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Improvement Tools for Responsibility Skills of Students in the "Pedagogy" and "Psychology" Education Tracks in a Digital Learning Environment

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Abstract: This article discusses the tools for improving responsibility skills of students in the "Pedagogy" and "Psychology" education tracks in a digital learning environment. The functions for determining the improvement of students' responsibility skills are analyzed.

Keywords: Responsibility skills, timely execution of activities, decision-making, adaptability to changes, high-quality performance of tasks and research, teamwork, moral-social responsibility, competitiveness and honesty, self-assessment, self-management, accountability, and influence skills.

Introduction: To determine the improvement of students' responsibility skills, several functions must be implemented in the digital environment. These functions help assess students' attitudes towards responsibility, as well as their social, moral, and professional development. The following functions can be used to determine the improvement of students' responsibility skills [3, 4, 5].

Research Methods:

1. **Timely Execution of Activities:** The ability of students to work efficiently and on time. They should complete tasks without delay, according to the specific deadlines set.
2. **Decision-Making:** The student demonstrates independence and a sense of responsibility when making decisions about their tasks, studies, and

personal life.

3. **Adaptability to Changes:** The student should be able to accept changes, new circumstances, and the results of their research, and adapt to them appropriately.
4. **High-Quality Performance of Research and Tasks:** The student's ability to conduct independent research, apply their knowledge effectively, and demonstrate high competence.
5. **Teamwork:** The ability of students to work in teams, ensure collaboration, and understand their responsibility toward the team's outcome.
6. **Ethical-Social Responsibility:** The student's awareness of their ethical and social responsibilities, behaving justly and respectfully in social relationships.
7. **Competitiveness and Honesty:** The student's ability to act competitively while adhering to ethical standards and principles of honesty.
8. **Self-Assessment:** The student's ability to evaluate their actions and behavior effectively, learn from their mistakes, and correct them.
9. **Self-Management:** The student's sense of responsibility toward themselves and their ability to take necessary actions to achieve their goals.
10. **Accountability and Ability to Influence:** The student's awareness of the outcomes of their actions and how their behavior and decisions impact others.

These criteria are essential for reviewing and evaluating the development level of students' responsibility skills.

Improvement Mechanism for Responsibility Skills in a Digital Learning Environment: The mechanism developed for improving the responsibility skills of pedagogy and psychology students in a digital learning environment involves various components aimed at enhancing students' responsibility for their knowledge and work, directing them towards independent and effective learning.

- **Pedagogy and Psychology Curriculum Component:** The digital learning environment allows students to access learning plans tailored to their individual needs, abilities, and interests. This approach enables students to customize their learning process, manage their time effectively, and learn independently.
- **Academic Mobility Component:** The digital

environment provides students with access to learning from anywhere and at any time. This enhances their sense of responsibility, as students can acquire knowledge at their convenience and within their desired timeframes.

- **Interactive and Collaborative Learning Component:** Collaborative learning environments encourage students to interact and solve problems together. This component develops their social responsibility and collaboration skills.

- **Self-Assessment and Reflection Component:** The digital learning environment allows students to assess themselves, reflect, and introduce changes in a timely manner. Students have the opportunity to evaluate their learning process and outcomes, learn from their mistakes, and focus on self-improvement.

- **Modern Analytics and Analysis Component:** Digital learning systems enable students to analyze their learning process. This data helps students make decisions and increase their sense of responsibility.

Motivational and Discipline Encouragement Component: The digital learning environment provides students with results-based motivation. Various encouragement mechanisms push them to take responsibility for their work.

Solving Group and Personal Problems Component: In a digital environment, students feel responsible for solving problems, as many tasks must be completed independently. This component helps develop skills to solve both personal issues and group tasks.

Responsibility Management and Time Management Component: The digital environment offers students various tools and applications to manage their time effectively. This, in turn, helps increase their sense of responsibility toward time management.

Research Results: This mechanism helps students increase their responsibility in the learning process, fully utilize their potential, and develop independent working skills (see Figure 2).

The levels for improving responsibility skills in the digital learning environment include various stages for developing skills such as self-management, independent work, time management, and teamwork. These levels assist students in enhancing the responsibility needed for their success in both learning and life (see Table 1).

Table 1

Levels of Improving Responsibility Skills of Students in the Digital Learning Environment

| Stage | Description |
|--------------------|--|
| Initial Level | Students work under supervision, primarily following directed lessons and assignments. They are still developing time management and self-management skills. |
| Intermediate Level | Students begin to independently engage in their learning process and time management. They start taking responsibility for their tasks and demonstrate initial self-management skills. |
| Advanced Level | Students take full responsibility for their learning process. They effectively manage their time, work independently, and apply critical thinking in both personal and group tasks. |

Criteria for Improving Responsibility Skills of Students in the Digital Learning Environment

These criteria are the key measures used to evaluate the students' responsible approach to their learning process, as well as their skills in self-management, effective time planning, and independent study. In the digital learning environment, the responsible approach of students depends on various factors. The criteria for improving students' responsibility skills in the digital learning environment include the following:

1. Criterion for Time Management and Self-Management: The student's ability to independently manage their learning process, effectively plan their time, be prepared for classes and assignments on time, and have the ability to motivate themselves. This criterion helps evaluate the student's responsibility in independent work and actions.
2. Criterion for Active Participation in the Learning Process: The student's active participation in digital learning platforms (online classes, forums, discussions), their effort to acquire new knowledge, exchange ideas with others, and engage in the learning process.
3. Criterion for Evaluating Achievements and Mistakes, Analyzing, and Learning from Them: The student's ability to analyze their successes and shortcomings in the learning process and make necessary changes to improve it. This can be done through online tests or self-assessments in a digital learning environment.
4. Criterion for Effective Time Management and Learning Process Planning: The student should be able to create their study schedule, complete lessons and assignments on time, and manage their time effectively. In a digital learning environment, it is crucial to plan time and consciously focus on learning

materials.

5. Criterion for Effective Use of Digital Technologies: The student should use various tools, platforms, and resources in the digital learning environment effectively, making the most of online classes, virtual labs, and available research materials on the internet.
6. Criterion for Active Participation in Teamwork and Responsibility Sharing: In a digital learning environment, the student should actively participate in group work and learn to share responsibility when creating projects with the group. This criterion allows for assessing the student's responsibility in group work and collaboration in a digital environment.
7. Criterion for Developing New Ideas, Analyzing, and Solving Problems: The student should demonstrate creativity in the digital learning environment, develop new ideas, and apply innovative approaches to solving problems. These skills require high responsibility in self-development and independent problem-solving.
8. Criterion for Effective Communication with the Teacher or Mentor: The student should communicate regularly with the teacher, ask for help, provide feedback, and be open about their successes or shortcomings. These skills play an essential role in accepting responsibility, self-assessment, and personal development.

These criteria are crucial for reviewing and assessing the development of students' responsibility skills and for supporting their progress in the digital learning environment.

CONCLUSION

In conclusion, improving responsibility skills of students in the "Pedagogy" and "Psychology" education tracks in a digital learning environment helps them take a more serious approach to their learning process, fosters

independent and creative thinking, and contributes to their success in professional activities. Digital technologies enable this process to be more effective and interactive, and students can make the most of these opportunities to their advantage.

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