

Autonomous Learning: Recent Technologies in University



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Abstract: Introduction. The article discusses the pedagogical conditions associated with the formation of autonomous learning skills in students of the faculty of foreign languages. The purpose of the article is to describe the developed model of the formation of autonomous learning skills in relation to teaching a foreign language, to theoretically substantiate it and to show the effectiveness of the model in the course of experimental work.

Materials and methods. The main research methods include the following: an analysis of research on the problem under study, as well as regulatory and legislative acts of the Russian Federation on higher professional education; the method of pedagogical project; diagnostic methods, including observation, questioning and testing; data processing methods. **Results.** The results of the pedagogical experiment revealed that the indicators of the development of skills for autonomous learning in the experimental and control groups were different. In the experimental group after the formative experiment, students had a higher level of the formation of autonomous learning skills than students in the control group, where classes were held according to a standard program. **Analysis of the results of the pedagogical experiment confirmed that the formation of autonomous learning skills in students of the faculty of foreign languages is possible with the introduction of the developed model and the implementation of the pedagogical conditions necessary for its successful functioning. Discussion.** It is emphasized that the formation of autonomous learning skills in students of the faculty of foreign languages will be effective if an appropriate model is formed and pedagogical conditions of functioning of the model are determined, scientifically substantiated and implemented when teaching a foreign language. **Conclusion.** The pedagogical experiment showed that in the experimental group, where the formative experiment was conducted, including testing the developed model, significant qualitative changes were noted,

in contrast to the control group, in which the experiment was not conducted. Highlights: a model for the formation of autonomous learning skills among students of the faculty of foreign languages has been worked out. It is presented in the form of an integral set of interrelated and coordinated structural components: targeted, informative, effective.

Keywords: autonomous learning, foreign language, brainstorming, debate, discussion, learning by station, tour of the gallery, learning diary.

I. INTRODUCTION

Changes in the education of the twenty-first century are aimed at the development and self-development of the personality of the trainees. The traditional education paradigm, “education for life”, is replaced by a new paradigm, education through life. In the state educational standard of higher vocational education of a foreign language, it is noted that in the current situation of the development of our society, knowledge of a foreign language becomes relevant in intellectual and practical activities. However, according to statistics, many students of the Faculty of Foreign Languages do not master the target language at the required level in the process of vocational training. After graduation, the situation may deteriorate due to the lack of further regular work to maintain the level of practical language proficiency in the conditions of professional activity. Obviously, the formation of skills of autonomous learning of students of the faculty of foreign languages acquires special significance in this regard.

The problem of developing the skills of academic autonomy today is of great interest to both domestic and foreign researchers (I. V. Luksha, N. F. Koryakovtseva, E. N. Solovova, E. A. Nasonova, T. Yu. Tambovkina, L. V. Trofimova, I. N. Khmelidze, I. I. Khaleeva, E. A. Tsyvkunova, P. Benson, R. Hiemstra, H. Holec, G. Confessore, L. Guglielmino, D. Little, N. Long, E. Park, P. Voller). The concept of productive developmental education defines in our time the concept of linguistic education, highlighting in it the development of creativity and autonomy of the individual in the process of learning a language and culture [1, p. 4]. The concept of “educational autonomy” is widely used in linguodidactics, but until now there is no unanimous interpretation. The term “educational autonomy” began to be mentioned before the beginning of the Bologna process. In 1981, in his work “Autonomy and Learning a Foreign Language”, A. Kholek defined educational autonomy as “the ability to take responsibility for his educational activity regarding all aspects of this activity: setting goals,

Revised Manuscript Received on December 30, 2019.

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defining content and sequence, choosing methods and techniques used, management of the process of mastering, evaluation of the result "[2, p. 87]. D. Dickinson believes that students who take the initiative in learning do more and better than those who are passive [3].

Thus, D. Dickinson considers the concept of "autonomous learning" as the responsibility of students for learning new material and the distribution of this responsibility in the learning process [4].

The Irish scholar D. Little has a different opinion from the above mentioned, he views academic autonomy as responsibility for his own learning process and at the same time as his ability to make decisions, critically analyze the results of his work [5]. Defining the concept of "educational autonomy", D. Trim emphasizes an independent approach to learning coming from the student, and also draws attention to the fact that "no educational institution is able to provide the student with the full set of knowledge that will be needed in life, therefore it is important to teach him to think and learn"[6, p. 3].

In the domestic methodology of teaching foreign languages, many works are also devoted to the issue of autonomous learning. NF Koryakovtseva gives the following definition: "autonomous learning" is the ability of a person to consciously carry out educational activities in order to create a personal educational product; the ability to reflect and evaluate the results of their activities, gaining positive experience; creatively interact with subjects of educational activities, taking responsibility for the process and product of this activity [7, p. 20].

The interpretation of E. N. Solovova emphasizes the importance of cooperation between the student and the teacher: academic autonomy implies "equal / divided responsibility of students and teachers for the results of educational activities" [8, p. 13]. E. E. Bukhteeva and O. I. Kravets understand by autonomous education "the personal characteristic of a young person, which includes certain properties, such as activity, freedom of choice, acceptance of responsibility, ability to self-government" [9, p. 39]. E.B. At the same time, Bystrai E.B. emphasizes the importance of such a personal function as self-education, which means purposeful, specific activity, managed by the student's personality [10, p. 12].

Summarizing the above-stated, the term "autonomous learning" means organizing productive educational activities organized together with a teacher in order to create a personal educational product, including reflection, the student's creative interaction with the educational environment, as well as subjects of educational activities.

It can be concluded that at present scientists have described the essence of the concept of "autonomous learning", proved the necessity for its formation, put forward the principle of autonomous learning, which suggests that the teacher should teach students to consciously perform various tasks, understanding what they are for, their implementation will affect the results of learning. The application of this principle will help to more effectively use the student's experience in learning a foreign language and aim the student at his further study [11, p. 97]. Nevertheless, the question of how to form autonomous learning in the process of teaching a foreign language remains little studied. We share the opinion of N. F.

Koryakovtseva that the actualization of students' independent learning activities in learning the language and acquaintance with a foreign language culture will increase the level of their autonomy in the educational and language environment [12]. Thus, it is possible to formulate the purpose of the study: to develop a model for the formation of autonomous learning skills for students in teaching a foreign language, to theoretically substantiate it and to test the effectiveness of the model in the course of experimental work.

II. PROPOSED METHODOLOGY

We have conducted a pedagogical experiment among fourth-year students of the Faculty of Foreign Languages of the South Ural State Humanitarian-Pedagogical University. The experimental group consisted of 12 students. The control group consisted of 10 students. In the classroom work with the students of the experimental group, we developed a model for the formation of autonomous learning skills among students, as well as the pedagogical conditions necessary for the work of this model. Students of the control group continued their studies according to the standard programme. We have selected exercises that contribute to the formation of autonomous learning skills of students of the Faculty of Foreign Languages.

"Brainstorming" is a communicative exercise, during which students develop semantic fields on a specific topic, which are presented in a graphically ordered and logically related form. These ideas help to memorize words and expressions, to establish cause-effect relationships, and it serves as a plan for the construction of independent statements, the compilation of a story with a given vocabulary. The next group form of organization of autonomous learning is holding debates [13, p. 130]. This technology allows to develop students' communicative skills, critical thinking, the ability to argue convincingly, to defend their opinion, based on knowledge and logical reasoning. Solving problem tasks in a group is one of the productive means of enhancing autonomous learning activities in the classroom [14, p. 181]. Any problematic situation includes the problem itself, the process of solving it, the subject carrying out this process, that is, the learner, the ability and need of the learner to solve the problematic task [15]. Problem solving helps to increase motivation, to stimulate students' autonomy. An important role in the process of performing such tasks is played by the involuntary memorization of language material and the development of skills of autonomous activity in a group [16, p. 13].

The discussion is carried out in group mode in class. An important characteristic of the discussion, distinguishing it from other types of dispute, is argumentation. Discussing a controversial (debatable) problem, each side, opposing the opinion of the interlocutor, argues its position [17, p. 40]. Regular autonomous work on tasks of this kind gives the student a deeper and stronger knowledge, teaches how to apply this knowledge in practice.

"Training by stations" is one of the modern methods, which is used both for the final control and for classroom work on the topic.

This technology allows you to approach the learning process differentially, as each student works at his / her own pace and according to his / her individual plan. When working according to this method, the teacher performs the role of an observer, but he can help students at any time. A similar form of work is the "gallery tour" (Galeriegang).

The preparatory phase consists in performing a specific task in the group and visualizing it on a sheet of drawing paper. All groups receive cards with letters (A, B, C, D) and each team member gets a letter, then new teams are formed with the same letters (A, A, A, A; B, B, B, B ...). Newly formed groups move around the audience from one visual work to another as in a gallery during an excursion, ideally in each group there should be a participant who is able to present the next work [18, p. 204]. "Training by stations" as well as "a tour of the gallery" help to develop a sense of self-control, a sense of responsibility for the fulfillment of the task.

A "weekly schedule of assignments" gives students more freedom and independence. In this schedule, students plan work assignments that they must complete during the week. However, they are responsible for their implementation in time. It is important to note that the teacher must choose the exercises that students can perform at a given time and can solve them on their own.

The next form of autonomous learning organization is the learning diary. In such diaries, students make regular entries about their own learning. It can be in the form of a notebook or be an electronic document. The diaries can be written as a monologue or as a dialogue between the student and the teacher, and the records can be freely formulated. The advantage of such a specific survey structure is that writing a school diary does not take too much time, and students can follow their learning process.

III. RESULT ANALYSIS

During the ascertaining experiment, a diagnostic complex was conducted to identify the initial level of development of autonomous learning skills among students in the experimental and control groups. Analysis of the results of diagnostics revealed an insufficient level of development of autonomous learning skills. In the course of the formative experiment, the introduction of the developed model of the formation of autonomous learning skills in the learning process of the experimental group was carried out. At the control stage of the experiment, a diagnostic complex was conducted, allowing to compare the levels of development of autonomous learning skills among students of the experimental and control groups. The results revealed that the indicators of the development of skills for autonomous learning of the experimental and control groups are different. In the experimental group, students have a higher level of development of autonomous learning skills than students of the control group, where classes were held according to a standard programme. Analysis of the results of the pedagogical experiment confirmed that the formation of skills for autonomous learning of students of the faculty of foreign languages is possible with the introduction of the developed model and the implementation of the pedagogical conditions necessary for its successful functioning.

IV. DISCUSSION

In the course of the theoretical research, the pedagogical conditions for the functioning of the developed model of the formation of autonomous learning skills among students of the faculty of foreign languages were proposed:

1. Formation of students' positive motivation for the implementation of autonomous activities.
2. The inclusion of students in an autonomous activity, which provides a transition from an objective to a subjective position.
3. Organization of process management with an increasing degree of student autonomy.

The process of formation of skills of autonomous learning of students E. A. Nasonova divides into stages: preparation, training, practice, self-esteem [19, p. 319]. At the preparation stage, the task of the teacher is to interest the students, to acquaint with strategies that allow them to organize autonomous learning activities for learning a foreign language, to help overcome difficulties. At the second stage, the teacher gives recommendations to students, how to choose their own individual style of language learning, combining different learning strategies. At the third stage, relatively complete autonomy is possible, when the student is able to study autonomously without being helped by the teacher. At the fourth level, students are able to independently evaluate the results and, if necessary, carry out correction work. We see that the teacher performs the main work in developing the skills of autonomous learning of students in the first two stages. V.V. Borscheva and Ya.G. Grigoryan give the following recommendations for foreign language teachers [20, p. 45]:

- plan the educational process together;
- offer students all the ways to study the material;
- apply innovative technologies;
- analyze the results of independent work;
- promote the formation of self-study groups;
- make a portfolio;
- keep a learning diary;
- draw up a weekly plan;
- show learning strategies.

The transfer of emphasis from language teaching to language learning implies learning strategies, by which we, following R. Oxford, will mean certain actions, their sequence, as well as special methods that students use to improve the effectiveness of their learning [21].

V. CONCLUSION

The actuality of this research is determined by the increased requirements for the skills of autonomous learning of students in order to increase their mobility and competitiveness in the labour market. The pedagogical experiment showed that in the experimental group, where a formative experiment was conducted (it included testing the model for the formation of autonomous learning skills and the implementation of pedagogical conditions), significant qualitative changes were noted, in contrast to the control group, in which the experiment was not conducted.

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