



Modern and Innovative Approaches to the Organization of Students' Self-Education in Higher Educational Institutions

Zakhro Umarova

Doctoral Student of Tashkent State Pedagogical University, Uzbekistan

Corresponding Author: Zakhro Umarova



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Abstract

Self-education is gaining momentum. Today, the main challenge for universities is to launch open online courses that anyone can access. Such an initiative is a signal to educational organizations that they must rebuild their educational process. It is necessary not only to broadcast information, but also to engage in tutoring support of students, immerse them in real projects and tasks. This article highlights new viewpoints of methodology of organization of students' self - education in higher educational institution.

Introduction

Today the concept of self - education has never been more relevant. As futurist and philosopher Alvin Toffler once said, the illiterate of the XXI century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn. The problem of self-education of a modern person has become especially urgent in the information society, where access to information and the ability to work with it are key. The information society is characterized as a knowledge society, where the process of transformation of information into knowledge plays a special role. Therefore, modern conditions require a person to constantly improve his knowledge. Constant self-education is the defining assets of a modern person's life that will help keep up with the train of modernity. Wroblewski (2018) Self-education is a person's chance to keep pace with progress. In the era of the information society, the main trend in education is the transition to modern educational technologies, which are based on the acquisition of knowledge using information technologies. This gives wide access to self-study.

Methods

Self-education is closely related to education. Therefore, self-education in higher educational establishments should be viewed not as a substitute for the traditional one, but as an addition to it (Francis, 2012) University teachers should be involved in the formalization of knowledge as a tutor. E. Potulickal notes that university professors should only help students to develop themselves, make them capable of continuous learning and self-education. There is no doubt, under such circumstances it is possible to acquire knowledge on your own, but the quality of this knowledge will depend entirely on the student. However, at this case, as we noted before, the system of higher education, more precisely, university teachers' should stimulate students to implement the process of self-education, providing them with the necessary pedagogical support in this matter.

To digest knowledge, one must absorb it with appetite. As for today's modern learners, the use of media resources, open online courses are more important for them, and also, learning concepts such as using a modular approach and micro learning (Collins, 2019). Let's examine

them in more detail. Media used in teaching and learning process, combines media resources such as text, charts, graphics, infographics, video, animation, and sound to represent and convey information (Damyanov & Tsankov 2018). Many researchers argue that educational media resources are human brain friendly and using them in teaching and learning process helps people to learn efficiently. Using media resources in learning enables students to access training in a way that feels comfortable to their different learning styles, whether that's watching a 2-minute how-to video, reading a short article or completing an exercise (McGuire, 2015). Students learn best when they're given an experience-driven and problem-centered curriculum. Essentially, learners want to learn the exact information they need at the time they need it, rather than sitting through hours of training that they don't feel is relevant to them. The philosophical gurus behind the creation of the so-called managerial psychology were Ivan Pavlov and, later, Berres Frederick Skinner, who were convinced that if they correctly find an incentive and influence people with its help, they will do whatever is required of them.

MOOC platforms provide students a wide choice of online courses in any area. A student is given freedom and independence in choosing necessary course. (Hew et al, 2018). MOOCs are e-courses (teaching and methodological complexes) are created by teachers of leading universities, including video lectures, lecture notes, homework assignments, tests and final control with the help of valuation funds and obtaining an official certificate. One of the important characteristics of MOOCs is the availability of each student's personal learning environment, involving the active participation and interaction of students with teachers, and another one is using media resources as content.

Micro learning as an approach is the concept of absorbing knowledge in small units . Alqurashi (2017). Most often, the term is used in the context of electronic learning formats. Microlearning is such a magic wand, training that is not annoying, does not take a lot of time, but brings excellent results, and even delays. Micro learning is a bit like seeds - it's hard to stop until you've eaten everything. In general, it has a number of advantages that are suitable for being applied to the process of self-education. They are followings: (1) Time. It is easier for people to enroll in a course if they know they can make time for it for sure. (2) Fast results. Having something to brag about after each lesson is a great motivation to continue learning. (3) Involvement. Since the student can quickly get, the result and the reward (if you add elements of gamification to the course), this leads to a high level of student engagement. (4) Using different types of content. The content of the course can be presented in a variety form of media texts. For example, a combination of presentations, assignments, games, discussions during webinars, videos, tests, competitions, pictograms, and yes, of course text.

Now, despite the emergence of ample opportunities for self-education, there are no incentives for in higher education establishments its implementation. Modern researchers point to the insufficient effectiveness of the work carried out by higher educational institutions to form the self-educational activity of future specialists, which is largely determined by the lack of a systematic, scientific and theoretical substantiation of both the phenomenon of self-educational activity, which acts as an object of research, and the features of the process of its formation.

Results and Discussion

The above is an objective factor for providing this study. The purpose of our study is to substantiate scientifically and improve methodology for organizing self-education of students of higher educational institutions through media resources. The subject "Information Technologies in Education" is one of the compulsory for every specialty in pedagogical universities of Uzbekistan. Typically it dominated by narrow training in technical skills.

Students are taught about spreadsheets, databases and file management—the Microsoft Office, Corel Draw, multimedia in different sphere, history of the net and services of the net etc.

Traditional forms of organizing self-education in our universities, which based on theme distribution between students for self-studying borders student's learning and researching process. Because, when teacher gives special one theme for self - study, majority cases, students act passively. With bordering of their learning process horizons, we cannot force them self-studying, instead of that we should gave them choice, choice of theme, which they really interested in and want to learn it voluntary. It is no secret, which is important, in the process of self - education students should stay at the center instead of teacher.

The organization of self-education using media resources is not like the traditional one. Materials based media resources allow the student to learn, to see and correct their mistakes by one's own will and independently. In this case, teacher participates in this process to guide the student's independent activities "Helping them doing it themselves".

self-education is a form of independent learning and concerns independently intellectual work with specific scientific or didactic materials (Nilsen, 2009). Teaching and studying information technology helps in self-education.

As part of our research, was offered in addition to the above mentioned themes students to independently choose one of the following topics (creating “caption video”, creation “infographic”, how to create “animated presentation”, creation “e-FlipBook” etc.) to study individually, at the end, prepare their own product. This methodology can enable student to produce their own media texts, and even interactive hypermedia while learning. Especially this process, learning by doing can increase student motivation and engage them active independent learning process.

Conclusion

Today, higher education system operates in new conditions that require re-development and implementation in teaching - learning practice more advanced pedagogical methods that improve the quality of the self educational process, promote the activation of the cognitive activity of future professionals, the development of their mental abilities. In solving this problem, a significant role is assigned to the formation of special open online courses.

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