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DIDACTIC POSSIBILITIES OF USING TIME MANAGEMENT TECHNOLOGY IN DEVELOPING STUDENTS' INDEPENDENT LEARNING COMPETENCE

Nilufar Urinova Muhammadovna

Acting Professor, Candidate of Pedagogical Sciences,
Fergana State University
urinova.nm@mail.ru
+99893971-40-32

Guljahon Tillabayeva Ilhomjon qizi

PhD Candidate, Fergana State Technical University
sobirjonovaguljahon1998@gmail.com
+99890161-57-73

Annotation

This article presents theoretical information on the use of time management technology in the process of students' independent learning, alongside the current attention given to this area and the challenges that persist. The didactic possibilities of applying time management strategies to enhance students' competence in independent learning are analyzed from a scientific perspective.

Keywords: independent learning, time management, didactic possibilities, priorities, procrastination, effectiveness.

Ongoing democratic and legal reforms in our country, the development of civil society, and the need to align with modern international standards highlight the urgency of improving the system for training highly qualified pedagogical personnel. The upbringing of a well-rounded individual-physically strong and healthy, intellectually developed, morally sound, and devoted to the homeland-requires continuous scientific inquiry in the field of education. Ensuring the effectiveness of education cannot be achieved solely by updating its content; it is also essential to study advanced experiences and master new pedagogical technologies and methods through the use of non-traditional forms of teaching.



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Enhancing students' motivation for independent learning, demonstrating the effectiveness of this system and methodology, helping students perceive tangible outcomes, and—most importantly—developing and managing students' independent learning skills, as well as improving independent learning technologies, remain among the most pressing challenges facing the national education system. Addressing these challenges requires comprehensive and multi-faceted solutions.

There are several shortcomings in the implementation of independent learning. These include: a lack of free time among specialists, inability to properly allocate time, lack of skills in planning and prioritizing tasks, insufficient knowledge among teachers and students about independent learning technologies, and poor proficiency in using them effectively. Moreover, insufficient attention is often paid to activities aimed at addressing these issues, such as professional development of educators, participation in international conferences, seminars, and competitions-events which are essential for resolving the above problems.

The use of information and communication technologies (ICT) in organizing and managing independent learning, increasing teaching effectiveness, and preparing future specialists in line with consumer demands necessitates the development of competencies among all participants in the educational process.

Although numerous scientific and pedagogical studies have been conducted on this issue, insufficient attention has been paid to improving independent learning, organizing it based on ICT, and developing mechanisms for its management, monitoring, and evaluation—especially in relation to enhancing students' critical thinking skills and preparing specialists who meet international standards.

There is a lack of creative and systematic approaches to monitoring students' independent work. Despite curricula allocating more time to out-of-class independent study compared to classroom hours, students often perceive this time as “free time” unrelated to learning. This is primarily due to the absence of clear weekly planning and monitoring of independent learning hours outside the classroom, as well as a lack of sufficient motivation and incentive mechanisms. [2]

Cases of plagiarism and academic dishonesty have become widespread among students in the completion of out-of-class independent assignments. Many students admit to violating the principles of academic integrity. This issue is largely due to



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the insufficient efforts of university professors in explaining the importance of academic honesty, as well as the absence of practices for checking independent work using anti-plagiarism software. The continued acceptance of handwritten assignments further deepens the problem.

In organizing students' independent work outside the classroom, the principle of "from simple to complex" is often neglected. Moreover, when determining the topic and method of independent assignments, students' individual abilities and interests are frequently disregarded.

More than half of instructors organize independent tasks based solely on the theoretical components of the curriculum. The connection between theoretical knowledge and practice, and the development of students' ability to work with real-life problems, is currently unsatisfactory.

Furthermore, the engagement of instructors with up-to-date scientific sources remains low. This, in turn, creates scientific and innovative gaps in the organization of students' independent learning activities.

It has been observed that innovative and interactive game-based software, as well as information and communication technologies (ICT), are rarely used in the organization, management, monitoring, and assessment of independent learning.

There are various methods to strengthen students' understanding of the independent learning process and its methodological foundations, to introduce modern approaches, and to enhance their effectiveness. These methods manifest themselves in the following aspects:

Based on the analysis, several key factors were identified as crucial for the successful implementation of independent learning:

- setting realistic goals;
- identifying one's own learning style;
- reviewing learning materials on the same day they are introduced;
- engaging in short and focused study sessions;
- creating a conducive learning environment and preparing effectively.

An analysis of these factors shows their importance in ensuring the success of independent learning.



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Setting Realistic Goals.

Establishing actionable and realistic objectives that bring meaningful change into one's life is essential for forming effective independent learning habits. For example, developing a habit of reading a certain amount of material each night and extracting information, knowledge, and insights from it can lead to significant academic success. A student should be able to plan their week effectively, and even within limited time constraints, understand that organizing mental rest and enriching the mind with up-to-date knowledge is the key to real achievement.

Identifying One's Own Learning Style.

There are numerous methods and approaches to learning. In the process of independent study, it is vital for students to identify learning techniques that best align with their cognitive strengths. For example, while some students benefit most from auditory learning (listening), others may find written exercises more effective. Therefore, discovering and applying the most convenient and beneficial learning style plays a crucial role in making independent learning productive and meaningful.

Reviewing the Learning Material on the Same Day.

In the context of independent study, reviewing newly introduced sources or topics on the same day helps students record their immediate thoughts or questions. Reflecting on the intended purpose of the material and the problems it aims to solve enables a deeper understanding of its essence. This practice not only strengthens comprehension but also ensures that the acquired knowledge can be effectively applied in future contexts.

Engaging in Short and Focused Study Sessions.

Dividing learning materials by topic into small, time-limited sessions with short breaks is considered one of the most effective methods for mastering large volumes of content in a relatively short period. This approach enhances concentration and retention, which are key components of successful independent learning.



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Creating a Productive Learning Environment and Preparing for Study.

Establishing a dedicated and structured study space is essential in the process of independent learning. The act of setting up a personal learning environment greatly contributes to the effectiveness of the learning process. For instance, when a student prepares to study a language at their desk, gathers necessary materials such as textbooks or accesses online courses, this demonstrates both mental and emotional readiness to engage in self-directed learning. Such preparation fosters motivation, focus, and consistent engagement with the learning material.

The Didactic Functions of Time Management Technology

Time management technology primarily addresses the following key didactic tasks in the context of independent learning:

1. **Planning Time Efficiently.** How can tasks and responsibilities be effectively organized within a specific timeframe? Time management teaches how to plan activities efficiently on a daily, weekly, or even monthly basis. Core tools of time management include creating task lists, using daily planners, and setting clear deadlines for completing assignments.
2. **Establishing Priorities.** Identifying which tasks are most important and allocating appropriate time and attention to them is crucial. Setting clear priorities enables learners to manage their time effectively and complete essential tasks on schedule. This skill is especially important in independent learning, where self-regulation is key.
3. **Managing Time Across Life Domains.** Time must be balanced across academic work, rest, personal life, and other responsibilities. Effective time management involves distributing time evenly and strategically to maintain both productivity and well-being. It equips learners with the ability to harmonize different areas of life without compromising academic performance.
4. **Overcoming Distractions and Procrastination.** Time management technologies also offer strategies to combat distractions and procrastination, which significantly reduce productivity. By employing techniques such as creating a focused work environment, using digital tools that limit interruptions, or applying structured time



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blocks (e.g., the Pomodoro technique), learners can improve concentration and consistency in their studies.

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