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## Theoretical foundations for the formation of students' language learning strategies in the English language classroom

This article examines the effectiveness of language learning strategies in teaching English to secondary school students. Language learning strategies encompass a range of actions that actively contribute to a learner's self-development, enabling them to independently acquire new knowledge, assimilate social experience, and become a socially adept individual. In essence, these strategies help individuals become effective learners. The authors emphasize that in the current stage of education, fostering students' desire and ability to manage their own activities is a crucial aspect of the learning process in general education schools. This includes initiating actions, setting appropriate goals and tasks, making corrections, evaluating results, and planning future learning and cognitive activities. The authors identify the following types of language learning strategies: personal strategies (related to personal and professional self-determination), regulatory strategies (organizing students' learning activities through planning, prediction, correction, and evaluation), cognitive strategies (developing general academic and logical abilities), and communicative strategies (cultivating students' social competence). The article places particular emphasis on the educational nature of cognitive learning activities, which contribute to the formation of learners' new consciousness and increase their motivation to learn a foreign language. Various tasks are provided as examples to support these concepts within the article.

*Keywords:* language learning strategies, activity approach, competence, reflection, cognitive, metacognitive, affective, social, communicative.

### Introduction

The development of modern school education standards is based on the idea of education as an institution of personality socialization, which derives from the main provisions of L.S. Vygotsky's cultural-historical concept of the Socialisation Institute. The cultural-historical system-activity approach defines, firstly, the main goals of education as an institution of socialization and, secondly, a set of value-normative characteristics of a student's personality as an ideal representative of civil society. The priority of the new educational standards is the implementation of the developmental potential of education.

Issues concerning the standard of education and interpersonal connections hold significance during pivotal periods of societal transformation and in times of emerging crises that demand change. The advent of new circumstances undermines conventional and established ways of living, requiring modifications across all social domains, including education and the intricate network of social relationships. Throughout history and into the future, education consistently stands as the genuine asset and primary catalyst for societal progress, thereby highlighting the necessity to reevaluate its significance.

In its original sense, the notion of "education" means an adult's acquisition of an image of the world and his or her place in it. The rapid changeability of the modern world and its dynamism determine the social order for education and orient the teacher's activity towards the development of students' ability to live and function successfully in the constantly changing world.

Language learning strategies (LLSs) encompass a range of actions that offer students a broad perspective across various subject areas, fostering both their knowledge and motivation to learn. In a broader context, the term "language learning strategies" refers to the skills of self-development and self-improvement through conscious and active engagement with new social experiences. In a narrower, psychological sense, it

specifically refers to a set of methods employed by students to independently acquire new knowledge and skills, including organization of the learning process.

Language learning strategies form an interconnected system where the development of each type of LLS is influenced by its relationship with other types and follows the general logic of age-related development. The universal nature of these learning activities is evident in their transcendent and cross-disciplinary characteristics, as they facilitate the stages of mastering learning content and cultivating students' psychological abilities.

### *Experimental*

LLSs addressing the broader goals of cultural, personal values, and cognitive development of students are implemented within the comprehensive educational framework, encompassing subjects, disciplines, and meta-disciplinary activities [1; 39].

Since their introduction in 1975, it has become difficult to define language strategies. Researchers have made several attempts to create a common terminology and describe these strategies, but there is still no consensus. In the context of Teaching English as a Foreign Language (EFLT), language strategies refer to the thoughts or actions that students take to improve their learning and use of a foreign language. According to Rigney's (1978) definition, language strategies are processes associated with the acquisition, storage, retrieval and application of information. Tarone (1983), in turn, viewed them as attempts to develop linguistic and sociolinguistic competencies in the target language. Other researchers such as Wenden and Rubin (1987) have described language strategies as plans, procedures, or sets of activities that learners use to facilitate the acquisition, storage, retrieval, and use of information. [2].

Typically, existing systems for classifying language strategies divide them into three main types: cognitive strategies, metacognitive strategies, and affective or social strategies (Gan, Humphreys, Hamp-Lyon's, 2004). Students may use these strategies both consciously and unconsciously. In 1990 Oxford developed a widely accepted classification system that separates strategies into direct and indirect categories. Direct strategies include memory strategies, cognitive strategies, and compensation strategies, while indirect strategies include metacognitive, affective, and social strategies.

Cognitive strategies as a means of forming language learning activities are recognized to provide the creation of motives for learning, and with the help of which you can cause a focused activity of the student, determining the choice of tools and techniques to achieve the goal of learning a foreign language at the initial stage. The result of including the student in creative cognitive activities is the acquisition of a motivational basis for compulsory learning and cognitive tasks.

The term metacognition, along with a person's awareness of their thought processes, also refers to unconscious manifestations in the cognitive process. One of the directly labeled applied goals of metacognitive development is "to teach a person to learn". Metacognitive development is assumed to have an impact on academic performance. Identification and awareness of one's individual thinking traits is practically applicable to the effectiveness of learning at all stages of learning and during the study of different content disciplines; the student's own effectiveness will increase both confidence and motivation and form a clearer motivation for choosing elective courses. The development of metacognitive skills responds to the requirements of the education system to develop various productive thinking skills and is also a significant support for the global idea of lifelong learning, i.e. if a graduate needs extremely new skills and competences, he/she can develop them by himself/herself, without the help of a teacher, through metacognitive skills. In addition, both the global and Kazakhstani educational environments as one of the orientations of modern education highlight the ability to self-organize and self-determine.

Affective strategies refer not to a state of affect but to ways of controlling and managing one's emotions that interfere with learning, attitudes towards language and the learning process. These are ways to cope with negative emotions, to reduce anxiety, to gain self-encouragement, to concentrate, to form and develop reasoning skills. Since self-control is an internal mechanism of speech activity that regulates the mastery of external speech activity, teaching self-control skills is naturally related to the psychological features of the learner, and hence to affective learning strategies. Scientific psychological research has shown that self-control organized in class requires concentration of attention, forms the ability to reason, makes it possible to better understand the material being studied in order to exclude errors [3].

Social strategies are valuable tools for students when interacting with fellow students or native speakers. Since language learning is inherently a social activity aimed at communication, interaction becomes necessary. Students who have effective social strategies are better able to participate in language interactions,

including asking questions, collaborating with others, paying attention to the thoughts and emotions of others, and being culturally receptive. Participation in conversations serves for students as a test of the application of their knowledge in practice and an assessment of the success of the exchange of views. Students can gain valuable background information for their learning by using social strategies such as seeking explanations, corrections, or checks. Conversely, if students avoid social strategies, refuse to communicate with their peers, or communicate with people who speak the language, they miss out on important feedback. Natural inhibitions can often lead to such avoidance. To address this issue, teachers can incorporate collaborative and competitive elements into their classrooms and challenge preconceived cultural and social constraints [4].

The system of language learning strategies, which encompasses personal, regulatory, cognitive, and communicative actions, plays a crucial role in developing the psychological abilities of an individual. This development occurs within the context of normal age-related progress in the personal and cognitive domains of a child. The learning process itself influences the content and characteristics of the child's learning strategy, thereby shaping the zone of proximal development of these strategies. This zone corresponds to the level of strategy formation that is expected for a particular stage of normative development. It is associated with the development of "high norm" capabilities and their respective properties [5].

The criteria for assessing a student's LLSs level of development are: compliance with age and psychological normative requirements; compliance of LLSs properties with pre-determined requirements.

The formation of students' key competences occurs within the framework of the main educational program of general education, necessitates of which the creation of a learning environment by teachers that fosters the development of language learning strategies (LLSs). LLSs represent a comprehensive system where the emergence and progression of each learning activity are influenced by its interconnection with other activities and the overall developmental logic associated with age. Through communication and co-regulation, learners acquire the capacity to regulate their own learning endeavors. The evaluation and feedback provided by others contribute to the development of self-perception and self-esteem, ultimately shaping learners' self-confidence and self-determination. Students' cognitive activity is cultivated through situational-cognitive and communicative activities, further enhancing their overall cognitive engagement.

#### *Results and discussion*

According to the objectives of the cognitive-communicative approach, we have developed a set of exercises to enhance creative writing skills in a foreign language (Table).

During the sessions, we have established evaluation criteria for assessing students' work, which can be utilized for analyzing the development of creative writing skills in the English language. These criteria include:

- Reflection of the most important aspects of the original text content.
- Utilization of terms from the original text.
- Coherence in the constructed text.
- Compliance with the word count requirement.
- Correct division of the text into paragraphs.
- Timely incorporation of vocabulary.
- Grammatical accuracy of the expression, adherence to spelling and punctuation rules.
- Ability to express one's own opinion about the text.
- Proficiency in describing objects based on one's knowledge and the material and linguistic context.

Set of exercises to build foreign language creative writing skills

Assessment criterion for completed exercises	Assessment		
	excellent	good	satisfactory
Exercise 1: Read the text provided and correctly divide it into paragraphs.	The student demonstrates the ability to properly organize the text into distinct paragraphs.	The student struggles with correctly dividing the text into paragraphs, making some mistakes in the process.	The student lacks the skill to accurately divide the text into paragraphs, often making errors in the process.
Exercise 2: Read the text provided and provide an appropriate title for it.	The student demonstrates the ability to accurately identify the main information of a text and assign an appropriate title to it.	The student faces challenges in distinguishing between main and secondary information, often selecting details rather than capturing the primary information when assigning a title to the text.	The student struggles to identify the main information in the text and often fails to provide an appropriate title that accurately reflects the content of the text.
Exercise 3: Create an original ending for the text provided.	The student demonstrates the ability to extend the text while staying on topic and maintaining consistency with the style of the original text.	The student shows some proficiency in continuing the text, but occasionally deviates from the theme and style, resulting in minor inconsistencies.	The student struggles to continue the text in a manner that aligns with the theme and style of the original text, often resulting in significant deviations and inconsistencies.
Exercise 4: Share your personal opinion regarding the text you have read.	The student effectively communicates their perspective on the topic presented in the text.	The student attempts to express their point of view on the topic covered in the text, but encounters certain challenges in effectively conveying their perspective.	The student faces difficulties in expressing their views on the topic covered in the text, often struggling to articulate their perspective effectively.
Exercise 5: Formulate questions based on the highlighted words in the text.	The student successfully identifies the relevant vocabulary from the lesson and formulates appropriate questions for the highlighted words.	The student demonstrates the ability to ask most of the appropriate questions for the highlighted words, with only a few minor errors or omissions.	The student struggles to locate the necessary words in the text, making it challenging for them to formulate appropriate questions for the highlighted words.

This set of exercises aims to enhance students' foreign language creative writing skills and abilities. It can also serve as valuable material for experimental work, allowing educators to assess and monitor students' knowledge, skills, and capabilities effectively.

#### Conclusion

The implications of language teaching suggest that learners should not solely focus on acquiring knowledge of a foreign language but also be encouraged to explore diverse learning strategies. They should have the opportunity to experiment with these strategies, evaluate their efficacy, and ultimately select the ones that suit them best. Additionally, all learners can benefit from developing metacognitive strategies that enable them to plan, monitor, and assess their own learning progress. The significant correlation between the utilization of language learning strategies and student achievement emphasizes the need for more efficient learning methods. However, further research is necessary to delve deeper into this matter.

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### **Ағылшын тілі сабағында оқушылардың әмбебап оқу әрекеттерінің қалыптастырудың теориялық негіздері**

Мақалада орта мектепте оқушылардың ағылшын тілін оқыту процесінде әмбебап оқу әрекеттерінің қолданудың тиімділігі талданған. Әмбебап оқу іс-әрекеттері — білім алушының белсенді өзін-өзі дамуына ықпал ететін, жаңа білімді өз бетінше игеруге, әлеуметтік тәжірибені игеруге мен бірегейлікті қалыптастыруға ықпал ететін әртүрлі іс-әрекеттердің жиынтығы. Жалпы қарапайым сөзбен айтқанда, «адамды білімді меңгеріп оқытуға» көмектесетін әрекеттер. Авторлар жалпы білім беретін мектепте қазіргі кезеңдегі оқу процесінің ажырамас негізі оқушының өз қызметін дербес басқаруға деген ұмтылысы мен қабілетін қалыптастыру болып табылатынын атап өтті: бастау, мақсат пен міндет қою, оларды түзету, нәтижелерді бағалау, одан әрі оқу-танымдық іс-әрекеттерді жоспарлау. Сонымен қатар әмбебап оқу әрекеттерінің келесі түрлері ажыратылып көрсетілген: жеке (өмірлік, кәсіби өзін-өзі анықтау); реттеушілік (білім алушылардың өз оқу қызметін ұйымдастыруы (жоспарлау, болжау, түзету, бағалау); танымдық (оқушының жалпы білім беру, логикалық қабілеттерін қалыптастыру); коммуникативті (оқушының әлеуметтік құзыреттілігін қалыптастыру). Білім алушының жаңа санасын қалыптастыруға, шетел тілін үйренуге ынталандыру деңгейін арттыруға, оның ішінде жұмыста келтірілген әртүрлі тапсырмаларды орындау арқылы ықпал ететін танымдық әмбебап әрекеттер сипатына ерекше назар аударылған. Сондай-ақ осы мақсаттарға қол жеткізуге ықпал ететін әртүрлі тапсырмалар берілген.

*Кілт сөздер:* әмбебап оқу әрекеттері, белсенділік тәсілі, құзыреттілік, рефлексия, когнитивті, метакогнитивті, аффективті, әлеуметтік, коммуникативті.

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### **Теоретические основы формирования универсальных учебных действий учащихся на уроке английского языка**

В статье рассмотрена эффективность применения универсальных учебных действий в процессе обучения английскому языку учащихся средней школы. Универсальные учебные действия представляют собой разнообразные способы действий, которые способствуют активному саморазвитию учащихся, помогают им самостоятельно усваивать новые знания, осваивать социальный опыт и формировать свою социальную идентичность. Проще говоря, это действия, помогающие развить у ученика навыки самообучения. Авторы отмечают, что в современной общеобразовательной школе ключевым элементом учебного процесса является развитие желания и способности ученика самостоятельно управлять своей учебной деятельностью: инициировать ее, ставить реалистичные цели и задачи, корректировать их, оценивать полученные результаты, планировать последующие учебные действия. В статье выделяются следующие типы универсальных учебных действий: личностные (самоопределение в жизни и профессии), регулятивные (организация собственной учебной деятельности, включая планирование, прогнозирование, коррекцию и оценку), познавательные (развитие общеучебных и логических способностей ученика) и коммуникативные (формирование социальной компетентности ученика). Особое внимание уделено универсальным познавательным действиям, которые способствуют формированию нового мышления ученика, повышению мотивации к изучению иностранного языка. В статье также приведены разнообразные задания, которые способствуют достижению этих целей.

*Ключевые слова:* универсальные учебные действия, деятельностный подход, компетентность, рефлексия, когнитивный, метакогнитивный, аффективный, социальный, коммуникативный.

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