The Notion of Mental Independence in Study of Foreign Language for Aadult Learners

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Abstract: The article is dedicated to the study of "Independent Study Skills" which presents a certain interest both for theoretical investigation and for practical usage. The concept of 'independent learning' is associated with, or part of, a number of other educational concepts and wider policy agenda of contemporary relevance such as 'personalised learning', 'student-centred learning' and 'ownership' of learning.

Keywords: independence, education, learner autonomy, expectation, perception.

Introduction. Many linguists have brought the invaluable contribution to studying effective methods of establishing independent learning and mental independence of learner in English more in detail see Cortell, Cohen J, M.Y Blokh, B.A Ilish, B.A Khaymovich, A.I Smirnitskiy, M Iriskulov , I.PIvanova, G.G Pochepstov, Ryan Mayer, Bill Meyer has created necessary theoretical preconditions for the analysis of the methodological study of skills in English and Uzbek. It has been seen as one of the essential elements of 'personalised learning' and as vital to the continuing development of a system of school education that promotes high quality and lifelong learning and social equity and cohesion.

Methodology. Some research on staff and student perceptions of independent learning within post-compulsory education has been conducted.

To differing extents, all reported relatively positive results: students were open to, and could respond well to, independent learning concepts in education. However, there was also consensus regarding the problematic issues discussed above. Staff and students often struggled to articulate a meaningful definition or understanding. In addition, the development of independent learning required explicit clarification at the outset and was not always a smooth process. There also appears to be a link between the concept of the independent learner and student anxiety and progression issues, especially in their initial transition to the new learning environment [3].

Literature suggests that confusion surrounding key concepts such as the independent learner may be problematic for students. It is widely recognized that expectations play a significant role in regard to progression and retention [2].

If students are unclear about what is expected from them in higher education, or there is a mismatch of expectations between the student and the institution, this can lead to withdrawal. Similarly, student transition is understood to be a key area with regard to retention. Pre-entry and induction activities are important in supporting students in their academic and social integration and could presently be ineffective given the lack of clarity.

In 2008 LSN was commissioned by the Department for Children, Schools and Families (DCSF) to carry out a review of literature in the field of independent learning. Employing a mixed-method approach guided by a combination of the principles of 'systematic review' and

'realist synthesis', the review explored the concept of independent learning and its possible impact on pupils. In identifying reliable, robust and relevant research to develop a detailed picture of the different aspects of independent learning, the review investigated the key elements and models of independent learning, the skills required by teachers and learners to make the concept a reality, the role of assessment in independent learning, the impact of independent learning, and the challenges to its implementation and how they might be managed.

Independent learning in foreign language teaching and learning has been a favourite topic for a long time. Since the beginning of the millennium year, there have been lots of studies to promote independent learning in different levels of foreign language education at different schools and at different universities. In recent years, many new approaches and innovations have been used to develop independent learning in foreign language education. Helping foreign language learners to become autonomous is one of the fundamental and the universal duties of all of the foreign language educators have.

Learners who think that their learning styles and their endeavors are imperative to form the learning methodologies and approaches can be compelling in learning present day farther dialects. They can permit positive imperativeness to their education or instructors to form their teaching procedures and techniques as well. The concepts of `autonomy` and `responsibility` are two crucial prerequisites in learning and both of them require energetic sharpens. Obligation and freedom are not straightforward to recognize. Commitment and freedom are not basic to recognize. In this paper, their importance and their contrasts will be clarified. The reasons of making commitment and freedom will as well be clarified. Present day approaches on learner freedom in exterior lingo learning and teaching will be highlighted. Language learning strategies will be managed with. Test classroom works out will be shared. Important websites, blogs and books on learner freedom will be recommended [5].

Thanasoulas states this: "It is imperative that autonomy can be thought of in terms of a takeoff from instruction as a social get ready, as well as in terms of redistribution of control attending to the advancement of data and the parts of the individuals inside the learning process."

It has as well been said by Small: "Learner independence may be a risky term since it is broadly dumbfounded with self-instruction. It to boot a slippery concept since it is broadly troublesome to characterize absolutely. The rapidly expanding composing has wrangled approximately, for case, whether learner autonomy have to be thought of as capacity or conduct; whether it is characterised by learner commitment or learner control; whether it may be a mental wonder with political proposals or a political right with mental recommendations; and whether the enhancement of learner freedom depends on a complementary teachers autonomy [1].

As O'Doherty (2006) points out, "academic discourse abounds with synonyms to describe 'independent learning'" (p. 1): student-centered learning, self-regulated learning, autonomous learning, self instruction, lifelong learning. There appears to be no agreement on what is understood by the term. The differing permutations can cause confusion as they allow a multiplicity of meanings and interpretations. For Garrison, independent learning concerns, "an approach where learners are motivated to assume personal responsibility and collaborative control of the cognitive (self-monitoring) and contextual (self-management) processes in constructing and confirming meaningful and worthwhile learning outcomes"[7] .

For Chan, the fundamental principle is that "the locus of control and responsibility lies in the

hands of the individual learner", whereas Broad argues, "Independent learning aims to teach our students to learn for themselves and in turn empower them in their learning whatever the context". No matter the individual definition, the overall consensus appears to be responsibility or ownership of learning on the part of the learner. A number of criticisms of the concept of independent learning exist. The first is that it may be misunderstood. It appears to interpret learning as a solitary activity, which is clearly in opposition to learning theories that stress the social or community nature of learning or take a Vygotskyan social constructivist approach. While it is unlikely that many theorists or institutions would promote the concept in this manner, there is a suggestion within the literature that students can misconstrue it as such. Another criticism is that by promoting independence, institutions pathologize those who require support [3].

Goode argues that the dominant independent learner paradigm labels any student who does not fit the model as deficient: "They become subject to the negative moral discourse surrounding 'dependency,' via an infantilising discourse that characterises them as immature learners, rather than as agentic students acting rationally". This could discourage students from seeking support, increase anxiety, and even play a role in student withdrawal [2]. Furthermore, there are suggestions that current constructions of the independent learner are gendered, culturally specific, and often serve a neo-liberal managerialist agenda of resource and demand management.

However, the independent learner is not simply an empty, potentially divisive phrase. The concept emerged from philosophical approaches to learning, the most relevant discourse being that of adult education. Knowles (1990) formulated the principles of andragogy based on his belief that adults learn differently from children in a number of respects. For him, self-directed learning was a "process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" [1].

Although Knowles (1993) preferred the phrase self-directed learning, this clearly goes some way to defining independent learning and has the advantage of explicitly recognizing the role of others; learning does not take place in isolation. Others in the field of adult education, such as Boud (1988), have looked to ways in which independent learning can be promoted within teaching practice [6].

To sum up, in recent years autonomous or independent lifelong learning has become a key concept within international higher education. However, while there is seeming consensus on the need to develop students as "independent learners," there is no simple definition of what that means. There is also inconsistency in terminology, even at an institutional level. There appears to be a paucity of research on what is currently meant by independent learning within Uzbekistan educational sector. Thus, students may struggle to understand the requirements of higher education since there is no explanation or list of attributes to clarify the meaning of the independent learner for them.

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