

SELF-EDUCATION: HOW TO LEARN ANYTHING OUTSIDE THE CLASSROOM

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Abstract

In the world of self education, people learn without a teacher like in a formal school setting. This form of learning becomes crucial in today's world with so much technology and information available. This article brings forth self-education methods as well as their effectiveness based on literature review and a qualitative study of practices among successful autodidacts. Most of the self learners researched showed motivation and resourcefulness along with a learning plan were key elements when learning new things outside a regular school setting. The article ends with suggestions on how a learner can better themselves for effective self directed learning.

Introduction

Classrooms were, and should still be, one of the most important areas of our life today. These areas in combination with a set timetable and a formal curriculum drives self-education. In this world where technology and information is widely available, people are moving towards a more self-education approach. Self-education can easily assist an individual as they can learn things needed for provided their considerable amount of personalized guidance. Where this article is headed is how a single individual can learn anything without limits outside a class room.

Literature Review

The focus of self-education research has been on motivation and learner autonomy (Zimmerman, 2002). Learning on their own, motivated either by practical necessities or personal interests, was seen as a common feature among adults by Tough (1979). Knowles (1975) noted the concept of andragogy, which emphasized grownups' self-driven learning, which is propelled by the experience and preparedness of the learner.

More recent studies (Candy, 2002; Garrison, 1997) indicate that metacognitive strategies such as goal-setting, self-monitoring, and reflection are hallmarks of effective self-learners. While the growth of digital platforms such as Coursera and

Khan Academy have increased access to information, self-discipline and managing one's resources still pose limitations (Ryan & Deci, 2000).

Methodology

This study was conducted using a qualitative research design focusing on 20 subjects who have independently acquired new skills in the past year. Participants from different backgrounds and fields (e.g. coding, music, languages) were selected through purposive sampling to ensure a variety of perspectives. Data collection was done through semi-structured interviews that centered on learning strategies, motivational factors, resources utilized, and obstacles encountered. Effective self study is identified through thematic analysis of the contributing factors.

Research Results

The analysis identified five prominent strategies aiding successful self-education:

1. Goal Concretization and Scheduling: Participants stated the importance of goal focus including having attainable milestones and developing detailed plans or calendars.
2. Being Resourceful: Effective learners were those who accessed multiple resources such as textbooks, online classes, discussion platforms, and social groups.
3. Self-Driven Motivation and Discipline: Fueling perseverance was intrinsic motivation, while discipline was essential in regard to regular learning habits.
4. Reflection and Strategy Revision: Consistent self-evaluation and progress-adjusted strategies enhanced optimization of learning.
5. Active Community Participation: For learners outside the formal class setting, interaction with local and online communities provided social encouragement and useful feedback.

The development of self-education skills becomes crucial in the information age because it offers the possibility of a flexible alternative or addition to the traditional schooling system. The best learning results stem from the ability to self-govern, remain self-motivated to reflect on resources, goal-setting, and constructive engagement with a process. This potential is found in cultivating competency aimed at independent education throughout life. Educators and learners need to work towards these competencies.

References

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