DIGITAL PEDAGOGY AND STUDENT SELF-ORGANIZATION

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Abstract: *This article examines the pedagogical capabilities of the digital educational environment and its role in student self-organization in higher education institutions. The developed program serves as a practical implementation of the structural-functional model and pedagogical technology.*

Keywords: *digitalization of learning, self-organization competence, digital pedagogy, artificial intelligence, student reflection.*

Аннотация: *В данной статье рассматриваются педагогические возможности цифровой образовательной среды и ее роль в самоорганизации студентов в высшем образовательном учреждении. Разработанная программа выступает как практическая реализация структурно-функциональной модели и педагогической технологии.*

Ключевые слова: *цифровизапция обучения, компетенция самоорганизации, цифровая педагогика, искусственный интеллект, рефлексияы студентов.*

Annotatsiya: *Ushbu maqolada raqamli ta'lim muhitining pedagogik imkoniyatlari va uning oliy ta'lim muassasalarida talabalarning o'z-o'zini tashkil etishidagi o'rni ko'rib chiqiladi. Ishlab chiqilgan dastur tarkibiy-funksional model va pedagogik texnologiyaning amaliy tatbiqi bo'lib xizmat qiladi.*

Kalit so'zlar: *ta'limni raqamlashtirish, o'z-o'zini tashkil etish kompetensiyasi, raqamli pedagogika, sun'iy intellekt, talabalar refleksiyasi.*

The digital transformation of the higher education system requires the introduction of modern information and communication technologies into the educational process. However, an analysis of existing practice shows that most electronic educational resources used in higher education institutions are primarily limited to the functions of placing educational materials, transmitting assignments, or organizing control. Although such an approach serves to digitalize the educational process, it does not create sufficient pedagogical opportunities for the purposeful development of students' self-organization competence.

The scientific results obtained during the study showed that the effectiveness of developing students' self-organization competence is directly linked not only to the

content of the pedagogical technology but also to the quality of the digital educational environment that supports it. For this reason, a "Digital Education Program in Pedagogy, Comparative Pedagogy, and Educational Management" was developed as a means of implementing the developed structural-functional model into practice[1].

This program is a practical expression of the conceptual approach to the research and the developed pedagogical technology. The program is designed not only as a set of electronic educational resources but also as an integrated pedagogical system aimed at the gradual development of students' self-organization competence. It integrates educational content, pedagogical technologies, digital tools, reflexive tasks, monitoring mechanisms, and elements of individual development on a single platform.

The following methodological requirements were taken as the basis for developing the program: competence-based approach, student-centered education, individualization of educational activities, continuity of pedagogical support, principles of digital pedagogy, reflexive management, adaptive learning [2].

The digital educational program, developed based on these requirements, was developed as a multifunctional pedagogical platform that allows for the planning of a student's educational activity, the organization of independent learning, monitoring learning outcomes, reflection, and the formation of an individual development trajectory.

The "Digital Educational Program in Pedagogy, Comparative Pedagogy, and Educational Management" developed within the framework of the study was designed as a practical tool of pedagogical technology aimed at developing students' self-organization competence. This program, unlike a traditional electronic textbook or a distance learning platform, is not limited to providing educational content. Its main task is to form a holistic pedagogical environment that supports the organization, management, monitoring, and reflexive development of the student's independent educational activity [3].

The concept of the program is based on the developed structural-functional model. All components of the model - target, interdisciplinary, educational environment, content-technological, digital, pedagogical support, diagnostic-monitoring, and result components - are reflected in the functions of the digital platform. Therefore, the program is considered not as a separate element of pedagogical technology, but as its practical implementation.

The program's architecture was developed based on a modular principle. The modular structure allows for the systematic organization of educational content, the expansion of the platform, and integration with new disciplines. Each module performs an independent functional task and interacts with other modules within a single

information and pedagogical system. This approach ensures the flexibility of the platform and allows it to be used in the context of various educational areas[4].

The developed digital education program consists of the following main modules:

- The educational content module includes electronic lectures, video lessons, presentations, interactive educational materials, and additional resources in the disciplines of Pedagogy, Comparative Pedagogy, and Educational Management.

- Independent learning module - organizes the planning and execution of students' independent work, project assignments, practical exercises, case studies, and reflexive tasks.

- Diagnostic and evaluation module - includes tests, electronic control tasks, self-assessment tools, rubrics, and mechanisms for determining competence levels.

- Monitoring module - automatically records student learning activity, task completion time, independent work dynamics, and development indicators, and generates analytical data for the teacher.

- Reflection module - includes an electronic portfolio, a reflective diary, an individual development map, and self-analysis tools. This module provides an opportunity to monitor and evaluate the student's personal development.

- Pedagogical communication module - serves to organize forums, chats, video conferences, consultations, and mentoring services. This module ensures continuous interaction between the teacher and the student.

- The artificial intelligence elements module performs functions such as providing individual recommendations, reminders for planning educational activities, personalized recommendations, and quick advice. This module serves to support the student's independent activity.

These modules work in an integrated manner and serve a single pedagogical goal: developing students' self-organization competence. The platform allows the user not only to use educational materials but also to plan their educational activities, monitor completed work, monitor development dynamics, and conduct reflection [5].

Thus, the concept and architecture of the developed digital educational program are based on the integration of modern pedagogical technologies, digital pedagogy, and a competency-based approach, forming an integrated pedagogical platform that serves to develop the student's competence in managing independent educational activities and self-organization.

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