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THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF STUDENT SELF-ORGANIZATION IN A DIGITAL LEARNING ENVIRONMENT

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Abstract

This article examines current issues as well as the theoretical and methodological foundations of student self-organisation in the context of the digital transformation of higher education. The rationale for choosing this topic lies in the fact that the role of digital technologies, distance learning and e-learning resources has increased today. All of this requires a high degree of independence from students. The article also presents an analysis of the scientific and pedagogical literature devoted to the issue of personal self-organisation. Prospects for further research into this topic are identified.

Keywords: *higher education, digital transformation, self-organisation, teaching technologies, self-directed learning*

In today's world, the digital transformation of the education system is intrinsically linked to the development of modern society, and in this process it is bringing about fundamental changes in the content and organisation of higher education. The rapid development of information and communication technologies, the widespread implementation of distance and blended learning formats, artificial intelligence, the organisation of the learning process using LMS platforms, and its reliance on digital resources and online communication tools are placing new demands on students' learning activities. In modern circumstances, a student must not merely be a recipient of ready-made knowl-

edge, but must also emerge as an active organiser, manager and responsible agent of their own learning.

The work being carried out in the higher education system in our country in the context of globalisation and digital transformation, including the enhancement of vocational training for our future youth in line with modern requirements and the further elevation of innovative approaches to higher levels has become one of the priority areas. The reforms being carried out in this regard have been reflected in strategic documents. As an example of this, the 'Digital Uzbekistan – 2030' strategy, (Decree No. PD-60) 'On Approving the Concept for the Development of

the Public Education System of the Republic of Uzbekistan until 2030' (Abdukodirov, A.A., 2015), and the Presidential Decree No. PF-5847 of 8 October 2019 'Concept for the Development of the Republic of Uzbekistan's Higher Education System until 2030' Priority directions for the consistent reform of the higher education system, determined on the basis of the Presidential Decrees (Decree No. PD-60), are aimed at preparing highly qualified specialists with modern knowledge and skills, This also entails taking the preparation of highly qualified specialists, who are able to work independently and self-organise in a digital learning environment, to a new qualitative level. Furthermore, the modernisation of the higher education system, The strategic priority of ensuring the sustainable development of the social sphere and economic sectors through the widespread introduction of advanced pedagogical and digital technologies into the educational process has been specifically recognised.

Furthermore, our research findings have revealed that the concept of students' self-organisation has been extensively and thoroughly examined in scientific studies conducted by scholars from CIS countries, foreign nations and our republic.

First and foremost, in the work entitled "India" by Abu Rayhan Biruni, one of our great thinkers, 'the scientific thinking of people begins with their self-awareness.' One must first be able to distinguish one's own capacities from one's limitations" (Abu Rayhan Beruni, Hindistan. 1963). Thus, one of the very first stages in the development of our thinking begins with the individual's self-awareness. Only a person who is self-aware and self-understanding can distinguish between the opportunities and limitations afforded to them.

Abu Ali ibn Sina, in his work *The Canon of Medicine*, also offers numerous definitions of self-organisation. In particular, he explains that throughout life one should adhere to the concept of moderation, namely in eating, sleep and labour activities, and furthermore he left his reflections on the ability to regulate the balance between appetite and reason, and on ensuring inner harmony in a person's mental state (Abu Ali ibn Sina. 1993). We know that to this day Abu Ali ibn

Sina's works are widely used in the medical field. However, our great scholar did not stop there but also conducted research in the field of pedagogy. He defined self-organisation as 'the conscious regulation of both physical and mental equilibrium,' emphasising that it is the regulation of one's own organisation.

Yusuf Khos Hājib's 'Qutadg'u Bilig' is primarily a moral-didactic work, embodying ideas on self-organisation. In this work, the personal and political spheres are treated in a complementary fashion. Furthermore, ideas on self-organisation are also presented. Accordingly, it explains and elaborates on personal self-restraint, the primacy of reason and justice, the unity of word and deed, valuing time and adhering to discipline, as well as the concept of a word and its fulfilment. (Yusuf Khos Khojib. 1971).

The work emphasises that if a person's inner virtues are not properly cultivated, they cannot achieve external success, and that moral self-control leads to a responsible way of life. The Sultan of the Realm of Poetry, our great forebear Alisher Navoi, also recorded his thoughts on self-organisation in his work 'Mahbub-ul-Qulub.' In the work, special emphasis is placed on the ability to rein in one's desires, to work constantly on oneself, on honesty and integrity, and on the harmony between knowledge and practice and their outcomes. Alisher Navoi's work is primarily devoted to human morality and the ideals of the perfect person. Navoi portrays the self-formation of individuals as a process of spiritual self-cultivation and striving for perfection.

In these works, special attention is paid to important motivational processes, such as self-organisation and the ability to work independently on oneself, as factors serving to ensure the individual's psychological development, special attention is paid to important motivational processes such as self-organisation, independent work on oneself, the ability to manage one's own activities and self-assessment skills, and scientific ideas are put forward in this regard.

R. A. Sabirjanov, based on the results of his research, R. A. Sabirjanov, drawing on the results of his research, writes about the constant use of computer technologies by students of philological disciplines in higher education institutions in the Republic of Uz-

bekistan during the independent work process and, as a result, the role and conditions of self-organisation (Sabirjanov, R.A., 2019).

M. S. Otazhovanova's 'Theoretical Foundations of the Problem of Developing Students' Self-Organisation in their Academic Activities through the Use of Time Management Technology', In the article entitled 'Theoretical Foundations of the Problem of Developing Students' Self-Organisation in Learning Activities through the Use of Time Management Technology,' the author distinguishes the specific nature of the relationship between the teaching process and its greater reliance on independent activity. (the teaching process) from general secondary education, emphasising the distinctiveness of the relationships between them and their greater reliance on independent activity. It also notes that students at higher education institutions possess a certain level of self-organisation skills, but the skills necessary for effective planning and management of their academic activities have not yet been fully developed. As a result, it has been scientifically demonstrated that, despite students' abilities and high aspirations, this may be the reason why educational outcomes fail to meet expectations. It was explained that students should make effective use of time-management technologies in their self-governance, and that these technologies can greatly assist in developing their self-organisation (Otajonova, M., 2023).

In the CIS countries as well, many scholars have expressed views on self-organisation in their research. In particular, among the scholars who have studied the characteristics of the self-organisation process in students' learning activities at a higher education institution are S. S. Amirov (Amirov, S.S. 2008; T.N. Boldysheva (Boldysheva, T.N., 2011), G. Dobrovetskaya (Dobrovetskaya, G., 2006, V.I. Donsov (Donsov, V.I., 2004) and other scholars have reflected this in their own scientific research. The need to re-examine the issue of developing self-organisation skills in the educational process on the basis of innovative approaches is primarily linked to enhancing the effectiveness of educational activity. This issue has been extensively covered in the scientific research of Yu. K. Babansky (Babansky, Yu. K., 1982), N. F. Talizina (Talyzina, N. F., 1984) and oth-

er scholars. Moreover, the systematic analysis and modelling of the unified pedagogical process have been substantiated in the scientific works of scholars such as V. P. Bepalko, V. I. Zagvyazinskiy and V. V. Kraevskiy.

The term 'self-organization' was first used in a scientific publication in 1947 by William Ashby (Ashby W. R., 1947). Furthermore, as a pedagogical category, this concept is regarded not only as an individual quality but also as a competence developed in the educational process.

The concept of self-organisation can be defined as follows: each person consciously plans and regulates their own activity, as well as their internal psychological processes, motivation, emotional stability, stress resilience and integrative-pedagogical abilities. Self-organisation improves each person's life activities and increases their level of intrinsic motivation.

According to the results of our research, self-organisation of the individual as a pedagogical category includes the following: it determines the substantive quality of the educational process; it reveals the internal mechanism of personal development; explains the effectiveness of independent learning; defines the student's position as a subject in the pedagogical process.

Thus, in pedagogy, under conditions of digitalisation, the self-formation of the individual is regarded as a pedagogical category, and its theoretical and methodological foundations have been developed and scientifically substantiated by scholars. However, despite various reforms being carried out in pedagogy, the issue of developing pedagogical technologies that effectively support students' self-organisation processes has not yet been systematically explored or studied to a sufficient extent. Particularly at a time when the theoretical and methodological integration of young people's self-governance mechanisms with the opportunities of the digital environment demands in-depth research, it is essential that we pay special attention to these matters.

In our view, the promising scientific directions that should be developed in this area in the future encompass a number of important issues. In particular, integrative pedagogical models of a digital learning environment that support the process of student self-organisa-

tion, the development of flexible pedagogic technologies aimed at effectively managing independent learning activities is of great importance. Furthermore, alongside creating effective mechanisms that provide students with pedagogic and psychological support during the digital learning process, Improving the methodology for the integrated application of reflective monitoring and self-assessment tools with digital platforms is also one of the pressing tasks in this area today.

From this perspective, creating pedagogical technologies that foster students' self-or-

ganisation skills in a digital learning environment is of great importance. Scientifically substantiating such technologies, developing their theoretical principles and determining their practical effectiveness through experimental trials is currently regarded as one of the pressing scientific issues. Addressing such issues serves to enhance the effectiveness of the educational process, foster independent development strategies in students, and develop their modern competencies. Therefore, research in this field is considered important not only theoretically but also practically.

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