

THE IMPORTANCE OF ENSURING THE EFFECTIVENESS OF THE INTRODUCTION OF EDUCATIONAL AUTONOMY IN MODERN EDUCATION

Siddikov Ilyosjon Bakhromovich
Teacher at Fergana State University (PhD)
REPUBLIC OF UZBEKISTAN

ABSTRACT

This article examines the concept of "learning autonomy" on the basis of the scientific work of foreign experts, which explores the sources of the emergence of learning autonomy in pedagogy, which has not yet received a common definition. The article also emphasizes the role of the teacher in the context of learning autonomy. Summarizing the views considered, the author proposes his own definition of authorship to the concept of "learning autonomy".

Keywords: Education, academic mobility, learning process, autonomy, learning autonomy, autonomous learning, independent work, learning strategy.

INTRODUCTION

The theoretical basis of pedagogy of the XXI century is enriched with many different pedagogical technologies, which emphasize the importance of individual, not collective, development of the learner. In this regard, the concept of learning autonomy, which emerged in the 80s of the twentieth century and is widespread in Europe, is particularly noteworthy. This phenomenon is interpreted differently by researchers.

The preconditions for the emergence of educational autonomy are the same as in medieval pedagogy. For example, Galileo Galilei said, "One cannot be taught anything. Only he can be helped to discover it on his own" [6, p. 23]. The famous French educator Jean-Jacques Rousseau advocated the following method of education for students: first of all, students should be interested in the problem being studied, and the solution should be left to them. [14].

Materials and methods

In today's world, a number of preconditions for the emergence of learning autonomy in education have emerged. A number of researchers have identified such preconditions as information capital in the 1960s, the development of international tourism, the development of information and communication technologies, as well as the acquisition of skills in acquiring other languages, language skills. [2, p.24].

In 1971, the CRAPEL (Centrap Recherchesetd 'Applicationsen Langues– CRAPEL) language center was opened at the University of Nancy, France, under a British Council project. was appointed. Learning autonomy is defined as taking responsibility for one's own learning activities [10], in which the learner sets goals independently, determines the content of learning activities, selects teaching methods and evaluates the results achieved. In addition, Holec emphasizes that this ability is not innate, its formation is carried out through formal education. Another researcher, D. Dickinson, who has studied this concept, argues that those who take the initiative in learning learn better than passive evaluated [9] students.

Little's definition differs from Holec's and Dickinson's in that it is not just about learning autonomy, but also about distance, independent decision-making, and critical appraisal of what is being done. In addition, Little highlights three pedagogical principles in the formation of learning autonomy: 1) involvement in the learning process (manifestation of responsibility for individual learning activities); 2) learning reflection (critical review of the curriculum, the learning process itself and the results achieved) 3) the use of target language as a learning tool [11, p.21–23].

RESULT AND DISCUSSION

In the above definitions, learning autonomy is basically the responsibility for one's own learning. But is it possible to get to the point where this ability is perfectly visible? Speaking about the relative nature of learning autonomy, the Italian expert L. Mariani emphasizes that autonomous learning is a continuous process of self-awareness, in which a person understands the maximum degree of autonomy given as an individual virtue. [13] P. According to Candy, "a person does not become autonomous, he acts on the principle of autonomy", which shows that this specialist considers the formation of educational autonomy as a process of learning as a goal [7, p.115].

Russian experts have also focused on the concept of "learning autonomy." For example, N.F. Koryakovtseva attributes learning autonomy to "the individual's ability to construct educational products, to evaluate the field, and to engage constructively with the learning environment while taking responsibility for the process and the results of these activities." .

E.N. Solovova also equates learning autonomy with a sense of personal responsibility for students' own learning. When it comes to a teacher's place in the learning process, Solovova describes her not only as a "knowledge translator (machine translation program) but also as a strategist, consultant, and partner when dealing with a speaker in another language".

The terms "independent work" and "independent study" require some distinction because they are somewhat similar to the concept of "learning autonomy". RM Mickelson believes that independent work is the performance of tasks without the help of anyone, but under the supervision of the teacher. [4, p.28]. IE Unt defines independent work as "a type of learning process in which students are somewhat independent and, when necessary, require the performance of various tasks and assignments under the partial guidance of a teacher, with the necessary effort to do so" [5] [12].

One of the most important issues related to the content of learning autonomy is the issue of the place and role of the teacher in autonomous education. In traditional education, it is the teacher who imparts knowledge, defines the goals and objectives of teaching, organizes reflection on the work done by students, while the concept of learning autonomy allows the student to observe these actions. However, this does not mean that education can be successful without the participation of the teacher in the context of learning autonomy. Chinese researcher Sh. Yan highlights the following roles of the teacher in autonomous education [15, p.558]:

1. The organizer-teacher is engaged in the organization of educational activity in the classroom, offering students interesting and effective assignments. It is important for the teacher to clearly articulate the guidelines for the work.

2. Facilitator-teacher provides psychological and technical support to students. Psychosocial support refers to the ability of students to create positive motivation. In addition, psychosocial support encourages students to help them overcome difficulties. Technical support is aimed at helping students to plan and implement the learning process, evaluate the

activities carried out and acquire knowledge. The teacher is also a model of language mastery when working in the classroom. As a language model, the teacher must justify the use of the foreign language by the learners and correct the errors rationally. At the same time, the teacher can provide authentic information that may be of interest to students.

3. The consultant-teacher should, on the one hand, give the necessary advice to students, on the other hand, try to harmonize the task with the purpose of their participation, and participate as an example of effective communication.

CONCLUSION

Considering the existing options for interpreting the term "learning anatomy", we can say that "learning autonomy" is an acquired ability of a student to take responsibility for the learning process, which has several levels and functions: 1); 2) selection of individual education strategy; 3) intermediate and control is reflected in the reflection, which is related to the goals of education. It is important to note that the teacher plays a well-defined role in teaching a foreign language in the context of learning autonomy, he is a consultant, organizer, facilitator. The importance of the formation of learning autonomy in learners is the development of independence in achieving the set goals, which is necessary for every learner, regardless of the level of education.

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