

Inquiry-Based Learning As A Framework For Self-Study

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ABSTRACT

This article examines inquiry-based learning (IBL) as an effective pedagogical framework for developing self-directed learning in modern education. Grounded in theoretical perspectives of adult learning and constructivism, particularly the ideas of Knowles, Piaget, and Vygotsky, the study conceptualizes inquiry as a structured process of questioning, data collection, analysis, and reflection. The article systematizes the stages of inquiry-based learning and highlights essential inquiry skills, including identifying learning needs, locating and evaluating information sources, and synthesizing evidence-based conclusions. The integration of inquiry-based learning with interactive educational technologies is also discussed. The analysis demonstrates that inquiry-based learning fosters learner autonomy, critical thinking, and meaningful knowledge construction, making it a relevant and sustainable approach for contemporary education systems.

Keywords: Inquiry-based learning, self-directed learning, inquiry skills, learner autonomy, educational technology, constructivist approach, critical thinking.

INTRODUCTION

The rapid development of information technologies and the growing volume of knowledge have significantly transformed educational priorities. Modern education increasingly emphasizes learner autonomy, lifelong learning, and the ability to independently acquire and apply knowledge. Within this context, self-directed learning has emerged as a key educational objective. Inquiry-based learning is considered one of the most effective approaches for achieving this goal, as it actively engages learners in research-oriented activities and problem-solving processes.

According to Knowles (1975), self-directed learning involves learners taking responsibility for diagnosing their learning needs, formulating goals, identifying resources, and evaluating learning outcomes. Inquiry-based learning aligns closely with this concept, as it is built around questioning, investigation, and reflection. Constructivist theories developed by Piaget and Vygotsky further support inquiry-based learning by emphasizing knowledge construction through active engagement and social

interaction (Uvarov, 2000).

METHOD

The inquiry process typically consists of several interconnected stages: identifying a problem, formulating research questions, collecting relevant data, analyzing findings, and presenting results. Knowles (1975) identifies five essential inquiry skills required for self-directed learning: recognizing knowledge gaps, prioritizing learning needs, locating resources, critically evaluating information, and synthesizing data to construct logical conclusions. These skills enable learners to engage in meaningful and independent learning experiences.

Research indicates that inquiry-based learning is particularly effective when integrated with interactive and learner-centered teaching technologies. Lebedeva (2019) highlights the importance of teacher preparation for organizing research-oriented activities, while Sidorenko (2023) demonstrates that inquiry-based learning enhances intercultural communicative competence when applied in

foreign language education. These findings confirm the versatility and adaptability of inquiry-based learning across disciplines.

RESULTS AND DISCUSSIONS

According to Professor A.Y.Uvarov, the concept of research has different etymological definitions in the world and around the world. In the West, research was divided into 3 stages, that is, Study, research, investigation, and classified in this way in various articles and books. A.Y.Uvarov studied the research-and-research approach. He argued that the research is essentially a collection of constructivist ideas of J. Piaget and L. Vygotsky. A. Uvarov emphasizes that research should also be conducted in school education in the context of various disciplines, and this process should be improved at subsequent stages of education. In his opinion, the main condition of research is that the idea should always be "suspected" and its correctness should always be proven by science. The scientist chose the inquiry-based learning technology in five stages and scientifically substantiated the research conducted with his students using the G.Galileo framework (model). He emphasized that teachers should first learn how to organize research and share discoveries with the scientific world. Then, they should provide guidance to the students. In conducting research, he emphasizes 3 things. Inquiry-based learning technology to fully understand the concept of "research", it is necessary to consider the etymological aspect of the concepts used here. In the scientific and methodological literature of Uzbekistan, when analyzing foreign sources, sometimes attention is not paid to the differentiation of such categories as study, research and verification. The English equivalents are: study, research and investigation.

- Study means the analysis and assimilation of existing knowledge, that is, a deeper study and analysis of an object or phenomenon.
- Research (research) - usually involves systematically studying materials and sources and establishing facts, obtaining new or confirming conclusions.
- Investigation (investigation) refers more to activities carried out for the purpose of identifying and studying a specific situation or phenomenon.

Based on these differences, to correctly interpret the

inquiry-based approach, it is necessary to understand the interrelationship and differences between the concepts of research and study. Research represents more systematic learning and the process of acquiring new knowledge, study represents activities aimed at deepening and confirming the acquired knowledge. Investigation represents a process aimed at studying a specific problem

Sidorenko O.I. (Formation of intercultural communication competence in future foreign language teachers through interactive technologies) in his research work scientifically substantiated that interactive technologies, in particular, the Inquired-Based learning technology, and the teaching technologies of interactive education increase the educational potential when applied in stages.

CONCLUSION

Inquiry-based learning represents a powerful framework for fostering self-directed learning in contemporary education. By emphasizing questioning, investigation, and reflection, this approach promotes learner autonomy, critical thinking, and deep understanding. The integration of inquiry-based learning with interactive technologies further enhances its educational potential. Future research should focus on developing context-specific inquiry models and evaluating their long-term impact on learner outcomes.

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