IMPORTANCE OF DEVELOPING LEARNERS' AUTONOMY IN HIGHER EDUCATION INSTITUTIONS IN UZBEKISTAN

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Abstract

Today in Uzbekistan a lot of attention is paid to the development and enhancement of independent study skills of students, especially for language learners to improve their independent learning skills. However, not enough research has been done to develop students' autonomy. Usually, in the early stages of higher education, a student experiences depression or stress. One of the main reasons for this is the new environment, situation and location. In such cases, a student is required to develop a number of independent learning skills and strategies, namely: to plan tasks in advance and manage time correctly, to set goals effectively and clearly, to develop language skills regularly and this article discusses above mentioned skills which contribute to the development of learners' autonomy

Key words

independent learning skills; effective time-management; problem-solving skills; learner autonomy.

What is meant by student independent learning and how can it be improved? In the form of autonomous learning, independent learning skills are a set of acquired life skills that help the learners in the process of studying and learning.

From a pedagogical perspective, Fener and Newby show that each person has a unique way of constructing their world. Aids and mental models for each of them to make sense of experiences. For this, students should actively make sense of learning. It depends on whether it allows for help. (4) Richards states that the concept of student autonomy is not an approach or a method, but is really a set of philosophies or principles that can be used in conjunction with different approaches and methods and can influence how they are implemented in the classroom. In the concept of student autonomy, in the center is not the teacher, but the student, that is, involving students in making decisions related to setting

learning goals, determining learning methods and tools, reflecting and evaluating what they have learned. It will be possible to achieve more effective results in independent education because they learn based on the needs and requirements of students. (8)

Thus, teachers in language teaching help students develop the motivation, self-confidence, knowledge and skills required to communicate more independently, learn independently and become independent individuals.

Learner autonomy in learning foreign languages was expressed by Holec in 1979. According to Holec, students should be empowered to make all decisions about their own learning styles, capabilities, and needs. (5)

Littlewood elaborates on how students' autonomy develops during language learning. He discusses the development of three types of learner autonomy in language learning:

first, the main goal of teachers is to develop the ability of students to work independently with the language and to use the language for real communication in unexpected situations;

secondly, the primary goal of language teachers is to help their students develop the ability to take responsibility, to use strategies that are active and relevant to their own learning and work in and out of the classroom;

third, they try to achieve the development of students as individuals by helping their students to improve their communication and learning skills. (9,3-28)

Benson outlines five principles for achieving autonomous learning:
- active participation of students in their studies;
- providing options (choice) and resources to students;
- offering students opportunities for choice and decision-making;
- supporting students;
- encourage reflection of what they have learned. (1)

The basic concepts of students' independent learning skills are analyzed as follows:
- a person develops his own approach to reading and learning based on his needs;
- independent learning skills are not intended for a specific subject, they are considered universal. In addition, these skills, once mastered, can be used in any field;
- independent learning skills should be practical and constantly developed. This allows a person to increase self-confidence and to be aware of his behavior. (6)

The skills needed by autonomous students are analyzed as follows:

- the ability to identify and set educational goals;

- ability to plan and implement educational activities;

- ability to reflect and evaluate their knowledge;

- understanding their learning goals;

- to understand their learning processes;

- knowledge of a number of educational strategies and skills;

- clear motivation for learning. (13)

In general, autonomous students should be active, reflective, self-aware and highly motivated.

The image below shows what happens to different types of students when planning an assignment, such as an essay or a presentation assignment. The term "semi-autonomous" is too broad, as most students have some level of autonomy rather than somewhere between autonomous and non-autonomous (see Figure 1). (13)

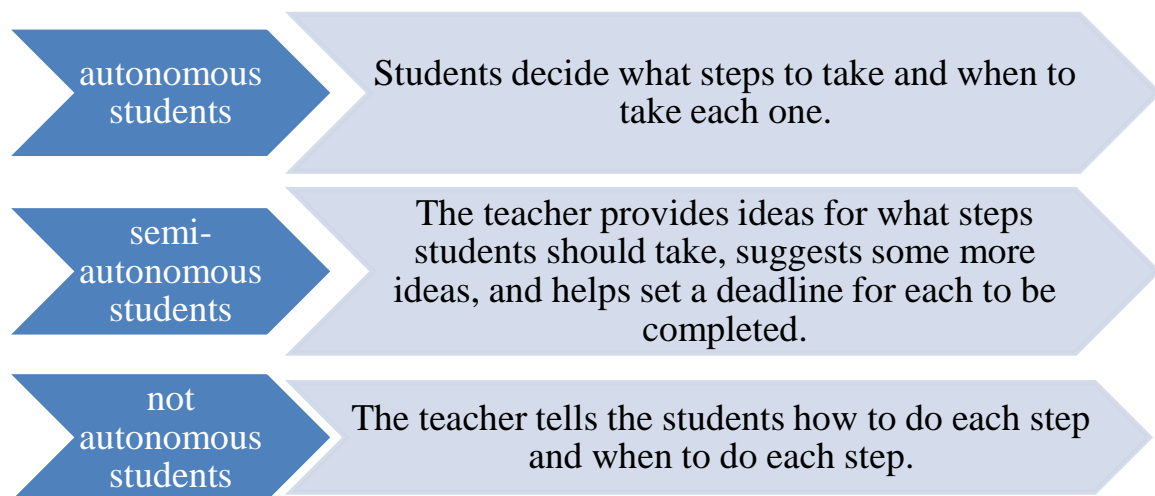| autonomous students	Students decide what steps to take and when to take each one.
semi-autonomous students	The teacher provides ideas for what steps students should take, suggests some more ideas, and helps set a deadline for each to be completed.
not autonomous students	The teacher tells the students how to do each step and when to do each step.

Figure 1. Description of autonomous, semi-autonomous and non-autonomous students.

The following is recommended to encourage students' autonomy in the lesson:

- the teacher becomes more of an assistant, that is, a facilitator;

- students get rid of dependence on the teacher as the main source of knowledge;

- students' ability to learn for themselves is encouraged;

- students are recommended to make decisions about what they have learned;

- students will have information about suitable and acceptable teaching methods;

- students are encouraged to develop their own learning strategies. (1)

Chakichi explained ways to develop student autonomy in teaching and learning English. According to him, by teaching students learning strategies, using cooperative learning in classes, preparing self-reports, using diaries and self-assessment systems to record their activities, creating portfolios, etc. can help develop independent work skills. (2)

In addition, four aspects of being an autonomous learner are highlighted (see Figure 2). (12)
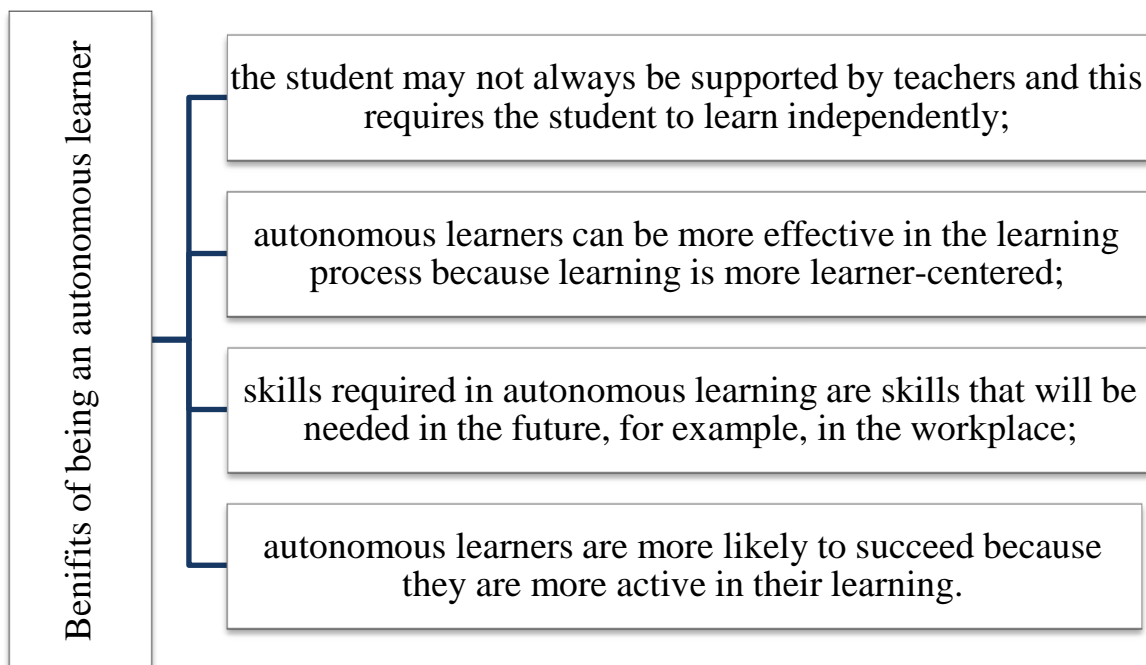

Figure 2. Advantages of being an autonomous student.

Betsy Parish argues that student autonomy must be internal; it is not something that teachers can force students to accept. Teachers can create conditions to promote student autonomy, and some are discussed below:

set a road map for learning; for each step, it is recommended to start with the simple task of goal setting using 'can do' statements, showing what students can do, what they need to do and what they want to learn for each learning outcome. Determining the areas they need and want to learn the most, allows them to prioritize these elements in the lesson;

students evaluate their success; constant goal setting and self-monitoring are effective ways to improve self-efficacy and increase students' confidence in their ability to achieve a certain goal;

giving students choices; Confidence as a learner is a great way to build learner autonomy. In teaching and assessment, teachers help by building on students' strengths. Keeping in mind the general results of the student, it is appropriate to adapt the content of the lesson and the learning processes, taking into account the abilities and needs of the students. (10)

The importance of educational strategies when it comes to developing student autonomy cannot be denied. When looking for an answer to the question of what a strategy is in education, there is no definitive explanation for it, but according to several scientists, strategies are a set of actions that a person consciously and purposefully takes to improve learning, and effectively provides the learner with information. allows to use. (11;15,11-14)

According to Wilson, these strategies are divided into three groups: cognitive, metacognitive and socio-effective strategies. According to J. Willsin, cognitive strategies are such strategies that are used to perform tasks that require immediate response. For example, sometimes before listening, a student may have knowledge about a topic, even if it is in their native language, and use this information to predict the content of the text they are listening to. Metacognitive strategies often benefit long-term goals. For example, a student listens to a radio or TV show every day or watches a movie in the foreign language he is learning once a week in order to improve his listening comprehension skills.

Socio-effective strategies are the language learner's interaction with others and their attitude towards language learning. This can be shown as an example of a student acting out a role by putting himself in various situations. These strategies help to increase the self-confidence of the student. (14:33-38)

Success is closely related to motivation. The role of motivation in the development of student autonomy is also important. Everyone has different interests in different things. Increasing the motivation of students in language learning is one of the important factors of being effective in studying. Motivation is a theoretical device used to explain behavior. It represents the reasons for people's desires, needs and actions. A motive is something that motivates a person to act in a certain way, or at least to develop a tendency to behave in a certain way. (7)

In conclusion, it should be said that these skills are important and useful as life skills not only for students, but for any person. In addition, self-study skills are universal, not just for a specific subject, and are also of great importance in language learning. Also, these skills can be used in any field once mastered. The development of competences and skills such as distribution and management, ability to set correct and effective goals, ability to think critically and creatively,

maintain and increase one's motivation to learn a language is developed and encouraged by teachers. should be promoted.

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