

THE ROLE OF SUPPORTING STUDENTS' AUTONOMY IN LANGUAGE TEACHING AND EFFECTIVE TECHNIQUES TO SUPPORT AUTONOMY.

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Annotation: *This article is devoted to different kind of effective techniques enhancing learner's autonomy support during language classes. There is given different theoretical views of researchers about developing learner's autonomy support. There is considered many kind of benefits and effects of supporting student's autonomy and it's positive influence and outcomes in language learning process. The important points of teacher's role and responsibilities are discussed for the development of learner's autonomy.*

Annotatsiya: *Maqolada til o'rgatish darklarida o'quvchilarning mustaqilligini qo'llab-quvvatlashni kuchaytiradigan turli xil samarali metod va texnologiyalar haqida ma'lumot berilgan. Unda o'quvchilarning mustaqilligini qo'llab-quvvatlashga oid tadqiqotchilarning turli nazariy qarashlari keltirilgan. Til o'rganish jarayonida talabalarning mustaqil fikr bildirishlarining ko'pgina samarali ijobiy natijalari ko'rsatib o'tilgan. Talabalarning mustaqil fikr bildirishini rivojlantirishda o'qituvchining o'rni va mas'uliyatining muhim qirralari muhokama qilingan.*

Аннотация: *В статье представлена информация о различных эффективных методах и технологиях, способствующих поддержке самостоятельности учащихся на занятиях по языковому обучению. В ней представлены различные теоретические взгляды исследователей на поддержку студенческой самостоятельности. Показаны многочисленные эффективные и положительные результаты способности студентов выражать независимое мнение в процессе изучения языка. Обсуждались важные аспекты роли и ответственности преподавателя в развитии способности учащихся выражать независимое мнение.*

Key words: *autonomy support, interpersonal sentiment, motivational resources, resource based, technology-based, learner-based, classroom based, curriculum-based, teacher-based, effective technologies.*

Kalit so'zlar: *avtonomiyani qo'llab-quvvatlash, shaxslararo hissiyot, motivatsion manbalar, resurslarga asoslangan, texnologiyaga asoslangan,*

o'quvchilarga asoslangan, sinfga asoslangan, o'quv dasturiga asoslangan, o'qituvchiga asoslangan, samarali texnologiyalar.

Ключевые слова: *поддержка самостоятельности, межличностные сентиментальность, мотивационные ресурсы, на основе ресурсов, на основе технологий, на основе учащегося, на основе класса, на основе учебной программы, на основе учителя, эффективные технологии.*

The concept of learner autonomy is gradually becoming the important point in language teaching. Mostly educational facilities should be ensured so that learners can become effective and independent language learners. Education should be concerned with the development of autonomy in the learner. We should often pay attention to not to ignore learner's needs and learners should be supported to express their views in decision making time. As we know there were a lot of shynes of the students in English classes and anxiety state that prevailed inside the classroom. This kind of uncomfortability occurs when the education system does not conform to autonomous learning. In order to achieve progress in teaching we should cancel the classroom teaching which is too much teacher centric and students should be more autonomous than they are controled by the teachers. The teachers should be the guiding force to establish learner autonomy in the classroom. So, to ensure a meaningful and effective language teaching environment, it would be necessary to promote learner autonomy in our universities.

Autonomy support is the instructional effort to provide students with a classroom environment and a teacher- student relationship that can support their students need for autonomy. Autonomy support is the interpersonal sentiment and behavior the teacher provides during instruction first to identify, then to vitalize and nurture, and eventually to develop, strengthen, and grow students' inner motivational resources. Teacher control, on the other hand, is the interpersonal sentiment and behavior the teacher provides during instruction to pressure students to think, feel or behave in a teacher prescribed way. In practice, controlling teachers neglect even thwart students' inner motivations and, instead, by-pass these motivational resources to tell or prescribe what students are to think, feel, and do and apply subtle or not-so-subtle pressure until students forego their own preferences to adopt the teacher's prescribed course of action.

Certain strategies and processes show that learner autonomy can be fostered in an institutional setting. They all view learner autonomy as a learner's innate capacities [Benson 1;72].

All of them describe the promotion of learner autonomy as the provision of circumstances and contexts for language learners that will make the learners more likely to take charge of all or part of their language learning program.

To clarify the theories on the promotion of learner autonomy, Benson promoted six different approaches to fostering learner autonomy: resource based, technology-based, learner-based, classroom based, curriculum-based, and teacher-based approaches. Resource-based and technology-based approaches refer mainly to out-of-class strategies. The four latter approaches consider the issue from within-a-classroom context. That is why they are essential to this study. Learner-based approaches, as Benson believes, show the relationship of learner training to learner development. Classroom based approaches, as Benson sees them, aim to promote learner autonomy by incorporating learners in the decision-making processes. Curriculum-based approaches, according to Benson, show that learner control is extended to the curricular level.

Teacher-based approaches, in Benson's view, emphasize that learner autonomy takes into consideration teacher autonomy. [Benson 2; 48]

Dam shows several main principles in the development of learner autonomy. The first principle is the fundamental notion of choice. According to Dam, having a choice develops motivation, requires reflection which has a positive impact on his or her self-esteem, and makes students to work for themselves. The second one is the need for clear guidelines to be established so that the learners feel secure enough. The third one is the shift from teacher-guided learning to self-guided learning. Dam believes that the teacher's concern should be to help students take an active role in the assessment process. According to Dam, involving the learners in reflection, evaluation, and assessment is important because it provides evidence of progress, enhances motivation, and heightens awareness of learning. Dam's approach is primarily concerned with improving the abilities related to learner autonomy. [Dam 4; 40-51]

Littlewood offers a special framework for developing autonomy in and through foreign language teaching.

The offered framework, according to Littlewood demonstrates that autonomy is a multidimensional capacity in two different ways. The first variant shows that autonomy consists of three domains: autonomy as communication (autonomy on a task level), as learning (autonomy on learning level), and personally (autonomy on a personal level). The second variant believes that autonomy in any of these three domains covers two

obligatory components, namely, ability and willingness, which can further be subdivided into two components: ability into knowledge and skills, and willingness into motivation and confidence. Littlewood's ideas on learner autonomy imply that both willingness and ability are inherent to the majority of other theories.[Littlewood 5; 427-435]

A teacher's support for student autonomy benefits students in many ways, enhancing their wellbeing, learning and motivation. Students who experience teacher support for their personal autonomy also experience greater levels of intrinsic motivation, self-esteem, positive emotion and psychological wellbeing through increased perception of control. They display curiosity, persistence and self-regulation strategies.

Autonomy support from teachers not only affects students' learning processes and outcomes but has also been proven to have a positive influence on students' psychological well being. Autonomy-supportive teachers recognise that students' feelings and ways of thinking and behaving have motivational potential. They understand that students' interests, preferences and psychological needs fuel their motivation, and by finding out about these they can create classroom conditions in which students' intrinsic motivations align with learning tasks and activities.

There are a lot of effective technologies that teachers can use who are going to develop their learners autonomy.

Teachers who engage in the following effective technologies come to internalise a more autonomy-supportive motivating style, and as a result teach in ways that better support students' autonomy.

- ask for and incorporate students' perspectives
- welcome students' thoughts, feelings and behaviour
- find out about the motivational potential of your students: their psychological needs for autonomy, competence, and connections with others, their intrinsic motivation, their preferences, interests, and personal goals and values
 - take note of students' negative emotions, listlessness, passivity and poor performance or behaviour, using these as constructive information that can help you realign students' inner motivation with classroom activity
 - provide ongoing cognitive support for autonomy during learning tasks by scaffolding students to be independent in problem solving, prompting students to monitor and evaluate their own work, and encouraging students to collaborate, ask questions and share ideas
 - support students' capacity for self-regulation

- provide information, strategies and rationales for learning, using flexible messages that are non-evaluative and content-rich and offering hints and encouragement rather than providing solutions or telling students how to do it.

As a conclusion it is revealed that the teacher's perception of the use of technology in language learning classes is generally positive. Using technology in the classroom can promote learner autonomy. When the teachers have positive beliefs about using technology, they would spend more time and provide more activities to promote learner autonomy in their instructions. In general, teachers tended to believe that the use of technology in language teaching process is beneficial. Technology helps them to motivate their students to learn independently.

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