

## THE TEACHER'S ROLE IN DEVELOPING LEARNER AUTONOMY

**Abstract.** The author of the article analyzes the concept of "learning autonomy" based on the works of foreign experts, provides different views on the interpretation of this concept. The article discusses the role and functions of the teacher in the development of learner autonomy. The components of learning autonomy are also described.

**Keywords:** learning autonomy; learner autonomy; self-education; self-organization.

**Аннотация.** Автор статьи анализирует понятие «учебная автономия» на основании трудов зарубежных специалистов, приводятся различные взгляды на толкование этого понятия. В статье рассматривается роль и функции преподавателя в развитии автономии учащихся. Также описаны компоненты учебной автономии.

**Ключевые слова:** автономное обучение; автономия обучающегося; самообразование; самоорганизация.

It is safe to say that the idea of continuing education is key for modern education around the world. Among the requirements for specialists in various fields are the willingness to improve their skills through self-education, the ability to think critically independently, make independent decisions and take responsibility for them. It is these requirements that justify the importance of learner autonomy in education.

Learner autonomy is a new trend in education which emphasizes students' engagement in their own learning. The word «autonomy» comes from Greek «αὐτονομία» which literally means «setting law for oneself». The idea of a student taking the responsibility over his studying, hailed by learner autonomy ideologists, is not new. Galileo Galilei said: «A person cannot be taught. One can only help a person reveal everything in oneself» [1].

Despite the fact that the concept of "learning autonomy" is currently widely used in linguodidactics, it does not have a single interpretation. The term "learner autonomy" appeared before the start of the Bologna process. The initial definition of learner autonomy was proposed by by Henri Holec, the "father" of learner autonomy. Learner autonomy is understood as «the ability to take responsibility for their learning activities in relation to all aspects of this learning activity: setting goals, determining content and consistency, choosing the methods and techniques used, managing the learning process, evaluating the result» [3].

In the theoretical works of foreign researchers, the term learner autonomy is defined both in the affirmative form – what is autonomy, and in the negative form – what is not autonomy. The approach of L. Dickinson deserves special attention, where autonomy is considered in comparison with such concepts as self-direction, individualized instruction and self-access instruction.

The main key to understanding this terminology, according to L. Dickinson, is the concept of student responsibility for learning new things and determining the scope of distribution of this responsibility in the educational process [2]. In other words, the essence of understanding this terminology lies in determining the degree of student involvement in the learning management process and the degree of its distribution responsibility for aspects of learning.

One of the characteristic points concerning the ideology of learner autonomy is the role of the teacher in autonomous learning. In traditional teaching, it is the teacher who translates knowledge, sets learning goals and objectives, organizes reflection on the work performed by students, while the concept of educational autonomy provides for the implementation of these actions by students themselves. However, this does not mean that learning in the conditions of learner autonomy can successfully proceed without the participation of a teacher. The role of the teacher, according to E.N. Solovova, consists not only in broadcasting knowledge to students, but also in performing the roles of consultant, strategist and partner in foreign language communication. At the same time, the teacher should share responsibility with the students for the results obtained during the educational process [4].

As the concept of learner autonomy was gaining its theoretical justification, certain attention was paid to the teacher role in the context of this concept. For example, P. Voller marks three stages of teacher-student interaction:

- 1) the transition of educational process control from the teacher to the student;
- 2) partnership relations with students;
- 3) observing applied learning strategies and the ways of interacting with students from the teacher side [5].

The concept of «learning autonomy» is often criticized due to the fact that it does not adequately reflect the role of the teacher in independent learning. However, learning autonomy does not involve giving up the teaching position, defining a role different from traditional teaching. In addition, in the process of developing learner autonomy, students need the support of a teacher to achieve the highest results. We support the majority of modern foreign researchers (M.A. Airiyan, E.N. Solovova, N.F. Koryakovtseva, T.Y. Tambovkina, I.D. Trofimov, M.V. Plekhanov, I.N. Khmelidze, L. Dickinson, P. Bommel, etc.), who emphasize that currently the teacher in the educational process receives the moderator function when he informs, advises, encourages the student to do something. The Chinese specialist S. Yan ascribes the teacher place in the context of learner autonomy to the following roles:

1) Organizer – the teacher takes the responsibility for organizing classroom activities, offering appropriate and effective tasks that will best meet students' needs and expectations. The teacher should be aware of the importance of giving clear instructions to what it is to be done.

2) Facilitator – the teacher lends students psycho-social and technical assistance. Psycho-social assistance implies the ability to motivate students which helps them overcome difficulties. In addition, psychological and social support from the teacher helps students to get rid of insecurity and endure increasing work capacity. Technical assistance includes helping students plan and carry out learning activities, evaluate progress and acquire knowledge and skills. In the classroom learning environment, the teacher encourages students and corrects their mistakes.

3) Counselor – the teacher must show the example of effective communication with an attempt to mesh speaker intention and hearer interpretation [6].

The teacher needs to realize that her main task is no longer that of knowledge transmission, but more in the area of task setter, counsellor and resource person. As the learners take on more responsibility for establishing their learning needs, for choosing their methods, for looking up information themselves, they will seek the teacher, above all, for guidance and for feedback on the way they choose to proceed.

The teacher aware of her own personal influence on the learning process. She is aware of her own beliefs, attitudes, skills, and practices relating to autonomy; she is conscious of her own learning experience and her level of autonomy as learner; she knows her students' affective and cognitive characteristics and their attitudes and skills relating to autonomy.

The analysis of the essence of the concept under study allowed us to identify the structural components of learning autonomy: psychological, methodological, social and cognitive.

The psychological component presupposes the presence of stable motivation and self-confidence.

The methodological component includes the identification of their own educational needs, setting educational tasks for students, managing their own educational process (planning, choosing means and methods of educational activities, self-organization), self-assessment, analysis of educational results and achievements. The social component involves communication with native speakers and cooperation with other students (pair work, group work).

The cognitive component includes awareness of one's own learning style and mastery of learning strategies.

The activity of the teacher on the formation of learner autonomy in the learning process should be to help students solve the following tasks:

- to form certain skills necessary for the implementation of educational and cognitive activities;
- develop the necessary skills by applying them in practice; learn how to apply them in real educational and professional activities;
- check the effectiveness of these skills (already formed) in real educational and practical situations;
- learn to reflect on their own educational and cognitive activities;
- learn to apply the formed skills in professional activity.

Based on the presented arguments and based on the interpretation of the concept of "autonomy" proposed above, we formulate the functions of the teacher:

- direction and regulation of students' work on familiarization and development of new educational strategies and tactics,

- formation of students' ability to set goals, self-esteem, self-reflection and correction of their own educational and cognitive activity;
- rational organization of students' self-study;
- formation of students' ability to transfer the obtained results to other educational and life contexts.

In autonomous learning, learner and teacher are partners in the learning process. The teacher is the learning expert, and the learner is the expert on him/herself. The teacher promotes the formation of students' learning competence, the accumulation of procedural knowledge, the organization of their own methods of educational actions to achieve the goal, forms the ability to actively and consciously manage their own educational and cognitive activities.

#### References

1. Benson, Ph. Teaching and Researching: Autonomy in Language Learning (2nd edition). – 2001. – 272 p.
2. Dickinson, L. Self-instruction in language learning / L. Dickinson. – Cambridge: Cambridge University Press, 1987. – 200 p.
3. Holec, H. Autonomy in Foreign Language Learning / H. Holec. – Oxford: Pergamon, 1981. – 87 p.
4. Соловова, Е.Н. Методическая подготовка и переподготовка учителей иностранного языка [Текст] / Е.Н. Соловова. – М., 2004. – С. 83.
5. Voller, P. Autonomy and interdependence in language learning, Does the teacher have a role in autonomous learning. – 1997. – 105 p.
6. Yan, S. Journal of Sociological Research, Teachers' roles in autonomous learning. – 2012. – 559 p.

ӘОЖ 37.048

Готтинг В.В.

П.ғ.к., доцент, Әбілқас Сағынов атындағы Қарағанды техникалық университеті, кафедра ҚХА және ӘГП, Қазақстан, Қарағанды қ., gottingv@mail.ru

Магістрант Ербол А.,

Академик Е.А.Бөкетов атындағы Қарағанды университеті, aigerim.erbol.99@mail.ru

#### ҮЗДІКСІЗ БІЛІМ БЕРУ ПРОЦЕСІНДЕ КӘСІПТІК БАҒДАР БЕРУ ЖҰМЫСЫН ҰЙЫМДАСТЫРУ

Аннотация. Мақаланың мақсаты - кәсіптік бағдар беруді үздіксіз процесс ретінде қарастыру, кәсіптік бағдар беру жұмысындағы білім берудің барлық сатыларының сабақтастығының қажеттілігін дәлелдеу. Кәсіптік бағдар беру жұмысының болашағы оның негізгі кемшілігін – жүйенің болмауын жеңумен байланысты екендігі дәлелденген, сондықтан оны педагогикалық университеттердің ерекше құрылымына енгізу керек. Кәсіптік бағдар беру жұмысын ұйымдастыруда білім берудің барлық сатыларының сабақтастығына негізделген жүйелі-қызметтік тәсіл қолданылуы тиіс. Мақалада жасына байланысты кәсіптік бағдарлау позициясын қалыптастыру қажеттілігі негізделді. Авторлар кәсіптік бағдар беру жүйесі кәсіби дағдыларды дамытып, жеке тұлғаға бағдарланып, адамды үнемі өзгеріп отыратын жүйе ретінде қарастырып, құзыретті мамандар жүзеге асыруы керек екенін атап көрсетеді. Ғылыми жаңалық: мақалада дәстүрлі және постмодерндік элементтерді біріктіретін орыс қоғамының өтпелілігін ескеретін кәсіптік бағдар беру жұмысын ұйымдастыруға жаңа көзқарас ұсынылған. Практикалық маңыздылығы: мақаланың негізгі ережелері кәсіби бағдар беру қызметімен айналысатын мамандардың құзыреттерін анықтауға көмектеседі.

Кілт сөздер: кәсіптік бағдар беру; кәсіптік бағдар беру жөніндегі кеңесшілер; кәсіптер палитрасы; ерте кәсіптік бағдар беру; жоғары-кәсіптік дағдылар; кәсіптік бағдар берудегі жүйелі-қызметтік тәсіл.

Аннотация. Цель статьи-рассмотреть профориентацию как непрерывный процесс, доказать необходимость преемственности всех ступеней образования в профориентационной работе. Доказано, что перспективы профориентационной работы связаны с преодолением ее основного недостатка – отсутствия системы, поэтому ее необходимо включить в особую структуру педагогических вузов. В организации профориентационной работы должен применяться системно-служебный подход, основанный на преемственности всех ступеней образования. В статье обосновывается необходимость формирования позиции профориентации в зависимости от возраста.