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LEARNING AUTONOMY IN THE SYSTEM OF MULTILINGUAL EDUCATION

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Abstract. The article deals with the development of personal quality which is the basis of “lifelong” learning. The main factors that contribute to the formation and development of educational autonomy are various forms of distance work, resource centers for independent work, continuous language education, work with educational projects, research, learning in the form of problem solving, language learning assessment.

Keywords: foreign language, lifelong education, learning strategies, learning autonomy, autonomous learning activity.

The concept of autonomous learning has gradually evolved over the years and has finally taken its proper place in language learning. Various developments in the field of language teaching and in other fields have made a significant contribution to this concept. Autonomous learning is a term that has a multifold usage. It partially overlaps with the term “independent learning” and can have the following connotation: the student's ability to work independently and to control the learning process. However, autonomous learning may simply be a description of the mode of learning, where learning takes place without a teacher and which is not necessarily teacher controlled. At the same time language learning with the help of computer

programs is highly managed and can replace traditional forms of monitoring, performed by a teacher.

The purpose of this paper is to analyze modern approaches in organizing a foreign language acquisition and to determine the possibilities for implementing the ideas of autonomous learning of foreign languages by future specialists in the system of language education in Ukraine.

The requirements of the modern education system make it necessary to prepare high-school and college students for lifelong learning. Independent work plays a significant role in this, for it is designed not only to contribute to the acquisition of foreign language competence, but also to the formation of educational competence. Increasing role of independent learning activities in the foreign languages acquisition is closely related to the concept of learner autonomy and intrinsically motivated learning [1]. Personal perseverance is the basis of a proactive attitude to knowledge extension, systematic and serious learning, positive results and successful continuous education.

In the context of the rapid development of society, science and technology, constant updating of information, school and university cannot provide students with absolutely all the knowledge and skills that everyone will need in the future. It is important to develop in a person the ability to think and learn, as well as to teach them to be ready for the new conditions of a rapidly changing world. An old Chinese proverb goes: “If you give a man a fish, he will have enough to eat for one day. If you teach him or her how to fish, they will be able to feed themselves all their life.”

Student-centered approach to learning has recently been established in modern language policy, including the field of foreign languages learning. One of the main provisions of this approach is the focus on the development of a student's personality as an active subject of educational activity and their comprehensive preparation for a lifelong process of self-education, self-development and self-improvement.

The main goal of this approach is that the achievement of autonomy means the desire and ability of a student to take control of their learning activities in mastering the language being studied: the student decides what he or she wants to learn and how

they want to learn it, and take responsibility for taking these decisions and for their implementation. Autonomous learning is a qualitatively new type of education, specific features of which are determined by the fact that a significant part of the time is devoted to independent work. The teacher faces the task of organizing students' independent work and creating new ways and methods of teaching aimed not only at obtaining specific knowledge, but also at developing a specific strategy of behavior during independent work with the material. Student autonomy is a separate manifestation of an independent process of his or her self-realization as a person in the context of their socialization and individualization. The formation of personal autonomy in mastering a foreign language in different educational situations, in a variable educational context, allows you to maintain and develop a special system of continuous self-development, allows you to independently maintain and improve your general level of education and align it with the diversity of educational systems and changing needs in different areas of knowledge, including foreign language acquisition.

The theory and practice of autonomous learning is associated with the reformist pedagogy that developed in the early 20th century. It advocated the idea of transforming the student from a passive object of learning, led by a teacher, into an active subject who is able to independently and responsibly manage his or her own learning activities [2]. In practice, at a non-linguistic university, we see that the formation of creative abilities in students of higher education in a foreign language class is often complicated by the negative experience of studying this discipline, which they got while studying at school. It becomes clear from communicating with students that this experience could be situationally determined (uninteresting course book, poorly planned lesson, etc.), but it made young people make erroneous conclusions about their lack of ability in foreign languages acquisition, which, in turn, led to low motivation in the study of this subject.

It is autonomous learning that can break the negative attitude towards language learning today. Autonomous learning goes hand in hand with modern information technologies, which have enabled efficient interaction of a student with educational

resources while there is minimal participation of the teacher and other students. Autonomy is associated with the research of specific features of language learning, such as abilities, character and style of learning. Autonomy also affects language learning: greater autonomy can lead to higher levels of confidence and a more positive self-perception, which is again linked to research in psychology regarding learning approaches such as active versus reactive.

More and more young people are involved in an online learning these days. They can study at home or at work, as well as in training centers, or get other forms of online support or a language advisor online. Such a tendency leads to more flexibility for a student, to a greater choice and freedom as to when, where, and what to study. Online learning calls for the learner to be more empowered in making those choices, in managing their own learning, and keeping motivated.

The progress of new technologies provides many opportunities for new developments in the sphere of teaching and learning. At the same time in order to meet the present-day requirements it is necessary to provide students with sophisticated technological equipment. Focusing on learning strategies which ensure effective and enjoyable learning has become of paramount importance around the world. There are different types of strategies, some of which are clearly more related to raising student awareness than others [4]. Cognitive strategies (such as ways to extend a learner's vocabulary) are useful, but without attention to metacognitive strategies (such as identifying language needs) they do not lead to autonomy - students may be great at learning vocabulary, but are unable to decide for themselves when and what words to learn first.

Another common response from educators is to look for alternative means of supporting language learning. Establishing specialized training centers is a popular option. Other recent additions to the arsenal of educational provisions include (computer based) distance learning and e-learning. This is in response to the need for greater flexibility and easier access to education. The above mentioned are just a few examples where concomitant circumstances collide. On the one hand, there is an increase in the number of people learning languages. In addition, we see that

change - both inside and outside educational institutions - requires a certain degree of independence in learning. Various responses to these problems from the educational institutions, as a rule, include increased support for language teaching, presented in various forms.

Thus, the study of domestic and foreign sources, as well as practical experience, allow us to conclude that at the present stage there is an active search for ways to improve the organization of students' work in order to modernize the process of teaching foreign languages in higher education [5].

The complication of requirements for graduates of higher educational institutions and the realities of life make it necessary for teachers to introduce the most effective methods and technologies into educational practice, to combine traditional and innovative methods in teaching and organizing the work of students, to creatively develop the acquired practical and theoretical experience in teaching foreign languages.

Prospects for further research are being mapped out within the framework of the raised problem in order to study the process of formation of the professional autonomy of a university graduate in preparation for the international exam in English.

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