

## LEARNER AUTONOMY

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**Abstract:** How does one become an autonomous learner? Is there a way to learn how to understand inferences, read between the lines and beyond the text, how to analyze a high-level text? What is the difference between extensive and intensive/reflective reading? What techniques and strategies could help intermediate and advanced students master skills of a reflective reader? Critically reflective inquiry is the most significant part of autonomy in thinking. Will it engage students in learning tasks, will students persevere in the face of difficulties, and how students will handle disappointments and challenges? What strategies could help students retain the material? The article answers these questions; it contains a variety of strategies, which practitioners may use in the classroom and offer their students in order to develop skills of autonomous learners. <sup>[1]</sup>

**Key words:** language learning, age, autonomous student, individual, strategies, various

Language learning is a modern requirement today. It is possible to learn the language at any age, it is not enough for the student to work in a lesson with the teacher to learn, to increase vocabulary, to improve reading or to refresh skills, there are two sides of the coin, so that student has to work on himself at home.

Learning is an individual process and students need to feel good about how they approach and engage in learning tasks, whether they are motivated to persevere in the face of difficulties, and how they handle disappointments and challenges. <sup>[1;2]</sup>

**Defined Learner Autonomy.** Ability to take charge of one's own learning. Main idea behind learner autonomy is that students should take responsibility for their own learning, rather than be dependent on the teacher (Holec 1981). "The autonomous learner is one that constructs knowledge from direct experience, rather than one who responds to someone's instruction" (Benson 2001) <sup>[2]</sup>

**Characteristics of Autonomy.** Concept based in natural tendency for learners to take control over their learning. Autonomy may be displayed in different ways and to different degrees depending on each learner and learning situation. Learners who lack autonomy are capable of developing it given appropriate conditions and preparation. Autonomous learning is more effective than non-autonomous learning. <sup>[2;1]</sup>

**Various of Autonomy Learners.** TECHNICAL - The act of learning a language outside the framework of an educational institution and without the intervention of a teacher. PSYCHOLOGICAL - The capacity which allows learners to take more responsibility for their own learning. POLITICAL - The conditions that allow learners to control the process and content of learning as well as the institutional context within which learning takes place. SOCIAL - The capacity to interact and collaborate with others. [2:2]

Autonomy involves students having a range of learning strategies which they are able to apply flexibly in different contexts. Teachers can help students to develop learning strategies through learner training in the classroom and this can take many forms. One important practical step is awareness-raising on how to use self-reference tools such as English-English dictionaries and grammar books. [3]

### Strategies:

- choosing controversial materials Nowadays, we are overwhelmed with such materials, newspaper articles, TV channels, the Internet, magazines, blogs, etc. are great resources. They are perfect for developing reflective independent thinking.

- discussing a title A title is a story's first impression. Titles are extremely important. A title creates anticipation and expectation or, perhaps, disinterest. Often the title is what will determine whether or not someone reads a story. “Горячая зима” (Hot Winter) title in the “Politics” rubric sounds controversial, it is unlikely about weather forecast. The “Доллару требуется лекарь“(Dollar needs a doctor) title obviously contains some implications and will lead to a discussion.

- generating associations around a topic A discussion before the reading on its topics builds background knowledge to aid in the comprehensibility of the text. Ask questions: What is the general topic? What is my prior knowledge of the topic? What is the main issue?

- prediction and contextualization: Working on predictive and contextualizing skills means that students practice working out the answer by considering the hints and clues in the text in the light of their own knowledge and experience.

- skimming and scanning Skimming and scanning are reading techniques that use keywords to move quickly through the text. Skimming is reading rapidly in order to get a general overview of the material. Scanning is used in order to find specific facts, quickly gather the most important information or 'gist'.

- inferencing Development of inferring, is the bedrock of comprehension and inferential thinking and means practicing the creation of a personal and unique meaning from the text. Choosing the right texts is crucial for developing inferential thinking, because very explicit texts provide just a few opportunities for inferences to be made. The ability to use two or more pieces of information from a text in order to arrive at a third piece of information that is implicit. It involves combining information from the

text and relevant background knowledge. Inferences may be causal, drawn during reading, or drawn after reading, etc.

- activating background knowledge Background knowledge is an organized schemata which leads us to expect or predict aspects in our interpretation of discourse by matching what we hear with what we already know. Volume 2, Issue III, November 2017 55 know. Bartlett, whose use of the term schema has been applied to the research on second language listening argued that our memory aggregates experience into “schemata” (1967, pp. 201-202, in Madden, 1997) and applies them in a manner similar to imagination. A discussion before the reading on its topics builds background knowledge and the comprehensibility of the text as well as giving the teacher an idea of where students’ background knowledge needs to be developed more.

- summarizing texts Individually, learners read the texts and summarize the key points. Learners may present their summary in their blogs or orally, which may lead to an open discussion of the content of the text. This strategy encourages learners to read for themselves, extract key points and try to make sense of their reading without relying solely on input and explanation from the facilitator. Only where a lack of understanding persists, should the facilitator provide clarification.

- creating learner-generated quizzes Effective autonomous learning requires the ability to review, consolidate and build on what has been learnt. Compiling and answering learner-generated quizzes provide such opportunities to increase learners’ understanding of the course content. This strategy prompts learners to consider what they have learnt, what they still need to learn. We do it not for grades, but for retention of the material.

- teaching it to a teacher Emotions that are stimulated when students have an opportunity to teach what they’ve recently learned may create greater knowledge and memory. When teachers tell their students before a lesson that they will need to prepare to teach what they learn, pupils tend to work harder to understand the material, search for the main points, organize and apply knowledge more effectively, and score higher on tests. Researchers call these findings “the protégé effect.” [1;3]

**It is valuable for learners to be mindful of how they approach given errands. This mindfulness can empower learners to create choices almost the strategies and methods they utilize in their learning. This methodology fortifies the capacity for independence. Learners may need to compose a brief reflection on how they drawn nearer the errand in a shape of blogs. The role of the instructor is to assist them ended up more mindful of their possess needs, interface, inclinations, internalizations, values, objectives and desires, and empower student’s self-monitoring.**

In the classroom environment, it is very important for students to vocalize their understanding, thoughts, judgements, or beliefs on each authentic passage they read or listen to. Why? Because everything they get perceptively should be transformed from

passive/perceptive comprehension/memory into expressive memory. This technique is crucial for retention and assimilation of the material. The author's favorite moment in the classroom is when, by the end of the lesson, students teach it to the teacher. Students admit that this is the best way for retention of the material, and they do not get home assignments, because the most part of the given material has been done at the lesson. Teaching is not a craft, it is an art. Don't be a mentor in the classroom, be a navigator.

[1:4]

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