PROBLEMS IN ORGANIZING STUDENTS' INDEPENDENT WORK THROUGH MOOCs

Bilolov Inomjon O'ktamovich
Professor, Fergana State Technical University

Abstract: This article addresses the pressing need to elevate the quality of independent learning in the higher education system of the Republic of Uzbekistan, particularly in the training of future vocational education teachers. Amidst ongoing reforms and the digital transformation of education, independent learning plays a critical role in developing professional competencies, creative thinking, and practical skills. The study highlights the importance of modernizing higher education through advanced educational technologies and the integration of Massive Open Online Courses (MOOCs) as a potential solution to existing challenges. Key issues such as students' inability to search and utilize digital resources effectively, the generational gap between educators and learners, and the ineffective structure and supervision of independent work are discussed. The paper emphasizes the need for a paradigm shift in educational design to align independent study with competency-based learning outcomes, increase its effectiveness, and ultimately contribute to the production of highly qualified professionals.

Keywords: Higher education reform, independent learning, vocational education, MOOCs, digital literacy, competency-based education, educational technology, Uzbekistan, teacher training, self-directed learning.

Introduction

One of the priorities of reforming the higher education system in the Republic of Uzbekistan is to bring the process of training highly qualified personnel—who possess modern knowledge, high moral and ethical qualities, and independent thinking—to a qualitatively new level. This includes modernizing higher education and developing social sectors and economic branches based on advanced educational technologies.

The theoretical, methodological, and socio-pedagogical foundations of the development of the higher education system in Uzbekistan have been studied by many scholars in our country. The concept and issues of electronic educational resources have been analyzed in the works of A.A. Abduqodirov, M.M. Aripov, S.S. Ghulomov, U.Yu. Yuldashev, U.Sh. Begimqulov, F.M. Zakirova, Q.T. Olimov, N.A. Muslimov, N.I. Taylaqov, A.Gh. Hayitov, and CIS scholars such as G.G. Gerkushenko, L.Kh. Zaynutdinova, A.S. Lesnevskiy, S.I. Makarov, Ye.V. Ponomareva, O.K. Tikhomirov, and Ya.L. Shrayberg.

In particular, organizing independent learning as a pedagogical problem has been studied by V.I. Andriyanova, P.T. Magzumov, U.N. Nishonaliev, N. Sayidahmedov, A.R. Khodjaboyev, Q.P. Husanboyeva, R.K. Choriyev, E.I. Zakinov, S. Matchanov, Z. Nishonova, T. Niyazmetova, J. Tolipova, U.Q. Tolipov, B.M. Turdibayeva, N. Khalilov, Sh. Sharipov, Sh. Yunusova, and others.

Independent learning is not only relevant for structuring educational content meaningfully, but also plays a significant role in training future bachelor-level vocational education teachers at higher education institutions.

When organizing the independent learning process for future vocational education teachers, attention should be paid to the following aspects:

- ➢ Mastery of general and specialized subjects, development of creative skills and experience, interdisciplinary connections, and grasping technological processes;
- ➢ Education in general labor culture and introduction to socially useful professions;
- ➢ Development of creative thinking, professional aptitude, physical development, and time management skills.

Problems in Organizing Independent Learning through MOOCs

A significant issue is that many students do not know how to search for necessary information on the internet. For instance, when a student is required to write a paper on "Creating Assessment Projects Using the MyTest X Software" as part of their independent learning for the subject *Technologies of Creating Electronic Learning Resources*, they primarily focus only on surface-level information related to the software.

If students knew how to effectively use MOOCs, they would be able to access a vast range of useful information.

We live in a rapidly changing world largely shaped by the development of information and communication technologies. This has led to a growing generational gap between educators and learners. Today's school and university students are often referred to as the "digital generation." They quickly adapt to technology, process information rapidly, and advance swiftly. In contrast, older generations are required to constantly retrain and adapt to fundamentally changed working and living environments.

Modern trends in societal development indicate that a successful individual in today's world is one who can quickly access necessary information and effectively apply it to solve problems.

One of the new phenomena in education, prompted by the characteristics of an information-based society, is the widespread dissemination of Massive Open Online Courses (MOOCs). Experts in the education sector have identified MOOCs as one of the thirty most promising trends for educational development up to 2028.

In today's educational process, organizing independent student work is one of the most challenging and critical issues. Self-activation does not simply mean increasing the volume of tasks performed. For example, in education, course syllabi rarely reflect a 1:1 ratio between lecture and independent study hours. In European countries and the United States, there is a trend of reducing lecture hours and increasing independent study time to a ratio of approximately 1:3. In this model, for each lecture hour, students are expected to engage in three hours of independent learning. This increased focus on independent learning leads to better educational quality and more effective training of professionals.

The problem lies in increasing the quality and effectiveness of independent study to meet new educational objectives. In practice, reducing lecture hours in favor of independent study alone does not solve the problem.

Currently, around 50% of students' time allocated to independent work does not yield the expected outcomes due to several reasons:

- The content of independent work assigned by different instructors within a course is not directly aligned with new educational goals — namely, the development of competencies;
- Independent tasks often lack purpose, proper supervision, differentiation, and flexibility. Minimal attention is paid to individual abilities, resulting in poor-quality outcomes.

It is no secret that a significant portion of independent tasks are not completed at all, are done superficially, or are copied from various sources.

Therefore, revitalizing independent work in the learning process means significantly enhancing its role in achieving modern educational goals. It also involves making such work

problem-oriented and encouraging students and educators to treat it as a primary tool for developing professional knowledge and competencies.

In this context, the proportion of hours allocated to independent study has been increased to 60%, allowing students more time for self-directed learning.

References

1. Presidential Decree PF-4947 (February 7, 2017) — "On the Strategy for the Further Development of the Republic of Uzbekistan"
2. Cabinet of Ministers Resolution No. 200 (June 6, 2002) — "On Further Development of Computerization and Implementation of ICT"
3. Presidential Decree PF-60 (January 28, 2022) — "On the Development Strategy for New Uzbekistan 2022–2026"
4. Concept for the Development of Higher Education in Uzbekistan Until 2030
5. Hans-Dieter Hopfner. "The Importance of Independent Learning in the Vocational Education System." Uzbekistan–Switzerland "Skills Development" Project. Tashkent, 2009.
6. Najmiddinova H. "Achieving Effectiveness in Students' Independent Learning." *Education Problems*, No. 2, 2009.
7. Otamirzaev O.U., Zakirova D.N., Vakhobova S.K. "Use of Interactive Methods in Teaching Electrical Engineering." *Science Time*, 2016, No. 2 (26).
8. Bilolov I.U. "The Role of Independent Learning in Student Knowledge Acquisition." Proceedings of the National Scientific-Practical Conference "Modern Systems and Technologies of Teaching for Training Highly Qualified Personnel," TUIT FF, Jan 5–6, 2021, pp. 14–18.
9. Bilolov I.U. "Methodology for Organizing Students' Independent Work via MOOCs." Proceedings of the Online National Scientific-Technical Conference "Modern Problems and Solutions of ICT and Telecommunications," TUIT FF, April 16–17, 2021, pp. 452–457.
10. Bilolov I.U. "Organizing Students' Independent Learning Based on Pedagogical Software Tools and Web Design." *International Scientific-Educational E-Journal "Education and Science in the 21st Century"*, Issue No. 21 (Vol. 4), December 2021, pp. 435–441.