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MODERN TRENDS OF AUTONOMOUS LEARNING IN FOREIGN LANGUAGE EDUCATION AT TECHNOLOGICAL UNIVERSITIES

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ABSTRACT
The article examines modern trends in autonomous learning in the process of studying foreign languages at technological universities. Particular attention is paid to the role of digital technologies, self-directed learning strategies, and the development of learner autonomy. The study highlights the importance of independent learning in forming professional foreign language competence and adapting students to the demands of the global educational environment.
KEYWORDS: *Autonomous Learning, Foreign Languages, Digital Technologies, Higher Education, Student Autonomy*

СОВРЕМЕННЫЕ ТЕНДЕНЦИИ САМОСТОЯТЕЛЬНОГО ОБУЧЕНИЯ В ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ В ТЕХНОЛОГИЧЕСКИХ УНИВЕРСИТЕТАХ

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Аннотация
В статье рассматриваются современные тенденции развития самостоятельного обучения в процессе изучения иностранных языков в технологических университетах. Анализируются особенности организации самостоятельной работы студентов, роль цифровых технологий и онлайн-ресурсов в формировании языковой компетенции. Особое внимание уделяется развитию автономности обучающихся, мотивации к самообразованию и использованию электронных образовательных платформ в профессионально-ориентированном обучении иностранным языкам.
***Ключевые слова**: самостоятельное обучение, иностранные языки, цифровые технологии, высшее образование, автономия обучающихся.*

In the context of globalization and rapid technological development, proficiency in foreign languages has become a key component of professional training in technological universities. Autonomous learning plays a crucial role in developing students' ability to acquire knowledge independently and continuously.

Autonomous learning enables students to take responsibility for their own educational progress. It promotes the development of critical thinking, self-assessment, and effective learning strategies, which are essential for mastering foreign languages in a professional context.

The integration of digital tools such as online platforms, mobile applications, and virtual learning environments significantly enhances autonomous learning. These technologies provide flexible access to educational resources and support personalized learning pathways.

"The most important direction of the modernization of the educational system of the 21st century is the creative self-development of the student." (Abdurakhmanova & Sadykov, 2025)

Personality - as a subject with experience in independent creative activity, it is always at a higher level compared to those who use 129 established standard methods. And that means that developing students' creative abilities and raising an active personality is a priority. Nowadays universities don't have to thoughtless performers of the Training administrative command system, but people who are socially active, think creatively and freely, are able to independently receive and evaluate new information, make an

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informed decision and make balanced, appropriate decisions.

Creative activities offer opportunities to manifest their own individuality. The direct and active participation of students in this activity at an accessible level of complexity opens up great perspectives for the integrated development and formation of the individual's creative potential. Creativity is the highest form of activity and independent activity of a person and society. It contains an element of the new, assumes original and productive activities, the ability to solve problematic situations, productive imagination combined with a critical attitude to the result obtained. The scope of creativity includes actions from a non-standard solution to a simple problem to the full realization of an individual's unique potential in a given area. Hence, there is a direct correlation between the process of creativity and the realization of a person's abilities in socially meaningful activities that take on the character of self-actualization. It is known that the most complete disclosure of a person's abilities is only possible in socially meaningful activities. In addition, it is important that the implementation of this activity is determined not only from the outside (by society), but also by the inner need of the personality itself. The activity of the individual in this case becomes an independent activity, and the realization of his abilities in this activity it takes on the character of self-realization. The most important personality trait required for full creative self-actualization is creativity. Creativity as an inherent human potential that is connected to the personality, depends on it and manifests itself in thought and action, leads to the creation of a new, innovative product. The learning process, for example the Foreign languages contributes to the formation of creative independence, because within the scope of this subject there is the possibility to use creative tasks and exercises in which the students have to work independently and teach them to use language material to express their thoughts to express it in writing in dialogic and monological language. [1]

Everything that is needed to implement the above requirements is provided by modern educational technologies introduced into the Foreign language class. This includes modern information technologies, interactive Forms of education and the widespread use of project methods. Creative work is both a process and a product of activity. It is both a personal quality and an environment that conditions

Creates self-actualization. It is also the ability to build your own image of the world, your perception of the world (in words, pictures, actions) and yourself in this world through Foreign language, not through your mother tongue. The development of assignments should take into account: the general level of development of the team;

- Age characteristics of the formation of the creative environment;
- personal characteristics of the students;
- personal and social importance of education and creativity
- Tasks; Special features and characteristics of the subject.
- Completing creative assignments is designed to achieve the following goals:

1. You form a culturally and socially active linguistic personality.
2. They will help you process grammar better, memorize new words and expressions, and use them correctly in oral and written speech.
3. They contribute to the independence of the pupils' actions in order to acquire new linguistic and socio-cultural knowledge as well as practical skills in interpersonal communication.
4. They are a tool for independent knowledge of the Foreign people in all their diversity: geography, history, culture.
5. They promote the active use of information and computer technologies that enable access to the global information space, which in turn contributes to the development of information literacy among students. The creative work of the students with the help of such technologies is also encouraged.
6. They increase interest in learning both Foreign languages. Even the weakest students are always happy to do their job because there is an opportunity to show their individual skills.
7. Performing creative tasks creates positive motives for learning.
8. You focus on positive learning outcomes. Performing creative tasks undoubtedly has an effect on relying on the positive results of educational activities. There is success - there is motivation and "Motivation is the" trigger mechanism "of every human activity" (IA Zimnyaya).
9. The students acquire “the experience of an emotional attitude towards their activities that is broken by the system of personal values” (IA Lerner).
10. Creative tasks offer free choice of actions, variability of work.
11. Finally, the completed creative work helps the teacher with further work and is a good visual means of explaining new material or creative tasks to other students. [2]

There are two main types of creative work: compulsory;

- by request.
- The types of creative tasks can be classified according to the following criteria:

1. Purpose: - Development of language skills (phonetics, vocabulary, grammar); - Development of language skills (speaking, listening, reading, writing); - Development of socio-cultural competence (value system, realities of life).
2. According to the number of participants: - individually; -paired; - Group.
3. On the use of information and communication technologies (ICT): - with the use of ICT (is becoming increasingly popular with students and is additionally encouraged); - without the use of ICT.
4. At the place of performance: - in the classroom; - as homework.

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5. On topics in the pedagogical-methodological complex. [3]

As an example to illustrate this, the following exercises can be offered. As part of the "Advertising" topic, the students carry out a product presentation. In preparation, students choose a product or service and think about its unique characteristics and key features that will allow them to be sold for profit. The following exercise will help you get creative with each product. It's called "a miracle thing". For example, a rolling pin that is used to roll dough in everyday life. What can she do with your imagination? In one piece of sports equipment

Massager, in a toy (racket), in a repair tool, etc. At the same time, various slogans are played in the head that stimulate sales. Next, we compare two relatively similar subjects and highlight the similarities and differences by dividing the student group into teams. As a continuation, you can invite students to find two things they think don't look like and ask them to find similarities.

Creating a commercial or developing an advertising campaign is a very creative process in both real life and educational activities. It contains not only "word creation", but also elements artistic creativity: drawing, singing, poetry, "collage", stage skills.

Ultimately, a new product emerges - a new advertisement for a well-known product. In classroom work, students are involved in creative activities - a game, extracurricular work - in the process of cognitive activity when exploring already known approaches to promoting a particular product. As a result, their cognitive and creative activity, their motivation to learn and their creative potential, their creative abilities grow: mental flexibility, intuition, imagination, creative thinking, etc. At the same time, the situation of future professional communication in a foreign language is modeled, communication skills are developed and competence of intercultural communication. Artistic and creative activities in foreign language teaching necessarily involve listening to and using various authentic sources: videos, audio materials (CDs). The attraction of musical materials arouses creativity.

For example, you can propose to listen to a classical piece and share the received emotions and impressions in the form of a story generated by the play of imagination. "What seasons do you imagine when you listen to this music? What kind of images does your imagination bring out? What are you dreaming about? How do you feel?" Using popular melodies as material for listening and singing undoubtedly contributes to the development of students' creativity. At the same time there is an interest in creating a literary-poetic translation.

The expansion of the vocabulary and the consolidation of the grammatical structures are more relaxed. If a person does not have a certain maturity of perception, an established worldview, a certain degree of personal freedom and a creative approach to solving difficult situations, it is difficult for him to withstand the ideology developed in society. It will follow the standard path in its development. The effectiveness of the use of art in the context of psychological and educational practice rests on the fact that this method allows you to experiment, explore and express feelings on a symbolic level.

Creating something new is not a question of intellect, but of the urge to play, to act out of inner compulsion. The creative mind plays with the objects it loves. Game activities play a fairly large place in the general structure of the university's educational activity. In the educational process, a distinction can be made between business, imitation and role-playing games, as well as training courses, which can include all game methods at the same time.

In the practice of teaching Foreign languages, all of the above examples can be illustrated using the following examples:

1) Defending the project, passing a test or an exam in theatrical form;
2) Adaptation of a commercial educational film;
3) Holding press conferences at the invitation of famous personalities (business people, politicians, artists) whose role is played by the students themselves;
4) Business games that mimick international meetings and negotiations;

Games - auctions, etc. Game technologies make it possible to fully uncover all of a person's potential abilities by using visual, auditory and kinesthetic systems at the same time. Foreign language teaching should be based on an activity approach, which means that the learning process should be as close as possible to the future professional activity of the student. [4]

Autonomous learning is a key component of modern foreign language education in technological universities. The effective use of digital technologies and learner-centered approaches contributes to the development of highly qualified specialists capable of continuous professional growth.

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