

THE USAGE OF LANGUAGE LEARNING STRATEGIES BY LEARNERS

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Annotation: This article represents information about Language learning strategies, which is a term referring to the processes and actions that are consciously deployed by language learners to help them to learn or use a language more effectively. They have also been defined as 'thoughts and actions, consciously chosen and operationalized by language learners, to assist them in carrying out a multiplicity of tasks from the very outset of learning to the most advanced levels of target language performance. Strategies help students begin to understand the process of learning. They enable students to work around their weaknesses and reach the level at which they are capable. In this article, I'll look at 6 research-based learning strategies to help students use these methods in their own learning.

Key words: direct, indirect, metacognitive, memory, compensation.

Аннотация: В этой статье представлена информация о стратегиях изучения языка, который представляет собой термин, относящийся к процессам и действиям, которые сознательно используются изучающими язык, чтобы помочь им изучать или использовать язык более эффективно. Они также были определены как "мысли и действия", сознательно выбранные и применяемые изучающими языком, чтобы помочь им в выполнении множества задач от самого начала обучения до наиболее продвинутых уровней владения целевым

языком. Стратегии помогают учащимся начать понимать процесс обучения. Они дают возможность учащимся обойти свои слабые места и достичь того уровня, на котором они способны. В этой статье я рассмотрю 6 стратегий обучения, основанных на исследованиях, чтобы учащиеся могли использовать эти методы в собственном обучении.

Ключевые слова: прямое, косвенное, метакогнитивное, память, компенсация.

Learning strategies are actions that learners take to accomplish their learning goals. Language learning strategies are specific actions, behaviours, steps, or techniques that students use to improve their progress in their education. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability. All language learners, needless to say, use language learning strategies in the learning process.

The Language learning strategies are defined as deliberate behaviours or actions that learners use to make language learning more successful, self-directed and enjoyable. Learning strategies are pretty fluid. In the process of learning a language, we all try different methods and techniques. Something works, some doesn't; we like some methods (for example, putting a textbook under the pillow), some tires (doing grammar exercises). Other strategies for learning a foreign language make us feel uncomfortable (speaking with mistakes), and with the third, we feel safe (being silent if you do not know exactly what to say). Everyone develops their own preferences and personal strategies for learning the language. None of the studies published to date can say unequivocally that some learning strategies work and others don't.

Explicit instruction includes the development of students' awareness of their strategies, teacher modeling of strategic thinking, identifying the strategies by name, providing opportunities for practice and self-evaluation. Researchers in both L1 and L2 contexts agree that explicit instruction is far more effective than simply

asking students to use one or more strategies and also fosters metacognition, students' ability to understand their own thinking and learning processes.

Language learning strategies are divided into 2 groups: Direct and Indirect.

Direct Strategies: They are strategies that involve directly the target language. Direct strategies require mental processing of the language. These strategies include memory, cognition, and compensation strategies. The direct strategies are beneficial to the students because they help store and recover information. These strategies help learners to produce language even when there is gap in knowledge. They also help to understand and use the new language.

Memory Strategies: Memory strategies help learners store and retrieve new information. They reflect very simple principles such as arranging things in order, making associations, and reviewing. They also enable learners to store verbal materials, and then retrieve it when needed for communication.

Cognition Strategies: They are strategies that enable learners to understand and produce new language by many different means. These are perhaps the most popular strategies with language learners. The target language is manipulated or transformed by repeating, analyzing or summarizing.

Compensation Strategies: They are strategies that enable learners to use the new language for either comprehension or production despite limitations in knowledge. They are intended to make up for an inadequate repertoire of grammar and, specially, of vocabulary.

The second type of learning strategies, indirect learning strategies, is likewise divided into three categories: metacognitive, affective, and social.

Metacognitive strategies, namely the control of one's own learning progress, its organization, planning and evaluation. This means that students are able to decide what is most suitable for them according to their needs. Students can gather and organize materials, plan for a task, create a study schedule, monitor mistakes, and evaluate the accomplishments.

Affective strategies (but not in the sense of a state of passion, which is known to

be a mitigating circumstance)) are ways to control and manage your emotions, attitude to language and learning procedure, and motivation. For instance: Ways to reduce your anxiety are to play music, make a joke.

Self-motivation - learned 10 new phrases - take a pie from the shelf. Ways to deal with negative emotions are to share your feelings with the teacher or complain about the teacher to classmates.

Social strategies are interaction methods and communication strategies. For instance: Asking questions and asking for clarification if you do not understand something, and not be silent - I'm sorry, I don't get it; Could you clarify? Ask a more advanced English user for help. Asking questions to get verification, working collaboratively, taking part in conversations, and understanding the target culture are included in social strategies.

We have looked at some of the methods that students should take in their learning. To improve the process of their learning and what exactly they lack in order to learn better, these methods encourage students to become successful learners. And if learners will use these methods they can help students begin to understand the process of learning. Strategy use helps students to become more efficient and more effective learners. Learning strategies are particularly important for helping students to bypass their areas of weakness and to rely on their areas of competence. It is important that learning strategies research continue, both in these and other directions, for only through a better understanding of the learning and teaching process can more language learners achieve the level of success that currently characterizes only a small proportion of all students studying a foreign or second language around the world. Strategy instruction can contribute to development of learner mastery and autonomy and increased teacher expertise, but additional research in specific language learning contexts is essential to realizing its potential to enhance second language acquisition and instruction.

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