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Габрикевич Д. Б.
3 курс, с/о «Експеримент», факультет іноземної філології
ДВНЗ «Ужгородський національний університет»
Науковий керівник – канд. філол. наук, доцент Рогач Л. В.

FOSTERING LEARNING AUTONOMY IN EFL CLASSROOM

Learner autonomy in language education is defined in different ways, and various terms such as "learner independence", "self-direction", and "independent learning" have been used to refer to similar notions.

The bond between language learning strategies and autonomous learning relates to that one can see how autonomous learners develop these strategies in learning. If the urge of learner autonomy requires that we aim explicitly on the strategic capacity of language learning and usage, the reverse should also be the outcome: focus on strategies should lead us to learner autonomy.

The **topicality** of the research into fostering learner autonomy in EFL classroom arises from the latest world events and their impact on the quality of learning. In terms of online studying, the capability to be responsible for your knowledge is a leading point in achieving brilliant results.

The *aim* of the research is to develop student's autonomy, teach them to learn effectively and not be dependent on external factors.

Students usually have some problems with setting up the goal and tracking their progress. Most of them never thought about the importance of tracking their learning growth. The best and most challenging approach for setting up the goal is the KWL. KWL (Know Want Learned) chart is an approach in studying that helps students to track their results and set up new goals [3, p. 35]. CLIL is another method for the development of student autonomy where students are able to learn L2 using their hobbies or topics they like.

Content and Language Integrated Learning (CLIL) is a method where students learn a subject and a second language simultaneously. There are no restrictions so that students can choose their favorite issue and browse the Internet, look up in the books for additional information with a focus on being able to dwell on the topic. CLIL works well for young learners and adults, the main thing here is to create a lesson plan according to learners' needs, interests, cultural and learning background [1]. There is no limit as to who can benefit from this teaching approach. The benefit of CLIL is that students have a real context that is why they can clearly see the goal, because they can only get the most of the information if they are aware of the vocabulary and grammar constructions around it.

Even if students already are highflyers and autonomous learners, do not forget to provide activities that can enhance their skills. Creating your own teaching materials and explaining the main peculiarities of your subject matter to the class is a great way to improve students' knowledge. It helps to look at the theme from a different angle and inspires us to analyze the issue thoroughly. There is no need to restrict them with the topic, on the contrary, give them complete freedom so that they can apply CLIL on their ideas. This task could be challenging but the best way to learn something perfectly is to try to teach this topic to somebody else.

During the introduction of autonomous learning, we should not forget about the development of communication and collaborative skills. That is why one of the activities is named Think-Pair-Share. It is designed to make students come up with a topic and then show the skills of working in a group and discuss their thoughts. Be sure that your students have enough time for pondering because students with all pace of learning must be involved. This activity can be applied to students of any level and any group size [2, p. 59]. The purpose of the activity is to boost communicative and creative skills. Think-Pair-Share is a perfect task for students who are less self-confident and shy, because such students are more likely to share their ideas with a peer than in front of the classroom. Thinking and talking about some particular topics helps learners to express their thoughts faster and more concisely, also it develops critical thinking over this topic while listening to the other members of a group.

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Гаврилишин О. А.,
Гаргай Ю. А.
група АМ-43
Тернопільський національний педагогічний
університет імені Володимира Гнатюка
Науковий керівник – канд. філол. наук, доцент Ладика О. В.

**КОНЦЕПТ "MONEY" В УКРАЇНСЬКІЙ ТА АНГЛІЙСЬКІЙ
МОВНИХ КАРТИНАХ СВІТУ**

Оскільки гроші є необхідною частиною нашого життя, то цей концепт є невід'ємним елементом у мовній картині світу, як носій значущих для особистості цінностей. Цей концепт є яскраво висвітлений у фразеології, тому шляхом дослідження паремійної картини світу можна сформувати певні враження, зрозуміти національну логіку народу, порівняти репрезентацію концепту "MONEY" в українській та англійській картинах світу.