ISSN: 2181-1385
Scientific Journal Impact Factor (SJIF) 2021: 5.723

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