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Annotatsiya

Mazkur to'plamda "Yangi davr ilm-fani: inson uchun innovatsion g'oya va yechimlar" mavzusidagi XV Respublika ilmiy-amaliy konferensiyasi materiallari jamlangan. Nashrda respublikaning turli oliy ta'lim muassasalari, ilmiy markazlari va amaliyotchi mutaxassislari tomonidan tayyorlangan maqolalar o'rin olgan bo'lib, ular ijtimoiy-gumanitar, tabiiy, texnik va yuridik fanlarning dolzarb muammolari va ularning innovatsion yechimlariga bag'ishlangan.

Ushbu nashr ilmiy izlanuvchilar, oliy ta'lim o'qituvchilari, doktorantlar va soha mutaxassislari uchun foydali qo'llanma bo'lib xizmat qiladi.

Kalit so'zlar: ilmiy-amaliy konferensiya, innovatsion yondashuv, zamonaviy fan, fanlararo integratsiya, ilmiy-tadqiqot, nazariya va amaliyot, ilmiy hamkorlik.

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DEVELOPING LEARNER AUTONOMY IN ENGLISH LANGUAGE TEACHING: A KEY TO IMPROVING EDUCATIONAL QUALITY IN UZBEKISTAN

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Annotation. The ongoing modernization of Uzbekistan's education system has increased the need for innovative teaching approaches that encourage students to become active and independent learners. In English Language Teaching (ELT), learner autonomy has emerged as one of the key principles of effective language education. It refers to learners' ability to take responsibility for their own learning by setting goals, selecting appropriate learning strategies, monitoring their progress, and evaluating their achievements.

Although significant reforms have been introduced to improve English language education in Uzbekistan, many learners still depend heavily on teachers during the learning process. Such dependence may limit students' confidence, motivation, and ability to continue learning outside the classroom. Therefore, developing learner autonomy should become one of the major objectives of English language instruction.

Teachers can promote learner autonomy through practical classroom strategies such as self-assessment, peer assessment, project-based learning, reflective journals, collaborative activities, and the effective use of digital learning resources. These strategies encourage students to participate actively in lessons, think critically, solve problems independently, and develop lifelong learning habits. At the same time, the teacher's role changes from being the main source of knowledge to becoming a facilitator who guides and supports learners throughout the learning process.

The promotion of learner autonomy is closely connected with the goals of current educational reforms in Uzbekistan, which emphasize competency-based education, student-centered instruction, and the development of twenty-first-century skills. Integrating autonomous learning practices into English language classrooms can improve both teaching quality and students' communicative competence.

Learner autonomy is one of the essential components of modern English language education. Encouraging students to become independent learners can improve language proficiency, increase learning motivation, and develop lifelong learning skills. Therefore, English teachers in Uzbekistan should integrate learner autonomy into everyday classroom practice to support national educational reforms and prepare learners for future academic and professional success.

Keywords: learner autonomy, English language teaching, EFL, student-centered learning, educational reform, Uzbekistan.

INGLIZ TILINI O'QITISHDA TA'LIM OLUVCHILAR AVTONOMLIGINI RIVOJLANTIRISH: O'ZBEKISTONDA TA'LIM SIFATINI OSHIRISHNING MUHIM OMILI

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Annotatsiya. O'zbekiston ta'lim tizimining jadal modernizatsiya qilinishi o'quvchilarni faol va mustaqil ta'lim oluvchilarga aylantirishga qaratilgan innovatsion o'qitish yondashuvlariga bo'lgan ehtiyojni oshirmoqda. Ingliz tilini o'qitishda (ELT) ta'lim oluvchining avtonomligi samarali til ta'limining muhim tamoyillaridan biri sifatida shakllanmoqda. U ta'lim oluvchining o'z ta'lim jarayoni uchun mas'uliyatni o'z zimmasiga olishi, maqsadlarni belgilashi, tegishli ta'lim strategiyalarini tanlashi, o'z rivojlanishini kuzatib borishi va erishgan natijalarini baholay olish qobiliyatini anglatadi.

O'zbekistonda ingliz tilini o'qitish sifatini oshirishga qaratilgan muhim islohotlar amalga oshirilayotgan bo'lsa-da, ko'plab o'quvchilar hali ham ta'lim jarayonida o'qituvchiga katta darajada bog'liq bo'lib qolmoqda. Bunday qaramlik o'quvchilarning o'ziga bo'lgan ishonchi, motivatsiyasi va sinfdan tashqarida mustaqil ravishda ta'lim olish qobiliyatini cheklashi mumkin. Shu sababli, ta'lim oluvchilarning avtonomligini rivojlantirish ingliz tilini o'qitishning asosiy maqsadlaridan biriga aylanishi lozim.

O'qituvchilar o'zini-o'zi baholash, o'zaro baholash, loyihaga asoslangan ta'lim, reflektiv kundaliklar, hamkorlikdagi faoliyatlar hamda raqamli ta'lim resurslaridan samarali foydalanish kabi amaliy usullar orqali ta'lim oluvchilarning avtonomligini rivojlantirishlari mumkin. Ushbu strategiyalar o'quvchilarni darslarda faol ishtirok etishga, tanqidiy fikrlashga, muammolarni mustaqil hal qilishga va umrbod ta'lim olish ko'nikmalarini shakllantirishga undaydi. Shu bilan birga, o'qituvchining roli bilimning asosiy manbai bo'lishdan ta'lim oluvchilarni o'quv jarayoni davomida yo'naltiruvchi va qo'llab-quvvatlovchi fasilitatorga aylanadi.

Ta'lim oluvchilar avtonomligini rivojlantirish O'zbekistonda amalga oshirilayotgan zamonaviy ta'lim islohotlarining maqsadlari bilan chambarchas bog'liq bo'lib, ushbu islohotlarda kompetensiyaga asoslangan ta'lim, o'quvchiga yo'naltirilgan ta'lim va XXI asr ko'nikmalarini rivojlantirishga alohida e'tibor qaratilmoqda. Avtonom ta'lim amaliyotlarini ingliz tili darslariga integratsiya qilish o'qitish sifatini hamda o'quvchilarning kommunikativ kompetensiyasini oshirishga xizmat qilishi mumkin.

Ta'lim oluvchining avtonomligi zamonaviy ingliz tili ta'limining muhim tarkibiy qismlaridan biridir. O'quvchilarni mustaqil ta'lim oluvchilarga aylantirish tilni egallash darajasini oshirish, o'quv motivatsiyasini kuchaytirish va umrbod ta'lim olish ko'nikmalarini rivojlantirishga yordam beradi. Shu sababli, O'zbekistondagi ingliz tili o'qituvchilari milliy ta'lim islohotlarini qo'llab-quvvatlash hamda o'quvchilarni kelgusidagi akademik va kasbiy muvaffaqiyatlarga tayyorlash maqsadida avtonom ta'lim tamoyillarini kundalik dars jarayoniga integratsiya qilishlari lozim.

Kalit so'zlar: ta'lim oluvchining avtonomligi, ingliz tilini o'qitish, xorijiy til sifatida ingliz tili, o'quvchiga yo'naltirilgan ta'lim, ta'lim islohotlari, O'zbekiston.

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Introduction

The rapid development of globalization and international communication has significantly increased the importance of English language education. English is widely used in academic research, international business, technology, tourism, and professional communication. As a result, improving the quality of English language teaching has become an important objective of modern educational systems. In Uzbekistan, considerable attention has been given to foreign language education as part of broader educational reforms aimed at developing competitive and highly qualified specialists.

Traditional approaches to language teaching often place the teacher at the center of the educational process. In such classrooms, teachers are mainly responsible for selecting learning materials, explaining new information, controlling classroom activities, and evaluating students' performance. Although teacher guidance remains important, excessive dependence on teachers may prevent learners from developing the skills necessary to manage their own learning process.

Learner autonomy provides an alternative approach in which students become active participants in education. According to Holec, learner autonomy can be understood as the ability of learners to take responsibility for decisions concerning their own learning [1; P. 3]. Autonomous learners are able to establish learning objectives, identify appropriate methods, monitor their progress, and evaluate the results of their learning.

The development of learner autonomy is particularly important in foreign language education because language acquisition requires continuous practice beyond the classroom. Classroom instruction alone cannot provide learners with sufficient opportunities to develop all language skills. Students need to continue learning independently through reading, listening, speaking, writing, digital resources, and communication with other learners.

In Uzbekistan, the development of learner autonomy corresponds with the increasing emphasis on student-centered education, competency development, digital learning, and

lifelong learning. Therefore, integrating autonomous learning practices into English language classrooms can contribute to improving educational quality and preparing students for future academic and professional challenges.

Literature Review and Methodology

The concept of learner autonomy has received considerable attention in the field of foreign language education. Holec defines autonomy as the ability to take charge of one's own learning [1; P. 3]. This definition emphasizes that autonomous learning is not simply studying without a teacher. Instead, it involves learners' active participation in planning, implementing, monitoring, and evaluating their learning.

Little argues that learner autonomy is closely connected with learners' capacity for reflection, independent decision-making, and responsibility for the learning process [2; P. 4-5]. From this perspective, autonomy develops gradually through classroom experiences that provide learners with opportunities to make meaningful decisions.

Benson also emphasizes that autonomy should be viewed as a multidimensional concept that includes psychological, technical, and social aspects of learning [3; P. 47-48]. Learners need not only appropriate learning resources but also motivation, confidence, critical thinking skills, and opportunities to interact with others.

In English language teaching, learner autonomy can be developed through various classroom practices. Self-assessment enables students to evaluate their own strengths and weaknesses. Peer assessment encourages learners to provide and receive constructive feedback. Project-based learning gives students opportunities to select topics, organize information, collaborate with classmates, and present the results of their work. Reflective journals help learners analyze their learning experiences and identify areas that require further improvement.

The present article uses a qualitative and analytical approach. The study is based on the analysis of academic literature related to learner autonomy, student-centered education, and English language teaching. In addition, common practices and challenges in foreign language classrooms are considered in the context of Uzbekistan. The purpose of the analysis is to identify effective strategies for developing learner autonomy and to examine their potential contribution to improving the quality of English language education.

Results and Discussion

The analysis demonstrates that learner autonomy can positively influence several important aspects of English language learning. First, autonomous learning can increase students' motivation. When learners are given opportunities to choose learning activities, topics, materials, or strategies, they may develop a stronger sense of ownership over their education.

Second, learner autonomy can improve students' responsibility. Instead of waiting for the teacher to provide all necessary information, students learn to search for additional materials, practice independently, and monitor their own progress. This skill is especially important in the modern digital environment, where learners have access to a large amount of educational information.

Third, autonomous learning contributes to the development of critical thinking. Students are required to compare information, identify reliable resources, solve problems, and

make decisions about their learning. These abilities are not only important for language education but are also essential for academic and professional development.

One of the most effective strategies for developing learner autonomy is self-assessment. Teachers can provide students with checklists, assessment criteria, or learning objectives and ask them to evaluate their own performance. For example, after completing a speaking activity, students can identify whether they were able to communicate their ideas clearly, use appropriate vocabulary, and maintain interaction with their partners.

Peer assessment can also be useful. Students can evaluate each other's presentations, written assignments, or speaking activities according to clearly established criteria. This process develops responsibility and helps learners understand the characteristics of successful language performance.

Project-based learning is another effective approach. Students can work individually or in groups to investigate a particular topic, collect information, prepare presentations, and discuss their findings. Such activities require learners to organize their time, distribute responsibilities, solve problems, and make independent decisions.

Reflective learning is equally important. Maintaining reflective journals can encourage students to think about what they have learned, which strategies were effective, what difficulties they experienced, and what they need to improve. Reflection helps transform learning from a passive activity into a conscious and continuous process.

Digital technologies also provide significant opportunities for autonomous learning. Students can use online dictionaries, educational platforms, video materials, podcasts, language-learning applications, and electronic books to practice English outside the classroom. Teachers can guide students in selecting reliable resources and developing appropriate independent learning routines.

However, the development of learner autonomy in Uzbekistan also faces several challenges. One important challenge is students' previous educational experience. Learners who have traditionally depended on teachers may initially find it difficult to make independent decisions. Some students may expect the teacher to provide all answers and instructions.

Another challenge is the teacher's role. Developing autonomy does not mean that teachers become unnecessary. Instead, their role changes from being the primary source of knowledge to becoming a facilitator, adviser, and supporter. Teachers need to create an environment in which students can gradually develop independence while still receiving appropriate guidance.

Large classes, limited access to digital resources, insufficient teacher training, and limited experience with student-centered methodologies may also affect the successful implementation of autonomous learning. Therefore, professional development programs for English teachers should include practical training on learner autonomy, formative assessment, project-based learning, reflective practice, and digital education.

The following table summarizes several practical strategies for developing learner autonomy in English language classrooms:

Strategy	Learner activity	Expected outcome
Self-assessment	Students evaluate their own performance	Increased responsibility and self-awareness

Peer assessment	Students provide feedback to classmates	Communication and critical thinking
Project-based learning	Students independently investigate topics	Problem-solving and collaboration
Reflective journals	Students reflect on their learning	Self-monitoring and goal setting
Digital learning	Students use online resources independently	Lifelong learning skills
Individual learning plans	Students set personal objectives	Better motivation and learning management

These strategies demonstrate that learner autonomy can be integrated into regular classroom activities without completely changing the existing educational system. Even small changes in classroom practice can provide students with more opportunities to take responsibility for their learning.

Conclusion

Learner autonomy is an important component of modern English language education and can make a significant contribution to improving educational quality in Uzbekistan. Autonomous learners are more likely to take responsibility for their progress, develop effective learning strategies, reflect on their performance, and continue learning beyond the classroom.

The analysis shows that self-assessment, peer assessment, project-based learning, reflective journals, collaborative activities, and digital learning resources can effectively support the development of learner autonomy. These approaches can increase students' motivation, confidence, critical thinking, and communicative competence.

At the same time, successful implementation requires an appropriate change in the roles of both teachers and students. Teachers should act as facilitators who guide learners and provide necessary support, while students should gradually become more responsible for planning, monitoring, and evaluating their learning.

For Uzbekistan, the development of learner autonomy is particularly relevant because it supports the broader objectives of educational modernization, competency-based education, student-centered learning, and lifelong learning. English language teachers should therefore integrate autonomous learning practices into everyday classroom activities. Developing independent learners can not only improve English proficiency but also prepare young people for continuous academic, professional, and personal development.

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