THE STRATEGIES AND TECHNIQUES OF IMPLEMENTING AUTONOMOUS LEARNING

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Abstract:

The article devotes to some strategies and techniques of autonomous learning in the classroom. Being motivated and making students to learn is enough problematic process. Amount of teachers are realize how vital to lead learners to be self-motivated. This work is based on theoretical analyses, one of the essential aspects of autonomous learning. In addition, modern approaches on learner autonomy during the teaching of not native language learning will be shared below.

Keywords:

Autonomy, strategy, CALLA, Moodle, ICT, e-learning, manuals, technique, textbooks, pedagogue, foreign, cognitive, metacognitive, textbook.

Introduction

Foreign language teaching is developing globally, as well as in our country. The effectiveness and efficiency of teaching the target language is demanded immensely. Therefore, teaching English language is an artistic talent for all pedagogues in the world and the demand for fast and creative techniques to utilize in the classroom increased tremendously in every society.

As well as in our country certain attention to gain progress and development is given. For example, in the fourth area of the Uzbekistan's Development strategy for 2017-2021 foreign language teaching cadres and the methods employed in the classroom are told to be innovative and communicative for the autonomous learning. Learner autonomy is defined as a learner's willingness taking responsibility for participating, applying, monitoring and evaluating his or her learning which is usually developed with the support of teachers.

Rather than traditional methods and less communicative techniques, the most modern and up to date way of tutoring the language is required in the XXI century. Moreover, in the Decree of the first President of the Republic of Uzbekistan "Measures on further development of the system in teaching foreign languages" adopted on December 10, in 2012 puts important points to language teaching such as: commencing teaching foreign languages at the secondary schools from the first class; reforming the curriculums and programs in foreign languages; supporting students and teachers with all the necessary textbooks and manuals; and training highly-qualified teachers in foreign languages[1]. So it's vital thing to develop learners independent or autonomy skills in order to obtain the knowledge. If they know working independent and autonomy they can acquire their learning so far.However, the idea of learner autonomy was not fully developed until the 1970s when Rubin (1975) attempted to identify the characteristics of successful language learners.

A lot of works have been done by researchers in these field: such as Holec (1981), Brindley (1990), Munby (1991), Rivers (1992), Dickinson (1993), Benson, (2001),Kameli et al., (2012), Dogan and Mirici (2017); Hu and Zhang (2017).

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[1]Measures on further development of the system in teaching foreign languages.– *T.: 2012.*

Theoretical background

According to Holec (1981) "learner autonomy is the ability to take charge of one's own directed learning". This process covers several variables; Thanasoulas (2000) asserts that "It is noteworthy to know that autonomy can be thought of in terms of departure from education as a social process, as well as in terms of redistribution of power attending the construction of knowledge and the roles of the participants in the learning process." Little mentioned (2015) that:"Learning autonomy is a problematic term because it is widely confused with self-instruction. It is also a slippery concept because it is notoriously difficult to define precisely. The rapidly expanding literature has debated, for example, whether learner autonomy should be thought of as capacity or behavior; whether it is characterized by leaner responsibility or learner control; whether it is a psychological phenomenon with political implications or a political right with psychological implication; and whether the development of learner autonomy depends on a complementary teacher autonomy (for a comprehensive survey,see Benson 2001)''Scharle and Szabo (2000,p.4) designate" In theory, we may define autonomy as the freedom and ability to manage one's own affairs, which entails the right to make decisions as well. Responsibility may also be understood as being in charge of something, but with the implication that one has to deal with the consequences of one's own actions. Autonomy and responsibility both require active involvement, and they are apparently very much interrelated''.Dickinson's classifications of learner autonomy are as follows:

1) Autonomous learners understand what is being taught;

(2) Autonomous learners can formulate their learning objectives

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2) Autonomous learners can formulate their learning objectives
3) Autonomous learners select and make use of appropriate learning strategies autonomous learners identify strategies that are not working for them; and (5) autonomous learners self-assess or monitor their learning (pp. 330–331)autonomous learners identify strategies that are not working for them; and (5) autonomous learners self-assess or monitor their learning (pp. 330–331)
4) Autonomous learners identify strategies that are not working for them;
5) Autonomous learners self-assess or monitor their learning (pp. 330–331)[2].

If students perceive themselves comfortable, energetic and congenial during the lesson, they can be autonomous learners. Conducting the lesson the same teaching method or the same approach can lead students tediously and sad in the learning process. Using another type of methods and approaches can give the best result and make them to work hard. According to the following classification we consider that language learning strategies are important and significant to learn the language independently. It has also been mentioned by Chamot and O'Malley:

"Learning strategies are defined as thoughts or activities that assist in enhancing learning outcomes. Strategies by definition are probably performed with awareness or else they would not be strategic, although the same mental operations can be performed without awareness once they are procedural zed and have the same beneficial results with learning. Three broad categories of learning strategies have been proposed in the cognitive literature and our own research. These types of learning strategies are based in part on theory and in part on the observation that students report using what seem to be executive skills with learning tasks while also using strategies that apply directly to the learning activities. Therefore, Rebecca Oxford is divided language learning strategies into two types: direct and indirect.(3;45p)

Direct strategy	Memory	Cognitive	Compensation
Indirect strategy	Metacognitive	Affective	Social

➢ Memory Strategies (used by learners to help them remember new language items)
➢ Cognitive Strategies (used by learners to help them think about and understand new language

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Dickinson,L. (1993) Talking shop:aspects of autonomous learning",ELT journal,Vol.47 No4. Pp 330-336

Proceedings of Ingenious Global Thoughts
An International Multidisciplinary Scientific Conference
Hosted from San Jose, California
November 29th, 2020

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items)
- Compensation Strategies (used by learners to help them compensate for lack of knowledge)
- Metacognitive Strategies (used by learners to manage their own learning)
- Affective Strategies (used by students to help students to feel better about new language)
- Social Strategies (used by learners to interact with other people)

Technically, memory strategy means Creating mental images, Applying images and sounds, Reviewing well, Employing action in learning. The cognitive strategy is done through the method of reading, remembering, note-taking, and questioning. Compensation strategy includes guessing intelligently and Overcoming limitations in speaking&writing. The metacognitive strategy involves the activity of planning the learning, data collection, self-supervision, self-evaluation, learning .Besides that metacognitive strategy consists of Centering your learning, Arranging and planning your learning, Evaluating your learning. Affective strategy consists of encouraging yourself, lowering your anxiety, taking your emotional temperature. Social strategy divided into Asking questions, Cooperating with others, Empathizing with others. Moreover, language learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. All types of strategies are very crucial in learning EFL, because in order to be autonomy learner one should take into the consideration the following techniques:

- Time management;
- Arranging and managing learning;
- Planning your learning;
- Analyzing and reasoning ;
- Encouraging and motivating your learning;
- Guessing intelligently;
- Evaluating your learning (Self-evaluation or peer evaluation).
- Reflection, and arrangement of the individual's learning file

Conclusion

Finally, autonomous learners are encouraged to "learn how to learn" and "learn how to use" the language. Language learners should not be left to their own devices because they need to be explicitly trained to become aware of and proficient in the use of a broad range of techniques and strategies that can be utilized during the learning process. They need to constantly improve his or her mastery of linguistic and sociocultural knowledge with autonomy and independent learning.

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