

To conclude, research can be fun, interesting and fascinating. A feeling of accomplishment, satisfaction, and pride can be the result of contributing to the “greater cause” of our “way of knowing.” Research is a complex, exacting, and complex process that yields the ultimate reward of truth or at least a path leading to it [Bailey, D. M.: 1997]. Using innovative ways of doing research is one to achieve a great goal.

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SELF-STUDY IN LEARNING FOREIGN LANGUAGE

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Abstract: The use of technology has received increasing recognition as a means capable of bridging formal and informal settings in the target language learning and enabling students to actively and effectively use technology both inside and outside the classroom.

Key words: self-study, new methods, motivation

Аннотация: Использование технологий получает все большее признание как средство, способное объединить формальные и неформальные условия при изучении целевого языка и позволяющее учащимся активно и эффективно использовать технологии как в классе, так и за его пределами.

Ключевые слова: самообучение, новые методы, мотивация

There has been an increasingly large body of research on students’ use of technology for second or foreign language learning. These research studies have generally concentrated on students’ perceptions and evaluations of the suitability of technological devices for language learning, adoption of these technological devices in the classroom settings, and the factors that affect the effectiveness of language learning in classroom technology-using conditions. For example, P. Winke and S. Goertler found that songs and movies were the most frequently used technologies and the ease of access was the strongest predictor of the frequency of technology use [Winke; Goertler: 2008]

Recent research on technology-facilitated language learning, however, has been mostly laboratory and classroom experiments of technology applications in the formal educational contexts. Consequently, our knowledge and understanding of students’ self-regulated use of technology for target language learning is still limited. Aspects of technology-assisted language learning such as goal setting, motivation-regulation, and cognitive strategy use particularly in an English as a Foreign Language – EFL context remains in need of further empirical inquiry. After all, in the course of learning a second or foreign language, learners are at the center of learning and play an instrumental role in shaping outcomes of their learning experiences. Key to this view of learner-centredness is self-regulation and learners taking the responsibility for their own learning [Holec: 1981].

Nevertheless, what is lacking in recent research on technology-assisted language learning is a systematic examination of SRL strategies in technology-using conditions particularly in an EFL context. This study investigated university students’ technology-assisted self-regulated learning – SRL strategies and whether the technology-based SRL strategies mediated the associations between English language self-efficacy, English enjoyment, and learning outcomes.

Self-Regulated Learning: Self-regulated learning has been widely acknowledged to be learners' systematic effort to manage and regulate their learning process in order to achieve particular learning goals. While different theoretical models provide different definitions of SRL, there is a consensus that SRL is a multifaceted construct containing cognitive, meta-cognitive, behavioral, and self-motivational aspects. According to P.R. Pintrich et al., cognitive strategies refer to the skills that learners use to process the information and knowledge when completing a task. They help students to construct, transform, and apply second language – L2 knowledge [Pintrich: 1991]; [Oxford: 2013].

Social-behavioral strategies, as a key aspect of self-regulation, involve learners' control over their learning behavior under the influence of contextual aspects. Finally, motivational strategies refer to the procedure or thoughts students applied intentionally to sustain or increase their interest to engage in a task. In various models of SRL in the literature, self-regulated learners are depicted as being capable of controlling over the cognitive, emotional, motivational, and behavioral aspects of learning [Zimmerman; Schunk: 2011].

Research also shows that those more effective at self-regulation use a broader repertoire of learning strategies and persist longer in the face of adversity compared to their less self-regulated counterparts.

Self-Regulated Language Learning in Technology-Using Conditions: P. Benson described two important categories of learning resources: traditional learning resources, for example, reference and course books and resources provided by modern educational technology, for example, information communication technology applications. According to P. Benson, self-regulation is manifested not only in the active regulation of learning strategies but also in the management of different kinds of learning resources [Benson: 2001].

As such, technology-based self-regulated English learning – SRL strategies refer to specific actions taken by the learners to learn English or to enhance their English learning in technology-using conditions. A large quantity of technology-assisted SRL strategies were identified in previous studies conducted in a variety of research contexts, such as consulting online dictionaries, using translation software, reading texts on the computer, searching the web for information, listening to the radio, exploring cultural knowledge on YouTube and so on.

The investigated role of mobile phone technology in the employment of language learning strategies among the undergraduate students shows that the study employed a self-designed questionnaire to collect data on students' language learning strategies, which was based on the classification of the language learning strategies. The results show that different types of mobile phone-assisted language learning strategies are helpful in improving students' English proficiency. Nevertheless, constrained by the adoption of classification of the language learning strategies, these studies largely focused on students' use of cognitive and meta-cognitive strategies. Furthermore, self-regulation is context-specific and situation-specific, which means that measurement of technology-based self-regulated language learning should be domain-specific [Wang; Zhan: 2020]

Self-Efficacy: Self-efficacy refers to individuals' personal evaluations of their capability of accomplishing a particular task. According to P. Benson efficacy beliefs influence the courses of action people choose to pursue, the challenges and goals they set for themselves and their commitment to them, how much effort they put forth in given endeavors, and the outcomes they expect their efforts to produce [Benson: 2001].

While there is prolific research on self-efficacy in the general education field, it is only within the past two decades that self-efficacy has been attracting researchers' attention in the field of L2 acquisition. A study of the influence of self-efficacy and other motivational self-beliefs on the achievement among college intermediate students also revealed that self-efficacy for self-regulation was the most significant predictor of intermediate foreign language achievement, and that students who perceived themselves as capable of using effective meta-cognitive strategies to monitor their academic work time effectively were more apt to experience academic success in intermediate foreign language. Recently, a number of L2 studies tended to develop new self-report self-efficacy measurements to investigate the role of self-efficacy in the L2 learning process. For example, to address the need for valid and reliable tools to assess ESL learners' self-efficacy, developed the English Self-Efficacy Questionnaire to measure English self-efficacy in the following four areas:

- English listening;
- English speaking;
- English reading;
- English writing.

Subsequent Confirmatory factor analysis – CFA with data from university students confirmed a second-order common factor with these four first-order latent constructs:

- English listening
- English speaking
- English reading, and
- English writing.

To date, studies that adopted the English Self-Efficacy Questionnaire showed that students' English language self-efficacy influenced their use SRL [Wang; Zhan: 2020].

English language self-efficacy was also found to positively influence students' feedback preferences and behavior in academic English course settings.

Among the positive emotions, enjoyment has been recognized as a most typical positive emotion experienced by foreign language learners and has received increasing attention from researchers in the field of educational psychology. Enjoyment was a sense of satisfaction and reward that generated from activities or the achievement of activities. In the literature of educational psychology, enjoyment is often defined as a positive psychological state coming from the efforts by the person who stretches beyond himself to accomplish something challenging or difficult [Lake: 2015].

Clearly, it can be concluded from the above review that while there has been an attempt to integrate learning strategies with elements of SRL and meta-cognition in the context of technology supported language learning, the literature on the application of self-regulation in technology-supported second language learning is still fairly limited. Although the importance of the role of the strategic and motivational factors in first and second language contexts has been well documented, how these factors function in relation to students' learning achievement in the context of technology use for self-regulated language learning has been under-researched.

Conclusion: This study contributes to the knowledge about EFL undergraduate students' SRL strategies in technology-using conditions. The results of the study add to the literature that considers how technology-based SRL strategies are associated with students' language learning achievement. From a theoretical perspective, the research extends SRL theories to technology-using language learning conditions, particularly with respect to the significant role of English enjoyment and English language self-efficacy, and in relation to students' English learning outcomes. Pedagogically, awareness of the complex interrelationships among SRL strategies, English enjoyment, English language self-efficacy, and learning outcomes is helpful for educators to clearly understand what actually motivates and empowers students' self-directed technology use for learning and the quality of this technology-based learning process. It is thus important for educators to create a pleasant and inspiring environment that empowers students in self-regulation of their technology-facilitated English learning practices so that they experience learning success and satisfaction inside and outside the classroom.

Self-learning is not just about performing better in the classroom or outside the classroom. It is about being able to aim the life in whatever direction to choose and conquering the obstacles. Learning an unused ability can be very a part of fun. There's so much data accessible in the day and time which, in case utilized accurately, can genuinely offer assistance to learn a part of modern abilities and encourage in advance.

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