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ADVANTAGES AND IMPORTANCE OF AUTONOMOUS LEARNING IN TEACHING ENGLISH IN KAZAKHSTAN

The article considers the advantages and importance of independent learning of a student in English lessons in the process of implementing the features of the updated content of education according to the state educational standard of the Republic of Kazakhstan. Scientific research the purpose of the work is to determine the advantages and importance of independent learning in teaching English to secondary school students by conducting a scientific experiment using empirical methods. The relevance of the study is to show an experimental analysis of the impact of the system of independent learning, which is its main tasks, on the self-regulation of students in English lessons, the rapid acquisition of a new vocabulary through effective methods, the ability to speak English fluently, the development of self-directed writing and reading skills of students. The main directions of the study are based on experimental analysis of Secondary School students, monitoring of students' activities during the study. In addition, the educational system of Nazarbayev Intellectual Schools, which are autonomous educational organizations in Kazakhstan, includes features of the updated educational program. Within the framework of the studied topic, theoretical and practical studies of world scientists were considered, on the basis of which practical work was carried out in one of the secondary schools of Turkestan with the help of open-ended questions, questionnaires, and methods of interviewing high school students. The data obtained were summarized, analyzed, and cleared up. As a result, the importance of independent learning in the formation of a student as a world competitive person was determined, and recommendations were made to improve the work under study.

Key words: self-learning, self-management, responsibility, smart goal, result, competitiveness.

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Қазақстанда ағылшын тілін оқытуда дербес оқытудың артықшылықтары мен маңыздылығы

Мақалада Қазақстан Республикасының мемлекеттік білім беру стандарты бойынша жаңартылған білім беру мазмұнының ерекшеліктерін жүзеге асыру барысында, ағылшын тілі сабақтарында оқушыны дербес оқытудың артықшылықтары мен маңыздылығы қарастырылады. Ғылыми зерттеу жұмысының мақсаты эмпирикалық әдістер көмегімен орта мектеп оқушыларына ғылыми эксперимент жүргізу арқылы ағылшын тілін оқытуда дербес оқытудың артықшылықтары мен маңыздылығын айқындау. Зерттеудің өзектілігі оның негізгі міндеттері болып табылатын дербес оқыту жүйесінің ағылшын тілі сабақтарында оқушының өзін-өзі реттеуіне, жаңа сөздік қорды тиімді жолдар арқылы жылдам меңгеруіне, ағылшын тілінде еркін сауатты сөйлеуіне, оқушының өзін-өзі басқара отырып жазылым, оқылым дағдыларының шыңдалуына тигізер ықпалы өте жоғары екендігіне эксперименттік талдау жасап көрсету. Зерттеудің негізгі бағыттары орта мектеп оқушыларына эксперименттік талдау жасауға, зерттеу барысында оқушылардың іс-әрекетін бақылауға негізделген. Сонымен қатар, Қазақстанда дербес білім беру ұйымдары болып табылатын «Назарбаев Зияткерлік Мектептерінің» білім беру жүйесі және жаңартылған білім беру бағдарламасының ерекшеліктерін қамтиды. Зерттеліп отырған тақырып аясында әлемдік ғалымдардың теориялық, практикалық зерттеулері қарастырылды, соның негізінде Түркістан қаласының жалпы орта мектептерінің бірінде жоғары сынып оқушыларына ашық-жабық сұрақтар, сауалнама, сұхбат алу әдістері арқылы тәжірибелік жұмыстар жүргізілді. Алынған мәліметтер жинақталып, сараланып, аналитикалық талдау жасалды. Нәтижесінде, оқушының әлемдік бәсекеге қабілетті тұлға болып қалыптасуында дербес оқытудың маңызды екендігі анықталып, зерттеліп отырған жұмысты жақсарту бойынша ұсыныстар жасалды.

Түйін сөздер: дербес оқыту, өзін-өзі басқару, жауапкершілік, смарт мақсат, нәтиже, бәсекеге қабілеттілік.

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Преимущества и значимость самостоятельного обучения английскому языку в Казахстане

В статье рассматриваются преимущества и важность самостоятельного обучения учащихся на уроках английского языка при реализации особенностей обновленного содержания образования по государственному образовательному стандарту Республики Казахстан. Цель исследования – определить преимущества и важность самостоятельного обучения английскому языку путем проведения эксперимента с использованием эмпирических методов для старшеклассников. Актуальность исследования состоит в том, чтобы показать экспериментально, что система самостоятельного обучения включает следующие основные задачи – саморегуляция учащегося на уроках английского языка, быстрое усвоение нового словарного запаса эффективными способами, свободное владение английским языком, повышение навыков письма, чтения с самоконтролем учащегося.

Дизайн исследования включал эмпирические методы – наблюдение за деятельностью учащихся и анализ самостоятельной деятельности старшеклассников. Отметим, что система обучения «Назарбаев Интеллектуальных школ», которые являются автономными организациями образования в Казахстане, обучаются по обновленной образовательной программе. В начале исследования были изучены теоретические и практические исследования зарубежных ученых. Затем в общеобразовательной школе г. Туркестана была проведена практическая работа с учащимися старших классов с использованием методик «открытых и закрытых вопросов», применения методов анкетирования, интервьюирования. Полученные данные были обобщены, проведен анализ результатов опроса школьников. В результате было выявлено, что самостоятельное обучение имеет важное значение в становлении учащегося современной конкурентоспособной личностью, выработаны рекомендации по улучшению методик обучения в школе.

Ключевые слова: самостоятельное обучение, самоуправление, ответственность, интеллектуальная цель, результат, конкурентоспособность.

Introduction

This topic, on which scientific research is conducted, that is, autonomous learning of students, will become the most effective way for students to master the English language. For some reason, today's scientists study and conduct a comprehensive analysis of the influence of the importance and advantages of self-development on the optimal assimilation of a foreign language on the way to achieving a certain goal, giving a student self-awareness of their daily activities. For instance, according to Judit Kormos and Kata Csizer (Judit K., Kata C., 2014) autonomous learning and effective self-regulatory strategies are increasingly important in foreign language learning; without these, students might not be able to exploit learning opportunities outside language classroom. In this regard, if we add our own opinion, a student who is able to increase their responsibility for their own development will be able to learn a foreign language in an extracurricular time, study in the same subject, improve their knowledge, dexterity, and abilities. He is used to showing fruitful results in any of his actions. When he first feels his influence on the formation of a fully

developed, competitive person on the way to self-formation, he is delighted that he has achieved his goal and becomes an individual person who pursues higher goals, has a broad outlook, and has developed leadership skills in any task.

The updated content of Education, which aims to provide students with high-quality education through an optimally systematic education reform that meets the world educational space, provides for their significant contribution to the dynamic development of the country's economy in the future. Since September 2016, the system of education in secondary schools in Kazakhstan has switched to the updated educational program. While the main goal of the education system, which was taught in the traditional format before that time, was to provide students with theoretical knowledge, the main feature of the updated content of education was that it was aimed directly at practice through tasks based on a critical approach, aimed at the individual development of each student, increasing the horizons of students. As Albina says, (Auezova A., 2018) according to the updated program, the world education system is aimed at attracting students to competitiveness, becoming a high-quality specialist who

knows how to find his place in society. And until now, we all know that in general education schools in our country, students are not sure of the expected result, choosing a profession under the influence of various influencing factors, and in the end, they are not able to get involved in the specialty they studied. Indeed, in the process of pre-educational learning, no attention was paid to how correctly and rationally the acquired knowledge, skills and abilities of a student can meet their needs in real life. In fact, students chose their future professions based on their own interests, actively participated in practical work on their future professions, and did not have a focus on developing critical thinking skills.

At the first time, when the education system underwent radical changes and switched to the updated content of education, the ability of students to meet all the basic requirements of this education system was not at a very high level. In general, only through the personal development of a student can it be possible to form a competitive personality that meets the requirements of the updated content of Education.

The purpose of the state program for the development of education and science in the Republic of Kazakhstan for 2020-2025 is (Adilet., 2018) "Education and training of the individual on the basis of universal values and increasing the global competitiveness of Kazakhstan's education and science. Increasing the contribution of science to the socio-economic development of the country". In order to achieve this goal, it is important to understand that the student is primarily responsible for mastering high-quality knowledge, setting a goal for his / her personal development. It should be noted that in general, high school students are currently reluctant to fully fulfill their duties. In this regard, based on the specifics of the updated education system, independent training of students is of particular importance for the optimal and effective implementation of the above-mentioned goal of the state program for the development of education and Science for 2020-2025.

In Kazakhstan, there are many Kazakh youth who participate in World Educational Olympiads and win grants for higher education abroad. We can meet them among the graduates of Nazarbayev Intellectual Schools. "Intellectual schools are autonomous educational organizations created for the purpose of carrying out educational activities, including in the field of additional education" (Adilet., Chapter 2., 2015 № 337-V). For the first time in the country, Intellectual Schools were opened on the initiative of the first president N. A. Nazarbayev in the

modern city of Nur-Sultan (formerly Astana). As we have already noted, as a result of the existence of an independent educational organization, intellectual schools are leading in providing quality education to students. If general secondary schools of the country were also transferred to a mass autonomous educational organization, we would achieve a significant fruitful result in the educational process of the country. "Extracurricular activities are activities of the University, Intellectual Schools, which are carried out in the form of activities, the list of which is approved by the decision of the relevant board of trustees, aimed at the comprehensive development of students and the realization of their individual abilities" (Justice., Chapter 1., 2011. Law No. 394-IV). As you can see from this argument, if additional extracurricular activities in other secondary schools were systematically approved and implemented by the school administration, it would have a positive impact on the comprehensive development of students, expanding their horizons and obtaining high-quality education. In any case, independent training will have its advantages. Independent training of students will allow them to develop independently, set SMART goals for themselves, and become competitive people in the world educational space.

We note some factors that negatively affect the autonomous learning of high school students in the country, such as the fact that they feel unable to complete a task; the feeling that they do not need to complete a task to the end; the feeling that it is enough to perform a task with a small amount of effort and limited effort; the feeling that they have been given a small task. The main task of this research is to provide a theoretical description of the advantages and importance of autonomous learning of students, as a result of which one of the main tasks was to conduct empirical experimental research. The relevance of the study is to improve the level of education of young people of Kazakhstan in accordance with world standards by conducting an analysis of the importance of Independent Education in the country through question-answer, survey methods.

Literature review

Holec (1981) describes autonomy as, "the ability to take charge of one's learning" (Thanasoulas D., 2000). The importance of autonomous learning of a student in language subjects can be seen from the definition of autonomous learning by Holec. Because a student who has the opportunity to take responsibility for learning can achieve high success in learning a foreign language in a short period of

time. Building upon this broad definition, researchers came up with their operationalized definitions to suit their particular research purposes and paradigms (Nguyen, Tangen, & Beutel, 2014).

Learner autonomy (Nima S.M., & Razieh B.J., 2012) in language education is interpreted in various ways, and various terms such as 'learner independence', 'self-direction', and 'independent learning' have been used to refer to similar concepts. It is noteworthy that autonomy as a social process can be interpreted in terms of a point of a departure from education as well as in terms of redistribution of power attending to the construction of knowledge and the roles of the participants in the learning process. According to scientists, the idea of autonomous learning as a point of departure from knowledge comes to the understanding that if a student independently searches for and develops oneself, the curriculum and teaching teachers may not be necessary. However, we do not agree with this opinion, because no matter how autonomously the student develops and forms himself, he must necessarily have a teacher who will give him the right direction. In addition, in order to follow the global education system, it is necessary to master school curricula in a timely manner. Just as the education system of every developing country is formed at the world level, the state standard curriculum of our country is based on the education system of the world's developing countries.

In an era where information and knowledge are updated ever faster, learners' autonomous learning ability (Ruiqi Zhou & Yiyi Bao, 2018) becomes more and more important and is even regarded as one of the key factors to pedagogical success and lifelong learning. Academic motivation is considered as a powerful factor for students in terms of doing their homework and making them more interested in learning (Artino & Stephens, 2009). This concept represents the difference of students' effort for doing their homework. Hence it is recognized as a significant factor in teaching and training.

According to these researchers (Jorge, Peña, Wanda, María, Carlos, 2014) the problem is especially noticeable in the practical teaching of foreign language, where student mentoring and supervision is much more necessary, and learning must be completely personal and manipulative. As we have already noted, despite the autonomous abilities of the student, the help, support, and correct guidance of the teacher in the course of the lesson is extremely necessary and important. Because despite the fact that the student carefully and at a high level performs the tasks set during the lesson, the teacher is

responsible for the knowledge received and the educational material learned. That is, only a teacher can determine whether a student is moving in the right or wrong direction. When asked to describe the students' beliefs and behaviors of autonomous learning (Bin Shen, Barry Bai, Weihe Xue, 2020) Miss Alice reported that the majority of English major students were serious about their study and worked hard. They may need the teacher to tell them what to do in details since they lacked learning strategies and were not self-infinite enough, but they were able to accomplish their assignments quite independently without seeking much external help.

World researchers say that (Hakan, Bulent, Nihal, & Hatice, 2015) learner autonomy is frequently debated among English language teachers and scholars around the world. From the perspective of Self-determination theory, autonomy supported learning environment has close relation with intrinsic motivation, higher perceived competence and academic achievement. According to this view, in the course of conducting research, it was noted that it is important to motivate and lead the student forward in the development of autonomous abilities. Learning a language in (Jennifer Bown) Individualized Instruction gives you a lot of flexibility to decide what you are going to study, when, and how. Individualized Instruction is also unique in that you, the student, may no longer rely on a teacher for direction, but must take on the responsibility of managing your own learning. We can fully agree with Jennifer, because it speaks about the importance and advantages of autonomous development. Of course, the course of language learning will be productive and high-quality only if the student is provided with tasks aimed at his / her personal development, setting a clear goal for himself / herself. At the same time, one of the most important advantages of autonomous learning is to show high results in learning a foreign language, without relying on the help and support of a teacher, while being responsible for improving their knowledge

We would like to mention that in the course of the research, we were convinced of the importance of autonomous development of students as a result of a survey of students using the Before / After method. After all, being autonomous, a student can set a lot of goals in one simple English lesson and develop himself as a competitive person on the way to achieving this goal. Michael & Nancy considered that (Michael K. Ponton, & Nancy E. Rhea, 2006) self-regulation enables a person to select and manage pertinent activities in order to realize goals. Lastly, self-reflection refers to a person's ability to

think about the consequences of past experiences, thereby shaping subsequent beliefs, attitudes, intentions, and behaviors. As evident from these inherent human capabilities, SCT recognizes the primacy of thought in action.

According to the opinion of world researchers, they believe that (*Raymond A. Noe, & Jill E. Ellingson, 2015*) autonomous learning in the workplace is an important and emerging area where practice is evolving and innovating. Indeed, the result of the work will be high-quality, when the student will concentrate all his inner thoughts, attention, think deeply and quickly in critical terms, express a valuable idea, and effectively use his autonomous abilities in the course of the lesson.

Learner autonomy (*Anna N. Oveshkova, 2018*) is the necessary basis for improving language proficiency, which is understood as students' substantial knowledge, skills related to this knowledge and students' attitude (i.e. the belief that their proficiency in EFL is a valuable resource and willingness to increase the level of language proficiency). This definition to a certain extent correlates with the one in the Common European Framework of Reference for Languages (CEFR).

Research questions

What caused the preparation and implementation of updated general education programs in the framework of updating the content of Secondary Education in schools of Kazakhstan? The updated educational program, introduced into the educational process of our state, is a new program that meets the needs of the future generation in accordance with the requirements of the time. The peculiarity of the school in the context of the updated content of education is that educational achievements are productive, and the educational process is characterized by the active activity of students in "finding" knowledge in each lesson. However, all the requirements of the updated content of education are being implemented at the highest level? Unfortunately, there are serious problems in the effective implementation of the main factors of the education system that affect the development and prosperity of the country, such as the education of a student in accordance with world standards; the education of a competitive personality; the formation of successful life skills; the education of a citizen of the world; the development of practical skills; improving functional literacy; improving the professional skills of a teacher. For example, in English lessons, a teacher faces various obstacles in each lesson, such as slow learning of

the language, low vocabulary in English, low listening, pronunciation, reading and writing skills of students. Of course, it is possible to consider ways to solve such problem situations through the system of Autonomous Education, which is of interest to scientists around the world, and which is used in our country's "Nazarbayev Intellectual Schools".

Descriptive approach

First of all, when we hear the phrase "Autonomous Learning" there will occur a question about "What is autonomy in the classroom?" In order to answer for this question, let's give the definition of this phrase. According to Nesrin Oruç Ertürk (*Nesrin O.E., 2016*) in order to qualify as an autonomous learner, one should independently choose his/her aims and purposes and sets goals; decides on the learning materials, methods and tasks; and purpose in organizing and carrying out the chosen tasks; and chooses the criteria for evaluation. We absolutely agree with Nesrin's great opinion about autonomous learner and we also would like to add that autonomy in the classroom it is learner's self-regulation during the lesson, self-control for one's learning outcomes, and it is also a learner's charge of her/his own learning.

Explanatory approach

Let's look through at the researchers' example about the importance of being learner autonomy. (*Zacharoula P., & Anastasios A.E., 2017*) Mariana "proactively" seeks out knowledge: she sets her learning goals, regulates her efforts, allocates study – time, monitors her progress, and seeks help when needed, critically reflects on her learning, and gradually, becomes aware of her learning needs. In this example, Mariana is an autonomous and self-regulated student. When a student is autonomous, the learning is possible to be efficient because it is primarily important for herself.

Evaluation approach. In order to make students autonomy learner teachers should be aware of how useful and effective is the autonomous learning, what role does it play in teaching English language effectively, and what are the advantages and disadvantages of autonomous learning. A student who has autonomy learning abilities can be as follows:

- Responsible for his/her own learning;
- Sets clear goals for himself/herself;
- Can have a broad outlook, critical thinking skills;
- Able to conduct self-control;

- Able to make demands on herself/himself;
- Responsible to academic performance;
- Develops versatile abilities not only in the classroom, but also in everyday life;
- Open to friends and sociable when working in a group;
- Can have leadership skills;

Methodological approaches. In the course of this research work, many problematic questions arose about the emphasis on autonomous learning of students in teaching English. Based on the basic principles of World educational standards, the advantages and importance of autonomous learning of students play a significant role in the education system of our country, while humanitarian scientists, especially teachers teaching a foreign language, study this topic in detail and recommend its effectiveness.

Materials and methods

Data collection instruments. Action research. The relevance of the topic under study is directly related to the study, observing the activities of students during the lesson. At the same time, the main problems that prevent students from learning autonomously and improving themselves were identified by the method of control. The method of action research is directly closely related to the method of control. As Janez Vogrinc & Milena Valencic Zuljan said, (Janez.V., & Milena V.Z., 2009) quality performance of the increasingly important professional role of the teacher requires a continued learning and professional growth of every individual. Action research represents one of the important factors in teachers' professional development, in particular when it is designed as a collaborative process involving teachers and researchers. This opinion is very correct, because the skill of the teacher is very necessary in order to study the student's behavior in the classroom and draw conclusions from it. In this regard, the study of the process of obtaining a student's knowledge is of great benefit to both the student and the teacher. The problem that hinders the student's high-quality assimilation of educational material during the lesson is identified by the teacher's unobtrusive control, strengthened by the process of correcting it, developed, and correctly formed thinking. And for the teacher, the method of studying the student's activities is a way to develop creative, competent abilities. After all, before considering the methods of developing a student, a master teacher identifies obstacles that make it difficult for them to effectively

master the lesson, and first examines ways to eliminate them.

Control method. According to Yeh, S.w. & Lehman, J.D (Yeh, S.w. & Lehman, J.D., 2001) learner control was especially beneficial for students with lower ability in English learning strategy use. Here it should be noted that 'Control method' is very useful in order to support and scaffold the students with low ability. Teachers can reinforce them by observing their actions during the lesson that if they are having difficulties in understanding the explained subject materials. In order to make them understand, teachers can put those open questions that they could understand and realize the learnt materials while doing the differentiation tasks.

Survey. Depending on the topic under study, the survey method is of great importance. This is because the survey method is one of the most effective research methods used anonymously to get honest feedback from students or teachers. In this study, respondents participating in the survey were given open and closed, as well as multiple-choice questions, and their voluntary participation in the survey was provided. The survey was conducted in a competent and high-quality manner using the Before / After method and valuable feedback from respondents. The survey materials were developed in connection with the identification of the advantages and importance of independent teaching of the English language in general secondary schools in the country.

The hypothetical concept of the research was as follows:

- Students are able to search for themselves and show quality results;
- Allows students to form themselves as a broad-minded, developed person;
- Students can meet their needs;
- Will be able to achieve a certain result by setting smart goals;
- Will be able to solve a difficult task in a simplified way and achieve the goal through critical thinking;
- Will be able to clearly understand what they need and use their time effectively to achieve it.

The research work was divided into three stages: the first, the middle and the last final part. At the first stage, information was obtained using the questionnaire method, without conducting any experimental experiments, in order to find out the general opinion of students about independent learning. In the middle period, it included the work of an experimental study conducted on students based on the data obtained through the initial

survey. In the final part, an expert analysis of the data obtained through open and closed questions to teachers and research work conducted for students in the amount of one month revealed the priority of the importance and advantages of independent development of students in teaching English in the country, which is the relevance of the research topic.

Results

As a result of the research, a questionnaire was taken from teachers to find out their opinion about autonomous learning. The answers of the respondents showed the effectiveness of the autonomous method of teaching a student in English.

In the course of writing this scientific article, analysis and descriptive reviews of the research of many world scientists were developed. As a result, some of the weaknesses in the country's education system were identified, as well as factors that negatively affect the high quality of Education. In this regard, conducting an in-depth study of the features of the updated educational program, it was found that in order to implement the main goals and objectives of this program, it is necessary to form, develop, and control the self-esteem of a student sitting at a school

desk. Only by setting a clear, concrete goal for each student and taking responsibility for achieving this goal, a student can achieve the dominant result indicated for the purpose of learning. In accordance to this, as a result of the research, a questionnaire was taken from teachers to find out their opinion about autonomous learning. The answers of the respondents showed the effectiveness of the autonomous method of teaching a student in teaching English. Also, in order to determine their autonomous abilities, a questionnaire was also taken from students, which included several questions. As a result, it was noted that students have a high ability to become autonomous students. Most students believe that it is better to learn by making themselves responsible for their learning goals.

Discussion

In order to be clear and to provide evidence for the analysis of the study as we have already mentioned, a questionnaire was first taken from English Language teachers, based on their opinion on the effectiveness and benefits of the autonomous method of teaching, which included several selected questions. The result of the survey was as follows. Table 1.

Table 1 – The responsibilities of learners' in autonomous learning

№	In determining the importance and advantages of autonomous abilities, specify the relationship between the teacher and the student of the following actions.	Teachers	Students
1	Make the lesson interesting	27.6 %	72.4%
2	Set aside a certain amount of time to complete the task	56%	44%
3	Choose which task to complete	16%	84%
4	Evaluation of the lesson learning process	21.3%	78.7%
5	Select the task to complete	80%	20%
6	Explain how a learner is learning	40%	60%
7	Error correction	18.6%	73.4%
8	Control over the assimilation of knowledge during the lesson	48%	52%
9	Be a leader in achieving a specific goal	31.4%	68.6%
10	Be interested in English	49%	51%

About 30 subject teachers took part in the survey. As a result of the survey, 27.6% said that the interesting conduct of the lesson was related to the teacher, while 72.4% said that the percentage was related to the student. According to subject teachers, the interesting conduct of the lesson di-

rectly affects students who can have autonomous abilities. Because they say that if teachers give students more opportunity for being autonomous in the classroom, students try to use the freedom and show efficient result of their learning process. At the same time, it is easy to see from the interview

of teachers that the most important advantage of autonomous students is the ability to correct mistakes made by them, and learn from their mistakes by self-regulating autonomous ability. It is clear from the survey results, which showed 68.6 percent, that students should play a leading role in achieving their goals. It should be noted that as a result of the survey, the assessment of the study of educational materials on the way to achieving educational goals showed 78.7 percent, and the ability to assess the student's self-esteem and analyze the

achievement of the goal showed the highest importance of autonomous learning.

A questionnaire was taken from the students too, which included autonomous abilities. A total of 28 students of 8 "A" class took part in the experimental work. The questionnaire was taken earlier than the control method used to identify students' autonomous abilities, and the student attendance process was taken under control when action research method provided, depending on the answers they gave in the questionnaire. Table 2.

Table 2 – Questionnaire for identifying learners' autonomous abilities

№	To what extend do you agree with these statement?	Yes, I agree	No, I do not agree
1	I am personally responsible for my studies.	28/24 students	28/4 students
2	Only through critical thinking I can complete a given task.	28/23 students	28/5 students
3	It is important for me to search on my own and achieve my goal during the lesson.	28/25 students	28/3 students
4	Only when I am active the problems will be solved.	28/24 students	28/4 students
5	Technological resources are a great opportunity for me to explore and work on my own.	28/22 students	28/6 students
6	Engaging in extracurricular activities is important for my ability.	28/26 students	28/2 students
7	I constantly set a specific goal and evaluate the work done to achieve this goal.	28/21 students	28/7 students
8	Self-management is important in shaping myself.	28/26 students	28/2 students
9	Making the most of my time in class leads me to success.	28/23 students	28/5 students
10	Only when I work intensively the difficulties will be solved.	28/26 students	28/2 students

As a result of the survey in the second table above, it can be seen that students are ready for autonomous learning. As learner autonomy can evolve out of an autonomous classroom, L.Legenhausen's language – learning model (Legenhausen L, 2018) is of interest. In it, the learner has three roles:

- a communicator (using English in authentic situations, learners master communicative skills);
- an explorer/experimenter (analyzing English, learners build their language awareness);
- an intentional learner (monitoring learning, students develop their learning awareness);

In this regard, one of the main tasks of the teacher today should be to support Legenhausen's model of language learning, to form a student with autonomous abilities, who monitors the student's own knowledge, effectively master the English language with clear SMART goals. Because, as Legenhausen noted, the advantages and importance of autonomous learning are very high in the study of a foreign language. We were able to observe the 4-week method of Control, conducted on the basis of a survey of students of the 8th "a" class, in order

to confirm and prove their opinions, as well as to determine their autonomous activity, during the experiment; it was found that the autonomous abilities of students were very high.

Conclusion

According to the above data, this research work was important with the true conclusion of a survey of students and subject teachers. While the purpose of the research work was to identify the advantages and importance of autonomous learning, we achieved this by conducting empirical research on students of the 8th grade of general secondary school, making a theoretical description of the scientific research of researchers from all over the world.

The relevance of the research work was to clarify and identify through the results of the study the advantages and importance of autonomous learning, which is the most important factor in effective teaching of the English language. According to this, the hypothetical concept of the research work became available as a result of expert and analytical

analysis. With the help of action research method and the result of observation lesson we could get improve our hypothetical concept, which we mentioned above the article, such as: students are able to search for themselves and show quality results; allows students to form themselves as a broad-minded, developed person; students can meet their needs; will be able to achieve a certain result by setting smart goals; will be able to solve a difficult task in a simplified way and achieve the goal through critical thinking; will be able to clearly understand what they need and use their time effectively to achieve it;

We would like to mention that there are other problematic research works on this topic. For example, in particular, ways to develop students' autonomous abilities; the importance of teacher skills in improving autonomous learning; the role of teachers in autonomous learning; If we do, in future, research study under these actual problems through empirical research methods, we absolutely believe that it will help in solving the problems in implementing the following features of updated education program,

such as: presentation of the content of the discipline on the spiral principle; hierarchy of learning goals according to bloom's taxonomy; transfer of "common topics" within the same educational framework and in order to implement interdisciplinary links; organization of the educational process through long-term, medium-term and short-term plans; increasing the educational potential of learning, forming moral and spiritual qualities of students; setting a pedagogical goal for a full course of study, which allows us to take into account the continuity of the discipline between the levels of Education; compliance of the content of sections and proposed topics with the requirements of the time, attention to the formation of social skills; systematic and active approach to learning (active participation of students in the educational process).

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