

НАПРЯМ 5



**СУЧАСНІ ІННОВАЦІЙНІ ОСВІТНІ ТЕХНОЛОГІЇ  
В МЕТОДИЦІ НАВЧАННЯ ІНОЗЕМНОЇ МОВИ І  
ПОЛІКУЛЬТУРНОЇ КОМУНІКАЦІЇ**

**THE WAYS OF STIMULATING LEARNER AUTONOMY IN FOREIGN  
LANGUAGE LEARNING**

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Personal motivation and the ability to acquire knowledge autonomously are indispensable elements of successful foreign language acquisition. In recent years, due to the shift towards increased individual work in university curricula, the necessity of efficient learner autonomy has become an undisputable issue. The COVID-19 pandemic, followed by a full-scale aggression of the Russian Federation, including power cuts in Ukraine have led to increased number of distance and asynchronous learning practices. The above-mentioned circumstances, accompanied by students and teachers' enormous psychological tension have brought to spotlight the problem of the quality of education in general and the learning process in particular. Stimulating learners' autonomy seems to be a sensible way-out from this situation. Learner autonomy allows students to work on different tasks at different times, develops their self-assessment and critical thinking abilities and helps them become more self-conscious in the process of language learning. It also correlates with the current focus on student-centricity of the educational process.

The problem is that many students have different educational background and stress resistance skills. Individual learning style is another criterion to consider when teaching a foreign language. Moreover, teachers must monitor students' progress and make sure that learning outcomes stated in the subject syllabus have been achieved. Thus, the challenge for the teachers is to provide adequate assistance and guidance for each learner. Teachers are no longer seen as sources of information or facts but "serve as facilitators and guides rather than directors and moulders of (...) learning." [3].

Learners' styles and pace of learning may be different from one student to another and that is why teachers need to be careful in this respect when designing a foreign language lesson [2; 462]. This definitely requires teachers' commitment and understanding of language acquisition psychology. Also, they must be ready to shift from a teacher-directed learning environment to learner-directed one, still balancing between passing over responsibility to students and steering along the lesson educational aims.

Individual learning styles fall into the categories of visual, auditory and kinesthetic learners each having its peculiarities that a teacher should keep in mind when working with students [1; p.260]. For visual learners their teacher's facial expression and gesturing are important in acquiring new information. They prefer the use of images, maps, and graphic organizers to sort out new knowledge. Thus, mind maps and classification exercises will suit this students' learning style. Auditory learners best understand new knowledge through listening and speaking in situations such as lectures and group discussions. They use repetition as a study technique and benefit from the use of mnemonic devices. It is important for teachers to control their voice, intonation and tempo while working with auditory learners, since these factors can influence how they perceive the provided content. Kinesthetic learners best understand information through tactile representations of information. It is difficult for them to stay in one place for a long period. Thus, teachers must include various types of activities, like touch and guess games, making models, making maps into their lesson plans.

Speaking about the ways to make the syllabus more flexible and meet the students' needs and interests, a teacher can use a variety of extra-curricular activities, i.e. workshops, English clubs, TV programs and movie viewing, native speaker contacts, etc. These can be carried out both synchronously and asynchronously, given the current situation. The important moment here is students' self-reflection that is critical analysis of what difficulties he or she encountered while fulfilling different tasks, including lack of listening comprehension skills, limited active vocabulary, or psychological language barrier. This information marks the learner's weak points and can serve a real signpost in both students' autonomous work and teacher's lesson planning strategies. Overall, "it is important that teachers and learners become a learning community working in an atmosphere of trust and respect in order to be able to foster autonomous learning" [2; 463].

As for the methods to be used for fostering autonomous learning, a teacher can use pair work and/or group work in the first place. Learners must be allowed to form groups/pairs freely to allow them to choose the companions they feel comfortable with. In the context of distant or asynchronous learning this method can be applied to project work, where common interest can boost students' productivity and engagement in the learning process. The benefits of this method is the opportunity of getting peer tutoring and avoiding

## V МІЖНАРОДНА НАУКОВО-ПРАКТИЧНА КОНФЕРЕНЦІЯ

the stress of speaking in front of the whole group for those whom it may concern. In terms of assessment, a good strategy for promoting learner autonomy is asking a student to keep a logbook. It should be written in the target language. Due to writing in their logbooks about their achievements and desired changes, learners start thinking about their learning in general instead of focusing on a task at a time. At the same time, teachers can follow individual learners' progress and see where they stand in any point in their language learning process.

To conclude with, learner autonomy can help students embrace responsibility of their learning process, decrease the stress and anxiety associated with language acquisition, promote teamwork, set the learning goals and analyze the weak points, boost motivations and establish supportive learning environment. On the teacher's side, stimulating learner autonomy may require him/her to adapt their materials, change old teaching habits and adapt their methods to the students' needs and background.

### REFERENCES

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## СТРАТЕГІЇ РОЗРОБКИ «МЕНЮ» ДЛЯ УРОКІВ ІНОЗЕМНОЇ МОВИ

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На сучасному етапі розвитку методики навчання іноземних мов все частіше піднімається питання інклюзивного навчання, яке передбачає залучення до навчального процесу дітей із різними психологічними особливостями.