



LEARNER-CENTERED DESIGN OF INDEPENDENT WORK IN LANGUAGE UNIVERSITIES THROUGH METHODOLOGICAL AND PRACTICAL APPROACHES

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DOI: <https://doi.org/10.5281/zenodo.17321476>

ANNOTATION

Methodological foundations of integrating a learner-centered approach with the theory of self-regulated learning in the organization of independent work at language universities is a highly relevant issue in today's educational system. The object of analysis is independent student activity in higher education, while the subject is the pedagogical conditions that ensure its effectiveness. The purpose of the study is to substantiate how learner-centered assignments and mechanisms of self-regulation jointly influence the development of autonomy, critical thinking, and professional competencies of future language specialists.

Keywords: learner-centered education, self-regulated learning, independent work, higher education, language universities, digital technologies, project-based tasks.

INTRODUCTION

The learner-centered approach has gained significant attention in modern pedagogy because it prioritizes students' individuality, needs, and autonomy. In parallel, self-regulated learning theory explains the mechanisms that allow learners to take responsibility for their own educational outcomes. When combined, these perspectives provide a robust foundation for designing independent work assignments in language universities. The following analysis explores how both national and international research support this integrative paradigm.

LITERATURE REVIEW

In order to understand how these two frameworks complement each other, it is important to review both national and international research. Russian scholars have traditionally emphasized the humanistic dimension of pedagogy, whereas international studies often focus on the mechanisms of autonomy and regulation. By analyzing these sources, we can see how learner-centered approaches and self-regulated learning strategies jointly create a holistic model of independent work. Asmanova and Goryachova (2009) argue that the central requirement for education today is its humanistic and personality-oriented direction, stressing that pedagogical technologies must include diagnostic goals, motivational orientation, and adaptability to students' individual traits (pp. 100–101) [5]. From this argument, we see that the learner-centered approach is not only a pedagogical slogan but also a methodological demand: unless technologies are adaptable to personality, they risk becoming rigid frameworks detached from students' real needs. For language

universities, this highlights the necessity of tailoring assignments to the diverse learning styles and goals of future translators, teachers, and linguists.

The work Forms, Methods, and Means of Personality-Oriented Education further develops this perspective, noting that creative tasks, research projects, and active learning methods provide optimal conditions for student self-development. This means that the design of independent work must go beyond routine exercises. Instead, it should emphasize tasks that awaken creativity and reflection, thereby transforming external assignments into internalized learning experiences. Such tasks encourage learners to construct knowledge actively rather than passively absorb it, which directly aligns with the learner-centered paradigm.

Zimmerman (1990) provides a psychological foundation for these ideas, showing that self-regulated learners consciously use metacognitive, motivational, and behavioral strategies such as goal-setting, self-monitoring, and self-evaluation (pp. 4–6) [6]. This demonstrates that personality-oriented pedagogy and self-regulation are complementary: while the former creates external conditions and values, the second describes the internal mechanisms by which students actually manage and benefit from such conditions. In practice, this suggests that independent work must explicitly teach self-monitoring strategies, not only deliver content.

Global research confirms these tendencies. Benson and Bracken (2021) show that learner autonomy in higher education is strongly linked to digital platforms that scaffold independent work, enabling students to regulate their progress and reflect on learning outcomes (pp. 214–216) [3]. From this discussion, we see how important digital mediation has become: technology is not simply an additional tool, but an environment that allows students to track their development, receive feedback, and build responsibility for outcomes. For language universities, this implies that online platforms like Moodle or Google Classroom should be systematically integrated into independent work design, as they foster autonomy and accountability.

Xu and Wang (2022) demonstrate that project-based tasks designed with a learner-centered orientation significantly improve English majors' engagement and problem-solving abilities (pp. 89–91) [4]. This shows that learner-centered design is not only about motivation but also about skill formation: projects simulate authentic professional contexts, where learners collaborate, negotiate meaning, and resolve problems. For future translators and teachers, such experiences mirror real-world practice, making independent work more meaningful and effective. Tashpulatova (2023) emphasizes that the integrative approach to teaching foreign languages ensures alignment between cognitive, communicative, and personal-developmental goals, concluding that learner-centered methods provide "optimal conditions for students' self-activity and critical thinking" (p. 501) [1]. From this claim, we can infer that learner-centered assignments must always be multi-dimensional: they cannot focus solely on grammar or vocabulary. Still, they should integrate language competence with critical and reflective skills. Thus, independent work becomes not just training but personal development. Finally, Djurakulova (2022) adds that personality-oriented strategies in language universities strengthen autonomy and prepare students for professional life, particularly by embedding reflective practices in independent assignments (pp. 75–77) [2]. This highlights that the value of learner-centered education lies in professional readiness: when students engage in reflection, they learn not only how to perform tasks but also why these tasks matter

for their identity as future specialists. Hence, reflection should be a built-in component of independent work assessment. The following table summarizes the key components and their practical implications for the organization of independent work at language universities.

Table 1. Core elements of integrating learner-centered and self-regulated learning in independent work at language universities

Element	Description	Practical implications for language universities
Adaptability to personality	Assignments should reflect individual traits, professional goals, and learning styles.	Design tasks differently for translators, teachers, and linguists; ensure flexibility in content and difficulty.
Creative and project-based tasks	Encourage independent projects, literary translations, research, and cultural comparisons.	Promote motivation and professional readiness through authentic, real-world problem-solving activities.
Digital platforms and tools	Use online platforms to scaffold autonomy and provide continuous feedback.	Implement Moodle, Quizlet, or Google Classroom to track progress, encourage collaboration, and develop responsibility.
Reflective practices	Build in self-analysis and critical reflection into independent assignments.	Require reflective journals, self-evaluation reports, or peer-feedback sessions to strengthen self-awareness.
Self-regulation strategies	Students apply metacognitive and motivational strategies such as goal-setting and monitoring.	Teach planning, monitoring, and evaluation explicitly to support autonomy and academic success.

CONCLUSION

The reviewed studies demonstrate a consistent pattern: the learner-centered approach establishes a humanistic orientation of pedagogy, while self-regulated learning theory clarifies the mechanisms that sustain autonomy and responsibility. Analyses of Russian and international scholarship reveal that effective independent work must (1) adapt to personality traits, (2) include creative and project-based tasks, (3) rely on digital platforms to scaffold autonomy, and (4) incorporate reflective practices to connect academic work with professional identity. For language universities, this integrated paradigm ensures that students acquire not only linguistic skills but also the broader competencies of independence, critical thinking, and self-development, which are indispensable in today's multilingual and multicultural professional world.

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