

DIFFERENT STRATEGIES FOR LEARNING A LANGUAGE

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Annotation: *The theory and research on language acquisition strategies are reviewed in this article, along with their implications for future teaching and study. Learning strategies are "operations employed by the learner to aid in the acquisition, storage, retrieval and use of information, specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations," according to the National Council on Learning Disabilities. This article also provides a conceptual framework for comprehending language learning strategies by outlining six different types of strategies and describing their common characteristics.*

Key words: *the tapestry method, learning styles, self-efficacy, compensating, proximal sub goals.*

РАЗНЫЕ СТРАТЕГИИ ИЗУЧЕНИЯ ЯЗЫКА

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Аннотация: *В этой статье рассматриваются теория и исследования стратегий овладения языком, а также их значение для будущего преподавания и учебы. Стратегии обучения — это «операции, используемые учащимся для помощи в приобретении, хранении, поиске и использовании информации, конкретные действия, предпринимаемые учащимся, чтобы сделать обучение более легким, быстрым, более приятным, более самостоятельным, более эффективным и более переносимым на других», новых ситуаций», — сообщает Национальный совет по проблемам обучаемости. Эта статья также*

предоставляет концептуальную основу для понимания стратегий изучения языка, выделяя шесть различных типов стратегий и описывая их общие характеристики.

Ключевые слова: *метод гобелена, стили обучения, самоэффективность, компенсирующие, ближайшие подцели.*

All language acquisition techniques share the traits of control, goal orientation, autonomy, and self-efficacy. Goals are the fuel that ignites language learning activity and gives it direction; examples of goals include using English effectively and fluently in business situations, ordering food, asking for directions, etc. The achievement of such objectives does not happen right away for language learners who use learning methodologies. They are typically achieved by aiming for smaller, more immediate language objectives, also known as proximal subgoals, which are connected to particular language tasks. [1]

For instance, the goal of reading numerous English-language journal articles quickly but accurately can be achieved by reading and comprehending one such article each week until strong comprehension matches speed. The scheduling of reading time, skimming for main points, identifying key terminology, and inferring from context are all pertinent learning techniques for completing this weekly assignment. Together, these techniques can be referred to as a strategy chain: a collection of interconnected, related, and mutually supportive techniques. Learners who use learning strategies become more independent. To be autonomous, one must actively manage their own learning. [2]

Learning techniques also improve people's self-efficacy, or their belief in their own ability to perform a task or set of activities.

Cognitive, mnemonic, metacognitive, compensatory (for speaking and writing), affective, and social learning techniques are the main categories. The borders between these six categories can theoretically be distinguished, but they are often hazy since learners frequently use multiple strategies at once. [3]

Cognitive methods promote the mental restructuring of information and assist learners in creating and strengthening links between new and prior knowledge. Cognitive techniques include context-based inference, analysis, inductive and deductive reasoning, and systematic note-taking and restructuring knowledge. The tapestry theory of language learning is an alternative theory that draws from Vygotsky's work. Vygotsky stressed that learning takes place through social interactions (social learning), particularly with the assistance of a "more capable other," who is frequently a teacher. When a student no longer requires the aid, the teacher progressively removes the scaffolding they have provided. With these methods, educators can aid children in the development of higher order cognitive skills including analyzing, synthesizing, and reasoning. [4]

Mnemonic techniques aid students in connecting a new concept to a prior understanding. These techniques are helpful for remembering information in an organized string in a variety of ways, such as by sounds (such as rhyming), by body movement (such as total physical response, in which students physically carry out the teacher's English command), or by location on a page or blackboard (the locus technique). It is theoretically and empirically justified to distinguish between cognitive and mnemonic techniques. Mnemonic techniques, in contrast to cognitive techniques, usually promote simple, stimulus-response relationships between concepts rather than deep associations. Mnemonic techniques are frequently the first step in learning vocabulary words or grammar rules, notwithstanding their shortcomings. [5]

Learners can regulate their own learning, the overall learning process, and particular learning tasks with the use of metacognitive methods. There are numerous types. One subset of metacognitive techniques aids in the self-awareness of language learners. Identifying one's own interests, requirements, and preferred learning styles are examples of self-knowledge practices. Each student tackles language acquisition or problem-solving in their own unique way, according to their learning styles. Examples of learning preferences include visual, auditory, kinesthetic, global, sequential, intuitive-random, and ambiguity-tolerant vs. ambiguity-intolerant, among

others. While using and learning from various types is undoubtedly beneficial, understanding one's own learning style can help students select tactics that comfortably suit with it? [6]

As with the technique of inferring from context while listening and reading, compensatory strategies for speaking and writing assist learners in filling in knowledge gaps when using English in oral or written communication. Using synonyms, circumlocution, and gestures to imply meaning are examples of compensatory (or communicative) tactics for speaking. Writing compensatory strategies include some of the same techniques, such the use of synonyms or circumlocution. [7]

Positive attitudes and beliefs can have the opposite effect of the negative ones, increasing learners' motivation and improving language learning. The affective technique can therefore be helpful for a variety of situations, including language learning, native speakers, teachers, and language classrooms. [8]

Social skills enable collaborative learning and aid in the comprehension of the culture of the language being studied. Asking for clarification or confirmation, seeking assistance, learning about cultural or social norms and values, and group study outside of class are a few examples of social techniques. Social techniques are nonetheless essential for expressive language learning even though cognitive and metacognitive methods are frequently downplayed by cognitive information-processing theory.

According to language learning studies, many factors influence strategy use.

- ❖ *Motivation* was an important influence on strategy use, with greater motivation related to higher frequencies of strategy use. As Dornyei and Otto explained, learning strategies as goal-directed behaviours inherently indicate the presence of motivation.
- ✓ The language learning environment affected strategy use, with students in ESL environments using strategies more often than those in EFL environments.
- ✓ Learning style and personality type influenced strategy use;

- ✓ Gender has frequently been associated with strategy use; with some variation across studies, females usually report greater strategy use than males;
- ✓ Culture or national origin had a strong effect on how students learn, according to general research and language learning strategy research;
- ✓ Career orientation also has an influence on strategy use, as reflected in major academic field or educational/career aspirations;
- ✓ Age affected the kinds of strategies students reported, but even young children were able to identify and describe their language learning strategies;
- ✓ The nature of the language task was an influence on strategy choice in many studies;

Future research on language learning strategy use must deal with a number of key issues. First, it is crucial to learn how to help language teachers become aware of the importance of language learning strategies. Second, we must discover how to teach strategies effectively in both linguistically diverse and linguistically homogenous classrooms. Third, there must be a focus on the degree of success of various forms of strategy instruction for ESL or EFL students of different ages, cultural backgrounds and career orientations. Fourth, researchers must study the effects of learner motivation, institutional practices and cultural beliefs on the success of strategy instruction. Fifth, the frequent gender differences in ESL/EFL strategy research deserve further investigation. Sixth, if certain learning strategies conflict with cultural norms, we must learn how far to push students to use them, especially strategies that involve co-operative practice and active communication. Finally, research needs to show the extent to which individuals can successfully challenge their culture's values in using particular learning strategies. Research is burgeoning in the area of language learning strategies. Teachers could conduct 'action research' within their own classrooms in order to know their students better and provide strategy instruction that students need. In larger-scale, multi-classroom studies, within every study investigators could regularly examine multiple factors, such as

motivation, age, and gender, cultural background, learning environment, home language, prior language learning and prior travel. If this were done, research results would become more comparable, and we would be able to understand more about strategies and how they operate for different individuals and groups.

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