ENHANCING STUDENTS' SELF-STUDY SKILLS THROUGH INQUIRY-BASED LEARNING

Nargizakhon Khodjayeva Saydolim kizi
PhD researcher Uzbek State University of World Languages, Tashkent, Uzbekistan
Email: nargizxs127@gmail.com
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Abstract. *This article analyzes the role of Inquiry-Based Learning (IBL) in developing students' self-study skills. The approach encourages learners to engage in problem-solving, questioning, and independent investigation, shifting education from teacher-centered to student-centered paradigms. IBL supports critical and creative thinking, fostering deeper student engagement. Research findings demonstrate that IBL improves learners' autonomy, innovative thinking, and their capacity for lifelong learning, making it an effective strategy for modern education.*
Keywords*: Inquiry-Based Learning, self-directed learning, reflection, critical thinking.*

Annotatsiya. *Ushbu maqolada Inquiry-Based Learning (IBL) texnologiyasi asosida talabalarning mustaqil ta'lim ko'nikmalarini shakllantirish masalalari tahlil qilinadi. IBL texnologiyasi o'quvchilarni mustaqil fikrlashga, muammoni hal qilishga, savol berishga va tadqiqot olib borishga undaydi. Bu yondashuv o'qituvchidan o'quvchiga yo'naltirilgan ta'lim modeliga o'tishni ta'minlab, ijodiy va tanqidiy fikrlashni rivojlantiradi. Maqolada IBL metodining hayotiy muammolar asosida qurilgan mashg'ulotlar orqali o'quvchilarni faol ishtirokga jalb etishdagi samaradorligi yoritilgan.. Tadqiqotlar shuni ko'rsatmoqdaki, IBL yordamida talabalarda innovatsion fikrlash va o'z-o'zini boshqarish qobiliyati kuchayadi.*
Kalit so'zlar*: Tadqiqotga asoslangan ta'lim, mustaqil ta'lim, refleksiya, tanqidiy fikrlash.*

Аннотация. *В статье анализируется роль технологии обучения на основе исследования (Inquiry-Based Learning, IBL) в развитии навыков самостоятельного обучения у студентов. Данная педагогическая модель способствует формированию у обучающихся критического мышления, способности к решению проблем и ведению самостоятельных исследований. IBL переводит акцент с преподавателя на учащегося, создавая условия для активного участия в учебном процессе. Исследования показывают, что применение IBL значительно повышает уровень инновационного мышления и самостоятельности студентов, способствуя их успешному обучению и будущей профессиональной деятельности.*
Ключевые слова*: Исследовательское обучение, самостоятельное обучение, рефлексия, критическое мышление.*

Introduction

In an increasingly interconnected world, the significance of fostering self-study skills in students cannot be overstated. Inquiry-based learning serves as a critical pedagogical approach that empowers students to take ownership of their educational journeys, enhancing their ability to engage deeply with content. This method not only promotes critical thinking but also cultivates essential skills necessary for lifelong learning. By encouraging students to pose questions and seek answers through exploration and research, inquiry-based learning aligns with the principles of Responsible Research and Innovation (RRI), which emphasizes the development of creative and critical thinking abilities in educational settings (Torruella B et al., 2020). Furthermore, observing the dynamics of classroom interactions can illuminate the ways inquiry-based practices can shift the focus from teacher-centered instruction to more learner-centered experiences, ultimately fostering a deeper engagement with the learning material (Dzakiria et al., 2007). As such, this essay will explore the multifaceted benefits of inquiry-based learning in enhancing students self-study skills.Self-study skills are essential competencies that empower students to take charge of their own learning processes, fostering independence and critical thinking. These skills encompass a range of abilities, including goal setting, time management, and self-assessment, which collectively enhance a student’s capacity to engage deeply with educational material. By developing strong self-study skills, learners become more adept at navigating complex subjects and effectively synthesizing knowledge, which is particularly significant in higher education settings. As highlighted in contemporary pedagogical practices, inquiry-based learning (IBL) can significantly contribute to the advancement of these skills, as it emphasizes active exploration and problem-solving. In this context, students are encouraged to engage in open, discovery-focused inquiries, which not only cultivate their innovative abilities but also reinforce necessary self-study skills (Acar et al., 2018). Consequently, integrating IBL into educational frameworks presents a promising avenue for enhancing student autonomy and academic success (Goldberg et al., 2012).

Inquiry-based learning (IBL) serves as a crucial pedagogical approach for cultivating self-study skills among students, emphasizing active engagement and independent exploration. By adopting methodologies that mirror the inquiry processes used by scientists, IBL fosters a sense of curiosity and critical thinking necessary for effective self-directed learning. This approach not only encourages students to pose questions and seek answers through investigation but also enhances their ability to synthesize information and draw conclusions autonomously. Research indicates that when students participate in open, discovery-focused, and team-based inquiries, their innovative capabilities increase substantially, reinforcing their readiness for lifelong learning and adaptability in various contexts (Acar et al., 2018). Furthermore, integrating digital and arts-based methods within IBL can cultivate essential values such as creativity and critical engagement, aligning with frameworks such as Responsible Research and Innovation (RRI) (Torruella B et al., 2020). As a result, IBL effectively equips students with the skills and mindset required for successful self-study and personal growth.

Inquiry-Based Learning (IBL) fosters critical thinking and independence by encouraging students to engage deeply with subject matter, fostering a sense of ownership over their learning process. By actively questioning and seeking answers, students develop essential skills such as analytical reasoning and problem-solving, which are crucial for success in both academic and real-world contexts. This approach aligns well with the European Commissions Responsible

Research and Innovation (RRI) framework, which emphasizes the importance of creative and critical thinking as fundamental educational outcomes (Torruella B et al., 2020). Furthermore, the integration of technology into IBL enhances the feedback process, allowing for real-time assessment and fostering student engagement (Bolat et al., 2014). As students navigate through their inquiries, they learn to reflect on their findings and adapt their approaches, cultivating not just independence but also resilience—a vital skill in todays rapidly changing educational landscape. Ultimately, IBL equips students with a toolkit for lifelong learning and critical engagement.

A crucial strategy for effectively implementing inquiry-based learning (IBL) in the classroom involves the careful design of inquiry activities that foster independence and critical thinking. Educators are encouraged to create open, discovery-focused inquiries that pivot on real-world problems, thereby engaging students in meaningful exploration. Research indicates that structured inquiry with a collaborative approach enhances students skills in innovativeness, a vital component of future employability (Acar et al., 2018). Furthermore, integrating scaffolding techniques in IBL allows for personalized support, ensuring that all students can navigate complex tasks effectively (Adelman et al., 2018). By aligning inquiries with students interests and incorporating tools that promote self-directed learning, educators can cultivate an environment where learners take ownership of their educational journey. This multifaceted approach not only enhances students self-study skills but also prepares them for lifelong learning beyond the confines of traditional classroom settings.

Fostering inquiry and self-directed learning in students requires a strategic approach that emphasizes creative engagement and critical thinking. Teachers can implement interdisciplinary methods that incorporate digital technologies and arts-based activities, aligning with the European Commissions policy on Responsible Research and Innovation (RRI), which advocates for educational practices that produce socially responsible outcomes (Torruella B et al., 2020). By developing lessons that encourage curiosity and autonomy, educators empower learners to take ownership of their educational journey. Moreover, evaluating the efficacy of teaching methods through instruments like the Teacher Evaluation Beliefs (TEB) questionnaire can enhance understanding of student-centered and teacher-centered beliefs about evaluation (Fella et al., 2009). This reflective process not only aids in identifying effective teaching strategies but also fosters an environment conducive to inquiry, ultimately enhancing students self-study skills and preparing them for active engagement in their education and society.

The implementation of inquiry-based learning (IBL) presents significant benefits for enhancing self-study skills among students, as it fosters an environment conducive to independent exploration and critical thinking. By encouraging students to engage in open, discovery-focused inquiries, IBL promotes curiosity and a deeper understanding of subject matter, which are essential for self-directed learning. For instance, research indicates that such an approach aids in developing individual innovativeness, a crucial skill for future employability, suggesting that students who actively participate in IBL are better prepared to innovate in complex work environments (Acar et al., 2018). Furthermore, transitioning from traditional teacher-centered methods to a more learner-centered framework not only enhances engagement but also cultivates a sense of ownership over the learning process, reinforcing the students ability to manage their study habits effectively (Dzakiria et al., 2007). Consequently, IBL emerges as a powerful pedagogical strategy to enhance self-study skills, preparing students for lifelong learning.

In conclusion, the integration of inquiry-based learning (IBL) within educational frameworks enhances students self-study skills by fostering a more engaging and interactive learning environment. By empowering students to take ownership of their educational journeys through exploration and questioning, IBL nurtures critical thinking and promotes adaptability—qualities essential for success in today’s dynamic workforce. This pedagogical approach aligns with the need for modern employability skills, as research indicates that individual innovativeness is increasingly crucial for university graduates (Acar et al., 2018). Furthermore, the collaborative aspects of IBL encourage peer learning and communication, essential in both academic and professional settings. Such an environment not only improves academic outcomes but also builds essential soft skills required for effective teamwork and problem-solving. As educators continue to adapt teaching methods, incorporating IBL will undoubtedly serve as a cornerstone in developing self-directed learners who are proficient in navigating complex challenges (Nurmalia (Editor) et al., 2015).

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