

## ON THE ISSUE OF PERSONAL AUTONOMY OF STUDENTS IN THE PROCESS OF LEARNING FOREIGN LANGUAGES

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*The article highlights the problem of personal autonomy in general, and, in particular, the personal autonomy of students learning a foreign language. In the context of learning a foreign language, key aspects related to personal autonomy have been considered (independent learning, motivation and goals, critical thinking, feedback and self-reflection, cross-cultural skills, "social interaction", "technological literacy").*

**Key words:** personal autonomy, foreign language, teaching.

In modern science and practice, a significant place is given to autonomy as a component of personal potential, contributing to the manifestation of individuality and success in various spheres of life.

Personal autonomy in the broadest sense is a set of conscious behavioral manifestations, thoughts and emotions of a person determined by his own motives and decisions, and is not the result of situational influence or pressure from social demands.

In D. A. Leontiev's concept of personal development, manifestations of personal autonomy refer to the existential level of personality analysis or the level of self-determination. Autonomy as a trajectory of personal development is formed on the basis of the integration of freedom as the highest form of activity and responsibility as the highest form of regulation [1].

N. F. Koryakovtseva defines student autonomy in educational activities as “the ability of a person to consciously carry out productive educational activities aimed at creating a personal educational product, to reflect and evaluate this activity, accumulating effective experience, interact constructively and creatively with the educational environment and subjects of educational activity, taking responsibility for the process and product of this activity as a result of self-determination and self-development of the individual” [2, pp.16-17].

It is advisable to consider the autonomy of students in the process of learning foreign languages as the organization by the teacher of the educational process aimed at the desire of students to independently search for the necessary knowledge and skills, which, in turn, will contribute to more effective learning of a foreign language. This form of learning activity motivates, stimulates her activity and awareness, strengthens initiative and responsibility, and implies the ability of students to independently manage their studies, make decisions, set goals, and take responsibility for their successes and failures.

The main parameters of students' autonomy are the following: the student's choice of his own learning path; a creative approach to personal learning activities; self-correction of acquired knowledge, skills and abilities.

The personal autonomy of students learning a foreign language is an important aspect of their learning and development. Let's look at several key aspects related to personal autonomy in the context of learning a foreign language.:

- Self-study: Autonomous students actively search for resources and materials for language learning, using online courses, applications, books, and other sources of information. They are able to organize their time and plan the learning process.

- Motivation and goals. Personal autonomy implies the presence of intrinsic motivation. Students seeking autonomy clearly formulate their goals and understand why they need language, which contributes to deeper and more informed learning.

- Critical thinking, the skills of which allow them to analyze and evaluate information, as well as choose the most effective teaching methods. Autonomous students are able to formulate their thoughts and argue their positions in a foreign language.

- Feedback and self-reflection. The ability to accept and process feedback from teachers and peers, as well as conduct self-reflection, helps students

realize their strengths and weaknesses, which contributes to personal and linguistic growth.

- Cross-cultural skills. Learning a foreign language is associated with immersion in another culture. Autonomous students are open to new cultural experiences and are able to adapt to different social contexts, which contributes to the development of intercultural competence.

- Social interaction. Personal autonomy also includes the ability to interact with others, have discussions, and work in a group. Students with autonomy can communicate more effectively with native speakers and other students.

- Technological literacy. In today's world, the use of technology is an integral part of language learning. Autonomous students are able to use various digital tools and platforms to improve their skills.

It should be noted that in the process of online learning, active methods are aimed at performing creative, search, and problematic tasks in the process of online learning and implement dialogical interaction between the teacher and the student, while interactive methods (discussion, design, case technologies, business games, trainings, etc.) involve all participants in the educational process.

The above-mentioned aspects ensure the implementation of the structural components of autonomy in educational activities. The methodological component includes the identification of students' own educational needs, setting learning objectives, managing their own educational process (planning, choosing the means and methods of learning activities, self-organization), self-assessment, analysis of learning outcomes and achievements, thereby actualizing the aspects of "independent learning", "feedback and self-reflection", "technological literacy". The psychological structural component of autonomous learning of a foreign language presupposes the presence of stable motivation and self-confidence ("motivation and goals", "critical thinking"). The cognitive component includes awareness of one's own learning style and mastery of learning strategies and specifies such aspects as "independent learning" and "critical thinking". The aspects of "social interaction" and "cross-cultural skills" represent a social component that involves communication with native speakers and collaboration with other students (pair work, group work).

The development of personal autonomy among students studying a foreign language not only contributes to their successful learning, but also forms the skills necessary for further professional and personal life. Teachers can assist in organizing students' autonomy in the most comfortable

educational environment using modern information and communication technologies, as well as support this autonomy by creating conditions for independent work, offering a choice of teaching materials and methods, and encouraging students' active participation in the learning process.

### References

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