NAMANGAN DAVLAT UNIVERSITETI
ILMIY AXBOROTNOMASI, [2026-9]
ISSN:2181-1458
ISSN:2181-0427

13.00.00-PEDAGOGIKA
journal.namdu.uz
PEDAGOGICAL

FOSTERING LEARNER AUTONOMY THROUGH SELF-REGULATED LEARNING STRATEGIES IN ENGLISH LANGUAGE EDUCATION

Yakubova Adiba Sayfullajonovna

Master student of TerSPI

E-mail:yakubovaadiba8@email.com

Abstract: *Learner autonomy and self-regulated learning have become increasingly important concepts in contemporary English language education. The development of learners who can independently plan, monitor, evaluate, and regulate their learning is essential for achieving sustainable language proficiency. This article examines the relationship between learner autonomy and self-regulated learning (SRL) strategies in English language education and explores ways in which teachers can foster students' independent learning abilities. The study employs a qualitative literature review approach based on major theoretical and empirical works on learner autonomy, metacognition, motivation, and self-regulated learning. The findings indicate that learner autonomy and self-regulation are closely interconnected, as both emphasize learners' active participation and responsibility in the learning process.*

Keywords: *learner autonomy, self-regulated learning, English language education, learning strategies, metacognition, learner-centered education, motivation*

INGLIZ TILI TA'LIMIDA O' Z-O' ZINI TANLOVCHI O' QISH STRATEGIYALARI ORQALI O' QUVCHI AVTONOMIYASINI RIVOJLANTIRISH

Annotatsiya: *O' quvchining avtonomiyasi va o' zini o' zi boshqarish o' rganishi zamonaviy ingliz tili ta'limida tobora muhim tushunchalarga aylanib bormoqda. O' qishni mustaqil ravishda rejalashtira, kuzatib bora, baholay va tartibga sola oladigan o' quvchilarni rivojlantirish barqaror til malakasiga erishish uchun juda muhimdir. Ushbu maqolada ingliz tili ta'limida o' quvchining avtonomiyasi va o' zini o' zi boshqarish o' rganish (SRL) strategiyalari o' rtasidagi bog' liqlik o' rganiladi va o' qituvchilar o' quvchilarning mustaqil o' rganish qobiliyatlarini rivojlantirish usullari o' rganiladi. Tadqiqotda o' quvchining avtonomiyasi, metakognitsiya, motivatsiya va o' zini o' zi boshqarish o' rganish bo' yicha asosiy nazariy va empirik ishlarga asoslangan sifatli adabiyotlarni ko' rib chiqish yondashuvi qo' llaniladi. Natijalar shuni ko' rsatadiki, o' quvchining avtonomiyasi va o' zini o' zi boshqarish o' zaro chambarchas bog' liq, chunki ikkalasi ham o' quvchilarning o' quv jarayonida faol ishtiroki va mas'uliyatini ta'kidlaydi.*

Kalit so' zlar: *o' quvchining avtonomiyasi, o' zini o' zi boshqarish, ingliz tili ta'limi, o' rganish strategiyalari, metakognitsiya, o' quvchiga yo' naltirilgan ta'lim, motivatsiya*

РАЗВИТИЕ АВТОНОМИИ УЧАЩИХСЯ ПОСРЕДСТВОМ СТРАТЕГИЙ САМОРЕГУЛИРУЕМОГО ОБУЧЕНИЯ В ОБРАЗОВАНИИ АНГЛИЙСКОГО ЯЗЫКА

Аннотация: *Автономия учащихся и саморегулируемое обучение становятся все более важными понятиями в современном образовании в области английского языка. Развитие у учащихся способности самостоятельно планировать, контролировать, оценивать и регулировать свое обучение имеет важное значение для достижения устойчивого уровня владения языком. В данной статье рассматривается взаимосвязь между автономией учащихся и стратегиями саморегулируемого обучения (СРО) в образовании в области английского языка, а также исследуются способы, с помощью которых преподаватели могут развивать у учащихся навыки самостоятельного обучения. В исследовании используется качественный подход, основанный на обзоре литературы, охватывающий основные теоретические и эмпирические работы по автономии учащихся, метакогниции, мотивации и саморегулируемому обучению. Результаты исследования показывают тесную взаимосвязь между автономией и саморегуляцией учащихся, поскольку обе эти сферы подчеркивают активное участие и ответственность учащихся в процессе обучения.*

Ключевые слова: *автономия учащихся, саморегулируемое обучение, преподавание английского языка, стратегии обучения, метакогниция, обучение, ориентированное на учащегося, мотивация*

Introduction

The development of independent and responsible learners has become one of the central objectives of modern English language education. Traditional teacher-centered approaches often position students as passive recipients of knowledge, whereas contemporary approaches emphasize learners' active participation in constructing and managing their own learning. In this context, two closely related concepts—learner autonomy and self-regulated learning—have received considerable attention in language education research. Learner autonomy is generally understood as learners' ability to take responsibility for decisions concerning their learning. Holec (1981) describes autonomy as the learner's ability to take charge of one's own learning. This concept involves making decisions about learning objectives, content, methods, resources, and evaluation. Little further emphasizes that autonomous learning requires learners to develop psychological and metacognitive capacities that enable them to reflect critically on their learning.

In English language education, these concepts are particularly relevant because language learning requires continuous practice beyond the classroom. Students need to manage their time, select appropriate learning strategies, monitor their progress, and identify areas that require improvement. The rapid development of digital learning resources has further increased opportunities for independent language learning. However, access to resources alone does not guarantee effective autonomous learning. Students need appropriate strategies and sufficient self-regulatory skills to use these resources productively.

Methods

This study employed a qualitative literature review methodology. The review focused on theoretical and research-based literature related to learner autonomy, self-regulated learning, metacognition, motivation, and English language education. Relevant academic works were selected based on their contribution to the conceptual understanding of learner autonomy and self-regulation. Major theoretical perspectives proposed by Holec (1981), Little (1991), Pintrich (2000), Zimmerman (2002), Benson (2011), and Oxford (2017) were examined. The literature was analyzed thematically in order to identify common principles and pedagogical practices connecting learner autonomy with self-regulated learning.

The analysis focused on four major areas:

the conceptual relationship between learner autonomy and self-regulated learning;

cognitive and metacognitive strategies used by language learners;

the role of motivation and goal-setting in independent learning; and

teachers' pedagogical practices for developing students' autonomy.

Rather than presenting primary quantitative data, the article synthesizes existing theoretical and research perspectives to develop practical implications for English language teaching.

Results

The relationship between learner autonomy and self-regulated learning**:** The literature indicates a strong conceptual relationship between learner autonomy and self-regulated learning. Both perspectives view learners as active participants who are responsible for managing significant aspects of their learning.

Learner autonomy emphasizes learners' capacity to make informed decisions about their learning, while self-regulated learning focuses more specifically on the psychological and behavioral processes involved in achieving learning goals. In this sense, SRL can be considered an important mechanism through which learner autonomy can be realized in practice. For example, an autonomous English language learner may decide to improve their speaking ability independently. To achieve this objective, the learner may set a specific goal, select appropriate resources, create a weekly practice schedule, monitor their performance, and evaluate their progress. These activities represent key elements of self-regulated learning.

Goal-setting and learning planning: Goal-setting is one of the most important components of self-regulated learning. Students who establish clear and realistic learning goals are more likely to monitor their progress and maintain their motivation.

In English language education, teachers can encourage students to formulate both short-term and long-term goals. For example, instead of setting a general goal such as «I want to improve my English,» students can establish a measurable objective such as «I will learn and use 20 new academic words each week» or «I will practice speaking English for 15 minutes every day.»

Learning plans can also help students organize their independent study. A weekly learning plan may include vocabulary practice, reading, listening, speaking, writing, and reflection activities. Such planning gradually transfers responsibility from the teacher to the learner.

Metacognitive awareness and self-monitoring: Another important finding is the role of metacognitive awareness in autonomous English language learning. Successful learners need to understand not only what they are learning but also how they learn most effectively.

Oxford (2017) emphasizes the importance of strategic learning and learner self-regulation in language education. Students can develop metacognitive awareness by asking themselves questions such as:

What do I already know about this topic?

Which language skill do I need to improve?

Which learning strategy works best for me?

What difficulties am I experiencing?

What should I change in my learning approach?

Self-monitoring activities such as learning journals, checklists, portfolios, and progress charts can help learners identify strengths and weaknesses. These tools also provide opportunities for reflection and adjustment.

Discussion

The findings demonstrate that learner autonomy and self-regulated learning should not be viewed as separate concepts in English language education. Instead, they complement each other. Learner autonomy provides a broader educational perspective concerning responsibility and independence, whereas self-regulated learning explains the cognitive, motivational, metacognitive, and behavioral processes through which learners manage their learning. One important implication is that autonomy should be explicitly taught rather than simply expected from students. Students who have spent many years in teacher-centered educational environments may initially experience difficulties when they are asked to take greater responsibility for their learning. Therefore, teachers should introduce autonomous learning gradually.

For example, teachers can begin with guided goal-setting activities. Students may first establish goals with the teacher's assistance. Later, they can independently formulate their own objectives. A similar gradual process can be applied to strategy selection, self-monitoring, and self-assessment. Another important implication concerns assessment. Traditional examinations often emphasize the final result rather than the learning process. To support autonomy and self-regulation, teachers can incorporate formative assessment techniques such as self-assessment questionnaires, reflective journals, portfolios, peer feedback, and learning logs. These practices encourage students to reflect on their progress rather than simply focus on grades.

Digital technology also provides significant opportunities for developing autonomous learning. Online dictionaries, language-learning applications, educational videos, podcasts, digital flashcards, and online communication platforms can provide learners with extensive opportunities for independent practice. Nevertheless, students need digital literacy and self-regulation skills to use these resources effectively. Without clear goals and monitoring strategies, learners may become distracted or use digital resources superficially.

The role of motivation should also be emphasized. Students are more likely to regulate their learning when they perceive language learning as meaningful and personally relevant. Teachers can therefore connect English learning activities with students' academic, professional, and personal interests.

Overall, the integration of self-regulated learning strategies into English language instruction can contribute to a more sustainable form of learner autonomy. Rather than simply encouraging students to «learn independently,» educators should teach them concrete procedures for planning, monitoring, evaluating, and modifying their learning.

5. Conclusion

Learner autonomy and self-regulated learning are essential components of effective contemporary English language education. The literature reviewed in this article indicates that autonomous learning depends not only on students' willingness to take responsibility but also on their ability to use appropriate cognitive, metacognitive, motivational, and behavioral strategies.

Goal-setting, learning planning, strategy selection, self-monitoring, reflection, self-assessment, and motivational regulation can help students become more independent and effective English language learners. At the same time, teachers continue to play a crucial role by providing scaffolding, strategic instruction, feedback, and opportunities for meaningful learner choice.

The integration of self-regulated learning principles into English language classrooms can therefore create a learning environment in which students gradually become capable of managing their own learning. Such an approach is particularly valuable in the context of lifelong learning, where learners must continue developing their language skills beyond formal educational settings. Future research could investigate the effectiveness of specific self-regulated learning interventions in different English language learning contexts, including secondary schools, universities, and online learning environments. Empirical studies could also examine how students' motivation, proficiency level, and cultural background influence the development of learner autonomy.

Foydalanilgan adabiyotlar

1. Benson, P. (2011). Teaching and researching autonomy in language learning (2nd ed.). Routledge.

2. Deci, E. L., & Ryan, R. M. (2000). The «what» and «why» of goal pursuits: Human needs and the self-determination of behavior. Psychological Inquiry, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01

3. Holec, H. (1981). Autonomy and foreign language learning. Pergamon Press.

4. Little, D. (1991). Learner autonomy 1: Definitions, issues and problems. Authentik.

5. Oxford, R. L. (2017). Teaching and researching language learning strategies: Self-regulation in context (2nd ed.). Routledge.

6. Pintrich, P. R. (2000). The role of goal orientation in self-regulated learning. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), Handbook of self-regulation (pp. 451–502). Academic Press.

7. Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. Theory Into Practice, 41(2), 64–70. https://doi.org/10.1207/S15430421TIP4102_2