



International Congress on Economics, Management and Business Studies

Hosted Online from New York, USA

Date: 23rd January, 2026

Website: <https://econferencia.com>

METHOD FOR ORGANIZING STUDENTS' INDEPENDENT EDUCATIONAL ACTIVITY BASED ON BLENDED LEARNING IN HIGHER EDUCATIONAL INSTITUTIONS

Ergasheva Gulnora karshibayeva
Teacher at the Angren Faculty,
Uzbek State University of World Languages

Abstract:

This scientific article examines the methodological foundations for organizing students' independent educational activity within higher educational institutions based on blended learning, conceptualized not merely as a technological hybrid of online and face-to-face instruction, but as a pedagogically structured system that reshapes students' cognitive autonomy, learning responsibility, and academic self-regulation. The study interprets independent learning activity as a complex educational phenomenon formed through the interaction of instructional design, digital learning environments, and the pedagogical positioning of the instructor. Particular attention is given to the transformation of students' independent work from a formal academic requirement into a meaningful, self-directed learning process supported by blended learning models. The article analyzes how asynchronous digital components, face-to-face instructional scaffolding, and reflective learning tasks interact to foster sustainable independent learning skills. The findings demonstrate that the effectiveness of blended learning in organizing independent educational activity depends not on technological availability alone, but on the coherence of pedagogical mechanisms, the instructor's methodological competence, and the alignment of digital tools with educational objectives. The study substantiates that a well-designed blended learning methodology can significantly enhance students' academic responsibility, critical thinking, and



International Congress on Economics, Management and Business Studies

Hosted Online from New York, USA

Date: 23rd January, 2026

Website: <https://econferencia.com>

long-term learning autonomy when implemented as an integrated pedagogical system rather than a fragmented instructional practice.

Keywords: blended learning, independent educational activity, higher education, self-directed learning, instructional design, digital pedagogy, student autonomy.

Introduction

In contemporary higher education, the organization of students' independent educational activity has become one of the most critical yet methodologically challenging aspects of teaching and learning, particularly in the context of rapid digital transformation and the growing prevalence of blended learning models. While independent learning is often formally embedded within academic curricula, its practical implementation frequently remains superficial, reduced to unsupervised assignments or self-study tasks that lack pedagogical structure and reflective depth. Blended learning, when interpreted narrowly as a combination of online and face-to-face instruction, does not automatically resolve this issue and, in some cases, may even exacerbate students' passive learning habits if independent activity is not methodologically guided. Empirical observations within higher educational institutions indicate that students often struggle with time management, learning goal formulation, and cognitive self-regulation in digitally mediated environments, revealing a significant gap between institutional expectations and students' actual readiness for autonomous learning. This situation necessitates a reconceptualization of independent educational activity as a pedagogically organized process rather than an auxiliary component of instruction. From this perspective, blended learning offers not merely technological flexibility, but a unique pedagogical opportunity to redesign independent learning through structured digital tasks, formative feedback, and



International Congress on Economics, Management and Business Studies

Hosted Online from New York, USA

Date: 23rd January, 2026

Website: <https://econferencia.com>

purposeful instructor facilitation. However, the absence of a coherent methodological framework for organizing independent educational activity within blended learning environments remains a critical problem in higher education pedagogy. This article addresses this gap by proposing and analyzing a method for organizing students' independent educational activity based on blended learning, emphasizing the interdependence of instructional design, learner autonomy, and the pedagogical role of the instructor in fostering sustainable independent learning practices.

Literature review and methods

The scholarly discourse on students' independent educational activity and blended learning reveals a substantial body of research that, while extensive, remains methodologically fragmented and conceptually uneven. Classical studies on self-directed and independent learning emphasize learner autonomy, metacognitive regulation, and intrinsic motivation as core determinants of successful independent study, yet these works were largely developed within traditional instructional contexts and do not fully account for digitally mediated learning environments. Contemporary blended learning literature, on the other hand, often prioritizes technological affordances, learning management systems, and instructional delivery models, frequently treating independent learning as an assumed byproduct of online access rather than as a pedagogically constructed process. A recurring limitation in this body of research is the tendency to conceptualize blended learning as a structural combination of modalities instead of a didactically coherent system in which independent educational activity is deliberately designed, scaffolded, and evaluated. Several studies acknowledge that students in higher education struggle with self-regulation, time management, and goal-setting in blended environments, yet proposed solutions often remain at



International Congress on Economics, Management and Business Studies

Hosted Online from New York, USA

Date: 23rd January, 2026

Website: <https://econferencia.com>

the level of technical support or learner training, overlooking the instructor’s methodological responsibility in structuring independent activity. Moreover, the literature demonstrates a conceptual gap between autonomy as an educational ideal and the practical mechanisms through which autonomy is cultivated, particularly in culturally diverse higher education settings where students’ prior learning experiences may not have fostered independent academic behavior. While some authors argue that digital environments naturally promote independence, empirical evidence increasingly suggests that without pedagogical intentionality, blended learning may reproduce or even intensify passive learning patterns. This review therefore indicates the need for a methodological reconceptualization of independent educational activity within blended learning—one that integrates instructional design, cognitive scaffolding, and the educator’s formative role—rather than treating independence as an implicit outcome of technological integration.

The methodological framework of this study is grounded in a qualitative, pedagogically oriented research design aimed at examining how students’ independent educational activity can be systematically organized within blended learning environments in higher educational institutions. Rather than employing a purely quantitative or experimental model, the study adopts an analytical and reflective methodology that integrates critical literature analysis, instructional design examination, and pedagogical observation within blended learning contexts. Independent educational activity is treated as a processual phenomenon, analyzed through the alignment of learning objectives, digital task structures, and instructor-mediated guidance. Methodologically, the research focuses on identifying pedagogical mechanisms that support independent learning, including the sequencing of online and face-to-face components, the design of asynchronous learning tasks, and the role of formative feedback in sustaining



International Congress on Economics, Management and Business Studies

Hosted Online from New York, USA

Date: 23rd January, 2026

Website: <https://econferencia.com>

learner engagement. Particular attention is paid to the instructor's methodological decisions—such as the degree of guidance provided, the timing of intervention, and the balance between autonomy and support—which are examined as central variables in the organization of independent activity. The study deliberately avoids rigid experimental control in favor of contextualized pedagogical analysis, recognizing that independent learning development is influenced by institutional culture, disciplinary norms, and students' prior educational experiences. Data are interpreted through a reflective analytical lens that prioritizes meaning-making, learner behavior patterns, and instructional coherence over numerical generalization. This methodological approach enables the study to capture the complexity of organizing independent educational activity in blended learning environments and to propose a method that is adaptable, pedagogically justified, and grounded in real higher education practice rather than abstract instructional models.

Results

The results of the study indicate that organizing students' independent educational activity through a systematically designed blended learning methodology produces qualitative changes in students' learning behavior rather than immediate, uniformly measurable performance gains. Observations across blended learning contexts reveal that when independent activity is embedded within a coherent instructional design—where online tasks are purposefully aligned with face-to-face sessions and supported by formative feedback—students gradually shift from task-oriented compliance toward cognitively engaged, self-regulated learning practices. In the initial stages of implementation, many students demonstrated uncertainty and reliance on instructor guidance, particularly in managing asynchronous learning tasks and interpreting open-



International Congress on Economics, Management and Business Studies

Hosted Online from New York, USA

Date: 23rd January, 2026

Website: <https://econferencia.com>

ended digital assignments, which exposed a gap between institutional expectations of independence and students' prior learning habits. However, as the blended learning structure stabilized and expectations became transparent, students began to demonstrate increased responsibility for planning their learning activities, greater persistence in problem-solving, and more deliberate engagement with digital resources. A notable result was the transformation of independent work from a peripheral academic obligation into a central component of learning, especially when students were encouraged to reflect on their learning process rather than merely submit completed tasks. The findings also show that the instructor's methodological positioning significantly influenced outcomes: instructors who treated independent activity as an integral pedagogical process—providing timely feedback, posing reflective questions, and resisting the impulse to over-direct—facilitated deeper student engagement than those who relied primarily on technological tools. Importantly, the results suggest that blended learning does not inherently foster independence; rather, independence emerges when digital environments are structured to support gradual autonomy development, balancing freedom with pedagogical scaffolding. While variations in student readiness and disciplinary context affected the pace and depth of change, the overall pattern indicates that a methodologically grounded blended learning approach can cultivate sustainable independent educational activity, characterized by improved self-regulation, critical engagement, and a more reflective approach to learning.

Discussion

The findings of this study invite a reconsideration of several dominant assumptions surrounding blended learning and students' independent educational activity in higher education. First, the results challenge the widespread belief that



International Congress on Economics, Management and Business Studies

Hosted Online from New York, USA

Date: 23rd January, 2026

Website: <https://econferencia.com>

digital access and flexible learning environments inherently produce autonomous learners; instead, they suggest that independence is not a technological outcome but a pedagogical achievement shaped by intentional instructional design and sustained educator involvement. The observed initial student uncertainty underscores the extent to which prior educational experiences—often characterized by directive teaching and externally regulated tasks—condition learners to depend on explicit guidance, thereby complicating transitions to blended environments that presume self-direction. From a methodological standpoint, this tension highlights the risk of prematurely delegating responsibility to students without first cultivating the cognitive and organizational capacities required for independent learning. The discussion further reveals that blended learning functions most effectively when it operates as a pedagogically coherent system rather than a juxtaposition of online and face-to-face components, as fragmented designs tend to reinforce surface-level engagement and task completion behaviors. Importantly, the instructor's role emerges as a decisive mediating factor: when educators adopt a facilitative and reflective stance—resisting over-instruction while maintaining visible pedagogical presence—students are more likely to internalize responsibility for their learning. This finding complicates binary debates that position autonomy and guidance as oppositional forces, instead suggesting that productive independence develops through carefully calibrated scaffolding that gradually recedes as students' self-regulation strengthens. At the same time, the study acknowledges contextual limitations, including disciplinary norms, institutional culture, and variability in student preparedness, which influence how blended learning methodologies manifest in practice. These factors caution against universal prescriptions and emphasize the need for adaptable methodological frameworks rather than standardized models. In sum, the discussion positions



International Congress on Economics, Management and Business Studies

Hosted Online from New York, USA

Date: 23rd January, 2026

Website: <https://econferencia.com>

blended learning not as a solution in itself, but as a pedagogical space within which independent educational activity must be deliberately cultivated, negotiated, and sustained through informed instructional judgment and reflective practice.

Conclusion

This study substantiates that the effective organization of students' independent educational activity in higher educational institutions cannot be achieved through blended learning as a structural or technological arrangement alone, but requires a methodologically grounded pedagogical framework that intentionally cultivates learner autonomy over time. The findings demonstrate that independent educational activity emerges as a developmental process shaped by instructional coherence, reflective task design, and the educator's sustained pedagogical presence rather than as an automatic consequence of online access or flexible scheduling. By reconceptualizing blended learning as an integrated didactic system, the study reveals that independence in learning is fostered through calibrated scaffolding that gradually shifts responsibility from instructor to student, enabling learners to develop self-regulation, critical engagement, and ownership of their educational trajectories. The results further indicate that premature withdrawal of pedagogical guidance risks reinforcing surface-level engagement and learner disorientation, while excessive control undermines the very autonomy that blended learning is expected to promote. Consequently, the proposed method emphasizes the instructor's methodological competence as a central determinant of success, positioning the educator not as a content transmitter but as a designer of learning environments that support meaningful independent activity. In broader terms, this research contributes to higher education pedagogy by challenging technologically deterministic narratives and



International Congress on Economics, Management and Business Studies

Hosted Online from New York, USA

Date: 23rd January, 2026

Website: <https://econferencia.com>

affirming that sustainable independent learning is a pedagogical achievement rooted in intentional design, reflective practice, and contextual sensitivity. The study concludes that blended learning, when guided by a coherent methodological approach, holds significant potential to transform students' independent educational activity into a durable foundation for lifelong learning, provided that institutions recognize autonomy as an outcome of pedagogy rather than a prerequisite imposed on learners.

References

1. Bates, A. W. (2019). *Teaching in a digital age: Guidelines for designing teaching and learning*. Vancouver: Tony Bates Associates.
2. Brookfield, S. D. (2017). *Becoming a critically reflective teacher* (2nd ed.). San Francisco, CA: Jossey-Bass.
3. Dewey, J. (1938). *Experience and education*. New York, NY: Macmillan.
4. Garrison, D. R., & Vaughan, N. D. (2008). *Blended learning in higher education: Framework, principles, and guidelines*. San Francisco, CA: Jossey-Bass.
5. Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource development* (8th ed.). London: Routledge.
6. Merrill, M. D. (2002). First principles of instruction. *Educational Technology Research and Development*, 50(3), 43–59.
7. Meyer, K. A. (2014). Student engagement in online learning: What works and why. *ASHE Higher Education Report*, 40(6), 1–114.
8. Palloff, R. M., & Pratt, K. (2013). *Lessons from the virtual classroom: The realities of online teaching* (2nd ed.). San Francisco, CA: Jossey-Bass.



International Congress on Economics, Management and Business Studies

Hosted Online from New York, USA

Date: 23rd January, 2026

Website: <https://econferencia.com>

-
9. Ryan, R. M., & Deci, E. L. (2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. New York, NY: Guilford Press.
 10. Salmon, G. (2013). E-tivities: The key to active online learning (2nd ed.). London: Routledge.
 11. Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.
 12. Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41(2), 64–70.