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TECHNOLOGICAL TOOLS (LMS PLATFORMS) IN THE PRACTICE OF ORGANIZING STUDENTS' INDEPENDENT WORK

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Abstract. The article examines the potential of Learning Management Systems (LMS) as tools to enhance the effectiveness of students' independent work. It analyzes technologies aimed at developing autonomy, critical thinking, and analytical skills within a digital educational environment. The study presents pedagogical techniques and digital formats for implementing these approaches in the context of humanities education.

Keywords: LMS, independent work, method, critical thinking, web portfolio, humanities education, digital pedagogy.

Modern higher education requires not only a transformation of content delivery formats but also a rethinking of approaches to students' independent learning. LMS platforms (such as Moodle, Google Classroom, and others) offer broad opportunities for implementing new pedagogical practices tailored to the digital environment. This is especially relevant in the teaching of literature, where students engage with texts, imagery, and cultural contexts.

LMS platforms enable students to:

- ***Plan their academic workload and monitor their progress***

LMS platforms allow students to independently manage their study time. They can view assignment deadlines, the scope of upcoming tasks, a course calendar, and set personal goals for the week or month.

Example:

On the Moodle platform, in the module "Methods of Teaching Literature," a student sees that by March 20 they must submit an analysis of a story by Turgenev, and by March 25 — create a cluster and a cinquain. The student plans to first read the text and then complete the intermediate tasks. Progress is marked using color indicators: green - completed, yellow - in progress, red - overdue. This helps develop time management skills and a sense of responsibility for results.

- ***Independently choose the form and format of task completion***

The flexibility of LMS platforms allows students to choose the format in which to present their work results - as a text, presentation, video, mind map, and more. This fosters creative thinking and increases motivation to learn.

Example:

In Google Classroom, a student is given the assignment: “Analyze the main character of Dostoevsky’s short novel ‘White Nights.’” One student uploads an analytical essay, another submits a video with a presentation and commentary, and a third creates a visual mind map in Miro highlighting key characteristics and quotations. All three formats are accepted and assessed by the instructor according to pre-loaded evaluation criteria in the system.

• ***Track progress through visual reports and feedback***

LMS platforms provide visual performance dashboards, including graphs, charts, and assignment completion reports. They also offer written and/or rating-based feedback from instructors or peers.

Example:

On the Canvas platform, after completing an assignment, a student receives detailed feedback from the instructor: “You effectively revealed the symbolism of water, but did not specify particular literary devices. Pay attention to metaphors and contextual elements.” Visually, the student sees a score of 85 out of 100, along with a chart showing performance metrics (analytical accuracy – 90%, argumentation – 80%, writing style – 85%) and average group results. This helps the student assess their standing, identify gaps, and adjust their approach accordingly.

This approach fosters awareness, discipline, and motivation for learning.

Critical thinking is developed in the LMS environment through:

• ***Open-ended assignments***

These tasks require not the selection of a ready-made answer, but independent formulation, reasoning, analysis, and interpretation - which activates critical and analytical thinking.

Example:

In a literature course, the instructor asks the question:

“What traits of the ‘little man’ are revealed in the character of Akaky Akakievich, and what is the author's attitude toward him?”

The student must not simply list facts but formulate a well-reasoned opinion, provide quotations, and identify literary devices. This promotes deeper thinking, structured argumentation, and the ability to express a personal viewpoint.

• **Discussions in LMS forums**

Forums on platforms such as Moodle, Canvas, or Google Classroom allow for asynchronous discussions where students read others' opinions, formulate arguments,

and ask questions. This develops dialogical thinking, respect for different viewpoints, and argumentation skills.

Example:

On a Moodle forum, the topic is posted: “Can Bashmachkin be considered a tragic hero, or is this a work of social satire?”

Students share their views, comment on each other's responses, and the instructor guides the discussion by posing additional questions. This format helps students explore the topic from various perspectives and strengthens their ability to engage in constructive debate.

• *Creative tasks (cinquains, clusters)*

Creative assignments stimulate figurative, associative, and systemic thinking, allowing students not just to retell the text but to visualize and interpret its elements. These tasks activate emotional-aesthetic perception and develop literary and analytical thinking.

Example:

Cinquain on the character of Tatyana from Eugene Onegin:

Tatyana.

Dreamy, shy.

Loves, suffers, matures.

Does not lose her dignity in pain.

Woman.

Cluster: On Google Jamboard, a student creates a mind map titled “The Symbolism of St. Petersburg in ‘The Bronze Horseman’”, showing connections between space, characters, and emotional tone.

• *Reflective questionnaires and essays*

Reflection is the process of understanding one's own experience and learning strategies. Questionnaires and essays help students become aware of what they have learned, what challenges they have overcome, and what skills they have developed. This fosters metacognition and strengthens intrinsic motivation.

Example:

At the end of a module, a student is asked to respond in Google Forms to the following questions:

- What was the most interesting and the most challenging aspect of analyzing a literary text?
- How did my perspective change during the study of this topic?
- What skills have I developed?

Within the LMS, students can also submit a short reflective essay describing their learning journey — from the first reading of the text to the final analysis — assessing their own mistakes, insights, and achievements.

The platform serves not merely as a “container” for content, but as a space for pedagogical communication and the development of argumentation skills.

Analytical skills: digital implementation of V.I. Tyupa’s method

The method (Text - Unit - Device - Analysis), traditionally applied in face-to-face instruction, is now gaining new potential within LMS environments [2]. The use of Google Forms, Moodle templates, and digital analysis maps makes it possible to:

- visualize elements of the text;
- structure observation;
- develop the ability to "read between the lines."

The novelty of this approach lies in adapting V.I. Tyupa’s classical literary analysis methodology to a digital LMS context. This allows instructors to reach a wider number of students, provide step-by-step scaffolding, and integrate interdisciplinary approaches (literature + ICT + cross-curricular competencies).

Practice: Web portfolio as a digital format of student reporting

Educational practice[1] has demonstrated the effectiveness of using a web portfolio, which includes:

- thematic clusters;
- analytical mini-essays;
- self- and peer-assessment;
- final reflection.

This format allows students not only to present their final results but also to track the dynamics of their own development. All stages are recorded and assessed via the LMS, including forum discussions, instructor comments, and automatically generated activity statistics.

Thus, LMS platforms enable a qualitatively new level of independent student work. The novelty lies in the integration of V.I. Tyupa’s methodology and web portfolio technology into the digital educational environment, providing not only technical but also substantial pedagogical modernization. This approach fosters the development of independent, critically thinking, analytically minded graduates capable of self-education and professional growth.

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