ACADEMIC RESEARCH IN EDUCATIONAL SCIENCES VOLUME 2 | ISSUE 5 | 2021
ISSN: 2181-1385
Scientific Journal Impact Factor (SJIF) 2021: 5.723
DOI: 10.24411/2181-1385-2021-01073

STUDENT AUTONOMY AS A PRINCIPLE OF ORGANIZATION OF LEARNING FOREIGN LANGUAGES

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ABSTRACT

Currently, teaching foreign languages is dominated by personality-activity, communicative-cognitive and socio-cultural approaches. Within the framework of these approaches, language is considered as a communication tool, on the one hand, and a cognition tool, on the other. Education is aimed at developing the personality of the student as an active subject of educational activity, preparing him for the continuous process of education and self-improvement throughout his life. In the context of modern approaches to teaching foreign languages in secondary school, the development of student autonomy in learning is regarded as one of the most important principles of teaching in both domestic and foreign linguodidactics.

Keywords: teacher's role, Portfolio, learning activities, metacognitive strategies, teacher's role, autonomy portfolio, education activity, metacognitive strategies, independent work

INTRODUCTION

In the second half of the twentieth century, there were two problems in foreign linguodidactics that were not as urgent as they are now, but are now being closely studied. This is the recognition that the student is the subject of his own learning, and the classroom is a social space for learning and interaction [5].

MATERIALS AND METHODS

Prior to this, psychological research had already addressed the issue of students' needs (and emphasized the difference between general and individual needs), their expectations, knowledge, accumulated experience, beliefs and opinions, cognitive skills and their status. The analysis included not only the personal and

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individual achievements of the trainees, but also their participation in joint activities carried out in the group and in the classroom. The subject of study was the models of personal interaction, the distribution of space and roles, the way of managing different types of activities and relationships with the outside world [6]. Therefore, in recent decades, the role of the student as an active subject in the course of his studies has become one of the main directions of linguodidactics. The key concept in defining this role was the concept of "student autonomy".

In psychology and pedagogy, autonomy is considered as an individual position of a person, which is characterized by independence and independence in the choice of motives, goals, behavior style, etc. The need for autonomy is included in the mechanism of personality formation - individualization, which provides for the formation of a person as an independent, thinking and responsible social being.

According to Dvorkin, “autonomy is the ability to critically reflect on one's own preferences, wishes, aspirations, as the ability to live with them or try to change them depending on the preferences or values of a higher nature” [4].

The reason why autonomy is the ability to act and think according to the criteria inherent in various areas of human activity. This ability can also be applied in all types of human learning, including those related to education, and which arise throughout life. Obviously, within the framework of learning in school conditions, autonomy can be viewed not only as an ability that students will possess to a greater or lesser extent from birth, depending on the individual characteristics of each, but also as a goal to be achieved.

In one of the Council of Europe publications on teaching / learning foreign languages, autonomy is defined as “the ability to manage one's own learning”. To be able to do this, the student must take on some of the responsibility for his or her education. This responsibility in no way precludes the presence of the student in the lesson, in the group or working with the teacher. On the contrary, it is in the lesson for developing responsibility that a favorable atmosphere is created, and from this the results of the lesson will be much more productive [6]. Hence follows the opinion of a number of researchers about the revision of the traditional roles of teacher and student in the educational process.

RESULTS AND DISCUSSION

As a rule, in a traditional lesson, the information that students need to cope with a task is initially the knowledge of the teacher; activities in the lesson are limited

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to following the instructions given by the teacher; assessment of different types of activities in the lesson is given only by the teacher. As for the new role of the teacher in the modern school, one of its main functions is to become an intermediary in the delegation of information, to transfer control and supervision of the learning process to the students themselves, thus strengthening the active and interactive components [3]. Within the framework of autonomous / self-guided learning of a foreign language by students, there are (according to a number of researchers) three main methods that increase their activity and independence. These are methods such as:

1.the method of problem presentation, which is interpreted as the formulation of a cognitive task by the teacher in the lesson immediately before the presentation of the material in order to reveal the system of evidence, compare different points of view and approaches, showing the way to solve the problem;

2. a partial search (heuristic) method, which consists in organizing an active search for solutions to the cognitive tasks put forward by the teacher (or independently formulated), either under the guidance of the teacher, or on the basis of heuristic programs and instructions;

3. the research method, which assumes that after setting a number of problems and tasks, short oral or written instruction, independently study the literature, sources, conduct observations and measurements, and perform other search actions [1].

Applying these methods in the lesson, the teacher develops in the student such qualities as initiative, creative search, increased interest in knowledge and flexibility of thinking, guess. Thus, the teacher needs not only to transfer knowledge, but to teach students how to obtain it, that is, teach them to study independently, since the goal of teaching a foreign language is the development of students' skills to learn in the most effective ways, the ability to manage, organize their learning and independently evaluate the results of their labor [2]. In order to develop autonomy in students, the teacher's task is to increase the frequency of using some teaching strategies, in particular those called metacognitive [5].

In this case, trainees control and manage their learning, evaluating the learning process, and make the necessary decisions. Metacognitive strategies, in turn, can be subdivided into strategies for planning and monitoring results. Among the metacognitive strategies are:

-planning your actions when completing a training assignment;

- setting intermediate goals;

-reflection, allowing the student to adequately assess their strengths and weaknesses;

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- self-assessment;
- flexibility, allowing you to choose the desired training strategy.

It is in the development of these strategies that the main task of a foreign language teacher lies, who prepares the student for further, autonomous learning. Students should also actively use an individual set of cognitive strategies in learning, for example, generalization, overgeneralization, and regularization strategies.

Since, mastering a foreign language requires students to apply consistent cognitive strategies. Accordingly, the process of language learning should be exploratory and experimental. It is only by following their own path in learning a foreign language that students make the most progress. At the same time, the teacher's activity is considered the most important part of the student's environment, organizing both the material at the student's disposal and the opportunities for its assimilation. The greater the effect of independence of students in mastering a foreign language can be created by the teacher, the higher they will appreciate the leadership role of the teacher [2].

In order to give the student control and responsibility for their learning, the European Language Teaching / Learning Portfolio was created. The portfolio is an auxiliary tool that contributes not only to the external assessment of knowledge, but also to an increase in the level of self-esteem and self-knowledge of the student, the analysis of the results achieved by the student in various types of speech activity, which the teacher has always carried out previously.

So, today an effective student is not one who flawlessly fulfills all the orders of the teacher, but one who knows how to organize his learning. The teacher delegates to the student some of his powers, and the less he uses sources and materials in teaching, the more the student has a chance to independently build his own model of cognition. Thus, the teacher plays the role of an advisor, mentor and leader, helps students to make a choice in using a number of effective cognitive strategies, to choose the optimal algorithm for completing the task [2].

As a number of researchers rightly point out, students should behave more independently, using different techniques that will lead them to autonomy. The main thing is the development of students' self-esteem and mutual control, the use of all opportunities so that the student's assessment gradually becomes self-esteem or the result of an assessment of a team of fellow practitioners [6].

In addition, to learn the techniques of self-esteem and self-control, constant training work is required, built on the functioning of mediated self-control. This kind of self-control acts when students rely on keys, diagrams, tables, samples of

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assignments, questions for self-examination. A significant place in the classroom should be occupied by the actual independent activity of students, which presupposes varying degrees of pedagogical guidance. The following forms of independent work in the classroom can be distinguished: individual activity, group (pair), collective, individual-pair activity, combined with the individual work of the teacher.

CONCLUSION

Thus, by the way of conclusion, autonomy leads to a change in the communication style and behavior of both students and teachers. In the classroom, a climate of cooperation, support and mutual assistance is created. The teacher uses various types and forms of organizing the educational process to develop the autonomy of students. The independent work of students to acquire knowledge and information using a foreign language contributes to the development of information culture, creates the preconditions for successful independent cognitive activity after graduation from school.

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