

**CONTENT OF EXPERIMENTAL WORK AIMED AT IMPROVING
THE METHODOLOGY OF USING TIME MANAGEMENT
TECHNOLOGY IN DEVELOPING STUDENTS' INDEPENDENT
LEARNING COMPETENCE**

Tillabayeva Guljahon Ilhomjon qizi

Fergana state technical university, PhD student,
sobirjonovaguljahon1998@gmail.com , +998901615773

Annotation: *This article examines the effectiveness of the methodology for using time management technologies in developing students' independent learning competence based on experimental research. During the study, the level of development of students' skills in planning their academic activities, rational use of time resources, organization of independent learning, and self-monitoring was analyzed. The experiment showed that integrating time management technologies into the educational process increased students' engagement and efficiency in independent learning activities. The obtained empirical data were processed using statistical methods, particularly correlation analysis, which revealed that the use of time management technologies has a significant positive impact on the formation and development of students' independent learning competence.*

Keywords: *independent learning, competence, time management technologies, pedagogical technologies, planning of academic activities, time resource management, correlation analysis.*

In the modern higher education system, the formation and development of students' independent learning competence is recognized as one of the urgent pedagogical tasks. The processes of globalization, the rapid growth of information flow, and the individualization of the educational process require

students to independently expand their knowledge, effectively organize their learning activities, and use time resources rationally. Therefore, the application of pedagogical technologies aimed at effectively organizing students' independent learning activities and increasing their engagement in the educational process is of great importance in higher education institutions.

The effectiveness of students' independent learning activities largely depends on their ability to plan their learning process, properly allocate time, set priorities, and regularly monitor their own performance. In developing these skills, time management technologies serve as an important pedagogical tool. These technologies enable students to systematically organize their academic activities, use time resources efficiently, and develop individual learning strategies within the educational process. From this perspective, the introduction of time management technologies into the educational process can be considered an important methodological factor in developing students' independent learning competence. This contributes to increasing students' responsibility in learning activities, activating the process of independent knowledge acquisition, and improving the overall quality of education. The purpose of this study is to determine the effectiveness of the methodology for using time management technologies in developing students' independent learning competence based on experimental research.

In the course of the research, pedagogical experimental work was organized in order to determine the effectiveness of using time management technologies in developing students' independent learning competence. A set of theoretical and empirical research methods was applied in the study. In particular, pedagogical observation, questionnaires, diagnostic tests, comparison, pedagogical experiment, and statistical analysis methods were used.

The experimental work was carried out with the participation of students studying in higher education institutions. Within the framework of the study,

students were divided into experimental and control groups, and a special methodology based on time management technologies was implemented in the experimental group. This methodology included stages such as planning academic activities, setting priorities, effective use of time resources, monitoring one's own activities, and analyzing the obtained results.

During the research, several criteria were used to determine the level of development of students' independent learning competence. These criteria included:

1. The ability to plan academic activities;
2. The level of effective use of time resources;
3. The ability to organize independent learning;
4. Self-control and reflection skills.

Based on these criteria, the level of development of students' independent learning competence was identified using diagnostic tools, and the obtained results were subjected to statistical analysis. In order to ensure the reliability of the research findings, correlation analysis was applied.

In order to conduct a deeper analysis of the experimental results, the relationship between the level of development of students' independent learning competence and the indicators of using time management technologies was studied through correlation analysis. During the statistical analysis, the degree of relationship between the variables was determined using the Pearson correlation coefficient, and the results of the initial and final stages of the experimental work were compared.

The results obtained at the initial stage of the experiment showed that the relationship between students' time management skills and their independent learning performance indicators was relatively low. In particular, the correlation coefficients ranged between $r = 0.31 - 0.39$, which indicates a weak to moderate positive relationship. This situation demonstrates that students' skills in effectively planning time, organizing learning activities, and

monitoring their own performance were not sufficiently developed at the beginning of the study. During the experimental process, based on the developed methodology, a system of training activities aimed at developing students' time management skills was systematically organized. In particular, pedagogical technologies focused on planning academic activities, allocating time according to priority tasks, developing self-monitoring abilities, and effectively organizing independent learning processes were implemented.

The results obtained at the final stage of the experimental work showed a significant increase in the relationship between the indicators. In particular, the correlation coefficients ranged between $r = 0.69 - 0.78$, which confirms the presence of a moderate to strong positive relationship. The highest correlation was observed between students' time management skills and the overall level of development of their independent learning competence ($r = 0.78$). This indicates that as students' time management skills improve, their ability to engage in independent learning activities also develops at a higher level.

The results of the statistical analysis were found to be significant at the $p < 0.05$ reliability level, confirming that the obtained results are not random. This scientifically and statistically substantiates the effectiveness of the pedagogical model and methodology developed within the framework of the study. Thus, the results of the conducted correlation analysis demonstrate that the use of time management technologies is one of the important pedagogical factors in developing students' independent learning competence.

The research findings confirm that the application of time management technologies in the educational process contributes to the effective organization of students' academic activities, the development of independent learning skills, and the improvement of educational effectiveness. The results of the conducted study showed that the use of time management technologies plays a significant pedagogical role in developing students' independent learning competence. The methodology developed during the experimental work was

found to contribute to the development of students' abilities to plan academic activities, effectively use time resources, and organize independent learning processes.

The results of statistical and correlation analyses confirmed the existence of a positive relationship between the level of using time management technologies and the indicators of the development of students' independent learning competence. This demonstrates that the implementation of time management technologies in the educational process helps students effectively organize their independent learning activities, plan their work, and evaluate the results of their learning process.

Based on the results of the research, it was concluded that it is advisable to systematically introduce time management technologies into the process of developing students' independent learning competence in higher education institutions, as well as to develop special methodological recommendations and educational materials to support this process.

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