

THE ROLE OF MODERN TECHNOLOGIES IN IMPROVING STUDENTS' LEARNING PERFORMANCE

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Abstract. One of the main goals of modern education is to help students go from being dependent on teachers to being independent learners. In conventional classes, students generally depend on professors for directions, explanations, corrections, incentive, and even making decisions. But modern education puts more and more emphasis on the need to create independent learners who can take charge of their own learning. Learner autonomy is important because it makes pupils more autonomous, thoughtful, motivated, and able to learn for the rest of their lives. This thesis analyses the transition from teacher-centered education to learner autonomy, emphasising its significance, advantages, obstacles, and effective methods for execution. It contends that the teacher's function should not vanish, but instead evolve from that of a controller to that of a facilitator, guide, and supporter. The growth of learner autonomy helps students gain confidence, get better at solving problems, and take an active role in their education.

Key words: self-regulation, motivation, autonomous learning, student-centered learning, teacher reliance, and learner autonomy.

Переход от зависимости от учителя к автономии учащегося

Аннотация. Одной из главных целей современного образования является переход учащихся от зависимости от учителя к самостоятельному обучению. В традиционных классах учащиеся обычно зависят от преподавателя в вопросах указаний, объяснений, исправлений, мотивации и даже принятия решений. Однако современное образование всё больше подчёркивает необходимость формирования самостоятельных учащихся, способных брать ответственность за собственное обучение. Автономия учащегося важна, поскольку она делает студентов более независимыми, вдумчивыми, мотивированными и способными учиться на протяжении всей жизни. В данной работе рассматривается переход от обучения, ориентированного на учителя, к автономии учащегося, подчёркиваются его значение, преимущества, трудности и эффективные способы реализации. Утверждается, что роль учителя не должна исчезать, а должна измениться: вместо контролирующего лица учитель должен стать фасилитатором, наставником и поддерживающим участником образовательного процесса. Развитие автономии учащегося помогает студентам обрести уверенность, улучшить навыки решения проблем и занять активную позицию в собственном образовании.

Ключевые слова: саморегуляция, мотивация, автономное обучение, обучение, ориентированное на учащегося, зависимость от учителя, автономия учащегося.

O'qituvchiga qaramlikdan o'quvchi avtonomiyasiga o'tish

Annotatsiya. Zamonaviy ta'limning asosiy maqsadlaridan biri o'quvchilarni o'qituvchiga qaramlik holatidan mustaqil o'rganuvchi darajasiga olib chiqishdir. An'anaviy darslarda o'quvchilar odatda ko'rsatmalar, tushuntirishlar, tuzatishlar, rag'batlantirish va hatto qaror qabul qilish masalalarida o'qituvchiga tayanadilar. Biroq zamonaviy ta'lim tobora ko'proq o'z o'qishini boshqara oladigan mustaqil o'quvchilarni shakllantirish zarurligini ta'kidlamogda. O'quvchi avtonomiyasi muhimdir, chunki u o'quvchilarni yanada mustaqil, fikrlovchi, motivatsiyali va umr bo'yi o'rganishga qodir shaxsga aylantiradi. Ushbu tezis o'qituvchiga yo'naltirilgan ta'limdan o'quvchi avtonomiyasiga o'tish jarayonini tahlil qiladi hamda uning ahamiyati, afzalliklari, qiyinchiliklari va amalga oshirishning samarali usullarini yoritadi. Unda o'qituvchining roli yo'qolib ketmasligi, aksincha, nazoratchi vazifasidan fasilitator, yo'l-yo'riq ko'rsatuvchi va qo'llab-quvvatlovchi roliga o'zgarishi kerakligi ta'kidlanadi. O'quvchi avtonomiyasining rivojlanishi talabalarga o'ziga ishonch hosil qilish, muammolarni hal qilish ko'nikmalarini yaxshilash va ta'lim jarayonida faol ishtirok etish imkonini beradi.

Kalit so'zlar: o'zini boshqarish, motivatsiya, mustaqil o'rganish, o'quvchiga yo'naltirilgan ta'lim, o'qituvchiga qaramlik, o'quvchi avtonomiyasi.

Introduction. Over the past decades, the educational paradigm has undergone significant transformation. Traditionally, teachers were considered the primary source of knowledge, while students played a passive role, receiving information and reproducing it in assessments. In such environments, learners often relied heavily on teachers for instructions, explanations, feedback, and decision-making. This phenomenon is commonly referred to as teacher dependency.

However, modern educational theories emphasize that effective learning occurs when students actively participate in constructing knowledge, setting goals, monitoring progress, and reflecting on their performance. This idea aligns closely with the concept of learner autonomy, which was first clearly defined by Holec (1981) [1] as the ability of learners to take responsibility for their own learning. Autonomous learners are capable of deciding what to learn, how to learn it, and how to evaluate their progress.

The transition from teacher dependency to learner autonomy is particularly important in language learning. According to Little (1991) [2], learner autonomy is essential for developing long-term learning skills, as language acquisition requires continuous practice beyond the classroom. A student who depends solely on teacher explanations may struggle to progress independently, whereas an autonomous learner can continue improving through self-directed learning.

Furthermore, research by Benson (2011) [3] highlights that autonomy enhances learners' motivation, responsibility, and ability to use effective learning strategies. Autonomous learners are more likely to engage actively with learning materials and take initiative in their educational journey.

The role of the teacher in this process is not eliminated but transformed. As emphasized by Dam (1995) [4], teachers should act as facilitators who guide students toward independence rather than controlling every aspect of learning. Similarly, Little (1995) [5] argues that learner autonomy is closely connected to teacher autonomy, meaning that teachers must also adapt their roles to support independent learning.

In addition, learner autonomy is influenced by various psychological and pedagogical factors. Studies by Çakıcı (2015) [6] and Balçıkanlı (2010) [7] show that students' beliefs, motivation, and classroom environment play a significant role in developing autonomy. When learners are given opportunities to make decisions and reflect on their learning, they become more confident and self-regulated.

Moreover, modern research highlights the importance of guided autonomy. According to Flowers (2019) [8], a balance between independence and structured guidance is necessary to achieve effective learning outcomes. Without proper support, students may feel lost, while too much control can limit their development.

Conclusion. The shift from teacher dependency to learner autonomy represents a fundamental change in modern education. It promotes active learning, critical thinking, and lifelong learning skills. Therefore, fostering learner autonomy should be considered a central objective in contemporary language education

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