PEDAGOGICAL EXPERIMENT ON STUDENTS' SELF-ORGANIZATION SOFTWARE

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Аннотация: *В данной статье приведены результаты опытно-экспериментальной проверки эффективности внедренной педагогической технологии формирования компетенции самоорганизации студентов в условиях цифровизации системы высшего образования.*

Ключевые слова: *самоорганизация студентов, педагогическая технология, цифровизация образования, педагогический эксперимент, рефлексия.*

Abstract: *This article presents the results of an experimental verification of the effectiveness of the implemented pedagogical technology for forming students' self-organization competence in the context of digitalizing the higher education system.*

Keywords: *student self-organization, pedagogical technology, digitalization of education, pedagogical experiment, reflection.*

The practical part of the study was organized to scientifically verify the effectiveness of the author's pedagogical technology aimed at developing students' self-organization competence and to determine the possibilities of its implementation into the practice of pedagogical higher educational institutions. The pedagogical experimental work was aimed at a comprehensive assessment of the results of theoretical analysis, the developed conceptual approach, the integrated digital educational platform, and the practical application of the author's pedagogical technology.

The methodological basis of the experimental study consists of the competency-based approach, the systematic approach, student-centered education, activity theory, reflexive pedagogy, and the concept of educational digitalization. These methodological approaches served as the theoretical foundation for developing pedagogical technology, defining its content, organizing experimental work, and scientifically evaluating the results obtained [1].

Pedagogical experimental work was conducted at the Renaissance University of Education in Tashkent, the Shakhrisabz State Pedagogical Institute, and the Andijan State Pedagogical Institute. These higher educational institutions were selected due to their activities in the field of teacher training, the presence of modern digital educational infrastructure, and the ability to provide the necessary organizational and pedagogical conditions for research.

A total of 378 students participated in the study. Respondents were divided into experimental and control groups, taking into account their field of study, course of study, academic performance, and initial diagnostic results. This approach made it possible to ensure the objectivity of the experiment and the comparability of the results.

The educational process was organized based on an integrated digital educational platform for pedagogical technologies and pedagogical disciplines (Pedagogical Sciences, Comparative Pedagogy, and Educational Management) developed with the students of the experimental group. In the control group, existing curricula and traditional teaching methods were applied. Thus, it was possible to determine that the changes observed during the experiment occurred under the influence of the author's pedagogical technology [2].

The pedagogical experimental work was conducted in three stages: diagnostic (statement), formative, and final (control) stages. Each stage has its own goals, objectives, methods, and evaluation criteria, forming a unified scientific and methodological system consistently interconnected with one another.

At the diagnostic stage, the initial state of students' self-organization competence was determined, the pedagogical technology developed at the formative stage was implemented into practice, and at the final stage, the experimental results were comprehensively analyzed, and the effectiveness of pedagogical influence was evaluated using mathematical and statistical methods.

Thus, the pedagogical experimental work served as a methodological basis linking the theoretical and practical parts of the research, allowing for a reliable assessment of the scientific validity and practical effectiveness of the developed pedagogical technology.

The main goal of the pedagogical experimental work was to scientifically determine the effectiveness of the developed pedagogical technology and the integrated digital educational platform for pedagogical disciplines (Pedagogy, Comparative Pedagogy, and Educational Management) in developing students' self-organization competence.

A five-level assessment system was introduced to interpret the level of competence. Accordingly, the results of the respondents were divided into very low,

low, medium, sufficient, and high levels. This classification made it possible to evaluate the dynamics of student development not only quantitatively but also qualitatively as a result of pedagogical influence[3].

The developed diagnostic system created the necessary methodological basis for a comprehensive assessment of students' self-organization competence, determining the effectiveness of pedagogical technology, and interpreting experimental results on a scientific basis. It is this diagnostic system that serves as an important methodological factor ensuring the reliability of the experimental results described in the following chapters.

Thus, the developed scientific and methodological support, diagnostic tools, and organizational model of the pedagogical experiment served as the methodological basis for the practical assessment of the pedagogical capabilities of the integrated digital educational platform developed by the author at the next stage.

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