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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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THE ROLE OF AUTONOMOUS LEARNING IN DEVELOPING ENGLISH LANGUAGE PROFICIENCY OF UNIVERSITY STUDENTS IN UZBEKISTAN

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Abstract: Autonomous learning has become one of the key concepts in higher education, particularly in the field of English as a Foreign Language (EFL). In recent years, the importance of learning English has significantly increased in Uzbekistan due to globalization and the growing demand for international communication. Higher education institutions aim to improve students' language competence and prepare them for professional and academic opportunities in a global environment. One of the effective approaches that supports this goal is autonomous learning, which encourages students to take responsibility for their own learning process. This article examines the role of autonomous learning in improving English language proficiency among university students in Uzbekistan. The article discusses the theoretical background of learner autonomy and highlights its significance in modern language education. Furthermore, it explores how independent learning strategies, such as self-directed study, online learning resources, and reflective practices, contribute to the improvement of students' language skills. The findings suggest that autonomous learning enhances students' motivation, critical thinking, and ability to manage their own learning. Therefore, integrating autonomous learning strategies into university English language programs can significantly contribute to improving students' language proficiency and overall academic development.

Key words: autonomous learning, learner autonomy, English language proficiency, university students, higher education in Uzbekistan, independent learning.

Annotatsiya: Avtonom o'qitish oliy ta'lim tizimida, ayniqsa, ingliz tilini xorijiy til sifatida o'rganish (EFL) sohasida muhim tushunchalardan biriga aylangan. So'nggi yillarda globallashtirish va xalqaro muloqotga bo'lgan ehtiyojning ortishi tufayli O'zbekistonda ingliz tilini o'rganishning ahamiyati sezilarli darajada oshdi. Oliy ta'lim muassasalari talabalarning til kompetensiyasini rivojlantirish va ularni global muhitda kasbiy hamda akademik imkoniyatlarga tayyorlashni maqsad qilgan. Ushbu maqsadga erishishda samarali yondashuvlardan biri bo'lgan avtonom o'qitish talabalarning o'z o'qish jarayoni uchun mas'uliyatni o'z zimmasiga olishiga yordam beradi. Mazkur maqolada O'zbekistondagi oliy ta'lim muassasalari talabalar orasida ingliz tilini egallash darajasini oshirishda avtonom o'qitishning roli tahlil qilinadi. Shuningdek, o'quvchi avtonomiyasining nazariy asoslari yoritilib, uning zamonaviy til ta'limidagi ahamiyati ko'rsatib beriladi. Bundan tashqari, mustaqil o'rganish strategiyalari, jumladan, o'zini o'zi boshqarib o'rganish, onlayn resurslardan foydalanish va refleksiv faoliyatlar talabalarning til ko'nikmalarini rivojlantirishga qanday hissa qo'shishi tahlil qilinadi. Tadqiqot natijalari shuni ko'rsatadiki, avtonom o'qitish talabalarning motivatsiyasi, tanqidiy fikrlashi va o'z o'qish jarayonini boshqarish qobiliyatini rivojlantiradi. Shu bois, avtonom o'qitish strategiyalarini oliy ta'limdagi ingliz tili dasturlariga integratsiya qilish talabalarning til kompetensiyasini va umumiy akademik rivojlanishini sezilarli darajada oshiradi.

Kalit so'zlar: avtonom o'qitish, o'quvchi avtonomiyasi, ingliz tili kompetensiyasi, universitet talabalar, O'zbekistonda oliy ta'lim, mustaqil o'rganish.

Аннотация: Автономное обучение стало одним из ключевых понятий в системе высшего образования, особенно в области изучения английского языка как иностранного (EFL). В последние годы значение изучения английского языка в Узбекистане значительно возросло в связи с процессами глобализации и растущей потребностью в международном общении. Высшие учебные заведения стремятся повысить языковую компетенцию студентов и подготовить их к профессиональным и академическим возможностям в глобальной среде. Одним из эффективных подходов, способствующих достижению этой цели, является автономное обучение, которое побуждает студентов брать ответственность за собственный процесс обучения. В данной статье рассматривается роль автономного обучения в повышении уровня владения английским языком среди студентов вузов Узбекистана. Также раскрываются теоретические основы автономии обучающегося и подчеркивается её значение в современном языковом образовании. Кроме того, анализируется, как стратегии самостоятельного обучения, такие как самоорганизованное обучение, использование онлайн-ресурсов и рефлексивная практика, способствуют развитию языковых навыков студентов. Результаты исследования показывают, что автономное обучение способствует повышению мотивации студентов, развитию критического мышления и способности управлять собственным обучением. Таким образом, интеграция стратегий автономного обучения в программы преподавания английского языка в вузах может значительно повысить уровень языковой подготовки студентов и их общее академическое развитие.

Ключевые слова: автономное обучение, автономия обучающегося, владение английским языком, студенты вузов, высшее образование в Узбекистане, самостоятельное обучение.

INTRODUCTION

The role of English as an international language has grown considerably over the last decades. In many countries, including Uzbekistan, English is considered an essential tool for academic development, professional success, and international cooperation. As a result, the government of Uzbekistan has introduced several reforms aimed at improving the quality of foreign language education at different levels of the educational system. In higher education institutions, English language proficiency has become an important requirement for students who wish to participate in international academic programs, access global scientific resources, and compete in the international labor market. However, traditional teacher-centered approaches are often insufficient for developing advanced language skills. Therefore, modern educational practices emphasize the importance of learner-centered approaches that encourage students to take an active role in their learning process.

One of the most effective learner-centered approaches is autonomous learning. Autonomous learning refers to the ability of students to manage their own learning activities, set learning goals, select appropriate strategies, and evaluate their progress. Developing learner autonomy is particularly important in university education, where students are expected to become independent and responsible learners. In the context of Uzbekistan, promoting autonomous learning among university students can play a significant role in improving English language proficiency. By encouraging students to engage in independent study, use various learning resources, and reflect on their learning progress, educators can help learners develop stronger language skills and greater confidence in using English. If the target language itself is the channel of learning, teachers use two pedagogical tools to mediate the target language to learners and enable them to mediate it to themselves: logbooks and posters. Through this article, the author aims to analyze the role of autonomous language learning in developing English language proficiency among university students in Uzbekistan and to highlight the importance of integrating autonomous learning strategies into the modern Uzbek education system.

LITERATURE REVIEW

Learner autonomy refers to learners' capacity to take responsibility for their own learning and actively manage their learning strategies. The concept of learner autonomy was first introduced by Little, who defined it as the ability of learners to take responsibility for their own learning. This responsibility includes setting learning goals, choosing appropriate learning strategies, monitoring progress, and evaluating learning outcomes. In foreign language education, learner autonomy plays an essential role in helping students become active participants in the learning process. Researchers emphasize that autonomous learning does not mean learning without a teacher. Instead, it involves a shift in the traditional roles of both teachers and learners. Teachers act as facilitators and guides, while learners take a more active role in managing their learning activities. According to Benson, autonomous learners are able to conduct their learning process, select appropriate resources, and reflect on their learning experiences.

In the context of English language learning, autonomous learning encourages students to practice language skills beyond the classroom environment. For example, learners may engage in independent reading, listening to English podcasts, watching educational videos, or participating in online language platforms. These activities allow students to develop their language proficiency through continuous practice and exposure to authentic language materials. Furthermore, autonomous learning supports the development of important skills such as critical thinking, problem-solving, and self-regulation. These skills are particularly valuable for university students, as higher education requires learners to manage their own study time and learning responsibili-



ties. Therefore, integrating autonomous learning strategies into English language teaching can significantly enhance the effectiveness of the learning process.

RESEARCH METHODOLOGY

This study adopts a qualitative research approach to examine the role of autonomous learning in developing English language proficiency among university students in Uzbekistan. A qualitative design is appropriate for exploring learners' experiences, perceptions, and attitudes toward independent learning. The participants of the study consist of 30 undergraduate students from different academic years, selected based on their active involvement in English language learning and their willingness to engage in autonomous learning activities.

Data are collected through classroom observations, questionnaires, and reflective journals. Classroom observations are used to identify how students apply autonomous learning strategies during lessons, while questionnaires help explore students' attitudes toward independent learning. Reflective journals provide insights into learners' self-evaluation and progress.

ANALYSIS AND RESULTS

The procedure involves integrating autonomous learning strategies into regular English classes over several weeks. Students are encouraged to participate in self-directed activities such as independent reading, listening to English materials, and using online platforms. The collected data are analyzed using descriptive methods to identify patterns in learner behavior and language development. The findings indicate that autonomous learning has a positive impact on students' English language proficiency. Students who actively engage in independent learning demonstrate noticeable improvement in vocabulary, speaking fluency, and overall communicative competence.

Furthermore, the results reveal that autonomous learning increases students' motivation and confidence. When learners take responsibility for their own learning, they become more engaged and develop a stronger interest in improving their language skills. This supports the idea that learner autonomy is closely related to motivation and self-regulated learning. Another important finding is the role of digital tools and online resources in independent learning. Students who use online platforms, videos, and authentic materials show greater improvement compared to those who rely only on classroom instruction. These tools provide continuous exposure to the language and create opportunities for independent practice.

However, the study also identifies several challenges. Some students initially experience difficulties in managing their time and selecting appropriate learning strategies, indicating that teacher guidance remains essential in developing autonomous learning skills. Teachers should provide structured support, clear instructions, and continuous feedback to help students gradually become independent learners.

CONCLUSION

In conclusion, autonomous learning plays a significant role in developing English language proficiency among university students in Uzbekistan. By encouraging learners to take responsibility for their own learning process, autonomous learning promotes independence, motivation, and active engagement in language learning. The results of the study demonstrate that students who participate in self-directed learning activities show improvement in various language skills, including vocabulary, speaking, and overall communicative competence. Moreover, autonomous learning contributes to the development of essential skills such as critical thinking, self-regulation, and problem-solving, which are crucial for academic and professional success.

In the context of higher education in Uzbekistan, integrating autonomous learning strategies into English language teaching can significantly enhance the effectiveness of the learning process. However, the role of teachers remains important, as students require guidance and support in developing independent learning habits. Therefore, it is recommended that educators incorporate structured autonomous learning activities, provide access to digital resources, and encourage reflective practices in English language classrooms. Future research may further investigate the long-term impact of autonomous learning on students' academic achievement and lifelong learning skills.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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