effective tools for independent learning. They not only facilitate the process of acquiring knowledge but also make significant contributions to personal development. Proper use of digital platforms serves to enhance the quality of education for every student. Therefore, the broad integration of modern technologies into the learning process is of vital importance. Independent learning today presents vast opportunities and is an effective means for self-development, acquiring new skills, and deepening knowledge [7].

Independent learning plays a crucial role in developing students' activity, self-directed work, research capabilities, and critical and creative thinking skills. Therefore, modern pedagogical approaches are essential in organizing and supporting this type of learning. A significant aspect of independent learning is that it not only addresses educational challenges but also contributes to learners' self-development and self-improvement.

First and foremost, the constructivist approach forms the theoretical foundation of independent learning. According to this approach, knowledge is actively constructed by the learner based on previously acquired knowledge and experiences. The teacher is no longer seen as a provider of ready-made knowledge, but rather as a facilitator who guides learners toward inquiry, problem-solving, and making personal conclusions. In such an environment, students' need to acquire knowledge independently is stimulated, and they become active participants in the learning process.

Likewise, the competency-based approach also serves as an important methodological foundation in organizing independent learning. This approach focuses not only on equipping students with theoretical knowledge but also on developing their ability to apply this knowledge in real-life situations — in other words, forming competencies. Independent learning specifically helps develop practical competencies such as working with information independently, solving problems on one's own, managing time effectively, and planning personal actions.



The activity-based approach brings education closer to real life. In this approach, students gain knowledge through active engagement — completing problem-solving tasks, conducting practical exercises, engaging in project work, and participating in research. This encourages independent work, fosters a sense of responsibility, and enhances the relevance of acquired knowledge to real-world applications.

The individual approach also plays a vital role in the effective organization of independent learning. Since each student has a unique pace of learning, level of preparedness, interests, and capabilities, individualized approaches are necessary. Through customized learning paths, every student can study at their own pace, work on themselves, and achieve meaningful outcomes. This, in turn, increases students' intrinsic motivation and encourages them toward self-improvement.

In order for the digital learning environment to function as an integrated platform that develops independent thinking, creativity, and responsibility, it is necessary to unify all educational resources into a single system. To achieve this, integration among various digital platforms should be established, allowing students to manage their entire learning process through a unified interface instead of accessing multiple systems separately. Such integrated systems help save students' time, improve their concentration, and enhance the overall effectiveness of the learning process.

Furthermore, digital platforms should offer adaptive learning opportunities. This allows educational content to be tailored to each student's knowledge level, learning pace, and individual needs. Such an approach provides students with a personalized learning experience and encourages active participation in the learning process. In addition, incorporating multimedia resources such as video lessons, interactive graphics, audio files, and virtual laboratories can make the process of independent learning easier through visual and auditory aids, enabling deeper understanding of course materials [8].

Another crucial aspect is the localization of educational content, tasks, and platforms into the Uzbek language. In contexts where language barriers exist, students may not fully grasp the learning content, which can hinder their ability to work independently. Digitally localized resources that are adapted to local contexts and reflect national values and needs significantly enhance the effectiveness of the digital learning environment. Ensuring fast, clear, and constructive communication



between students and teachers on digital platforms, providing timely feedback on independent work, and activating question–answer mechanisms all positively affect the quality of education. Mobile-friendly digital applications also allow students to engage in independent learning anytime and anywhere. Through such approaches, not only is independent learning competence developed, but also a creative, well-educated personality aligned with the digital generation is nurtured.

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