SUCCEEDING IN LANGUAGE LEARNING USING INDIRECT STRATEGIES

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Мақолада чет тилини ўрганишда муҳим аҳамиятга эга бўлган тил ўрганиш стратегиялари, айниқса, ўзлаштирма стратегиялар чуқур таҳлил қилинган. Ушбу стратегиялар ёрдамида талабалар мустақил равишда чет тилини эгаллаши ёритилган.

Калит сўзлар: *стратегия, ўрганувчи, мустақил, ўйлаш кўникмалари, тил топшириқлари, ўз-ўзини баҳолаш, ўз-ўзини бошқариш, мақсад қўйиш.*

В статье рассматриваются стратегии, в частности, косвенные стратегии, которые важны при овладении иностранным языком. Освещено, как студенты с помощью этих стратегий самостоятельно изучают иностранный язык.

Ключевые слова: *стратегия, изучатель, самостоятельное изучение, навыки размышления, языковое задание, самооценка, самоуправление, целенаправленность.*

This article deals with language learning strategies especially the indirect ones, that are helpful in mastering the target language. With the help of these strategies students become more autonomous in the process of learning the foreign language. Different indirect substrategies are investigated to show their importance in a foreign language acquisition.

Key words: *strategy, learner, autonomous, problem- solving skills, thinking skills, language task, self-evaluating, self-monitoring, purpose, setting goals, organizing.*

"Learning strategies are the steps taken by the students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence." [Oxford, R. p.1]

It is known that learning a foreign language by using strategies is absolutely prosperous. With the help of the strategies language learners comprehend a foreign language more deeply. For what strategy is a way, technique, even we can call it a key to learn easily, quickly and also structurally. In methodology there are two main strategies. The first one is direct, the other one is indirect. At the same time, these both strategies cover other substrategies**. Direct strategy** includes ***memory, cognitive*** and ***compensation strategies.*** And ***metacognitive, affective and social strategies*** are assembled in **indirect strategy**. Indirect means independent. So, finally, you may see the relationship between metacognitive strategy and independence. Though metacognitive, affective and social strategies are indirect, they have some different peculiarities.

The root word of **metacognitive** is "meta". It means "beyond". Namely, it is thinking about thinking or knowing about knowing. Well, let's start talking about how to succeed in language learning by using different strategies, especially, by metacognitive ones. By the way, what is succeeding? It is achieving, making progress. Everyone who attempts might merit what he targets. But it does not mean success or achievement. When people reach their goals or intends using essential and profitable styles with their toils in short time, then it will be success. As mentioned above, other strategies like metacognitive also help students to gain on language. Moreover, this strategy demands students to work on themselves more autonomously.

There are number of forms in metacognitive strategy. They direct when and how to use particular strategies for learning or problem solving. In addition, the metacognitive strategy possesses five main components:

- *preparing and planning for learning;*
- *selecting and using learning strategies;*
- *monitoring strategy use;*
- *orchestrating various strategies;*
- *evaluating strategy use and learning***.**

As well as, it includes three large groups and they are divided into substrategies .

- The first one is *centering your learning***.** It has three parts: the first is overviewing and linking with previous knowledge and material. It means learning something new about language connecting it with basic knowledge. If you are able to manage it, you will not have serious problems in learning process. Regardless of the learner's level, it aids him to link what he already knows with the new material.

• The second one is *paying attention*. The strategy of paying attention is necessary for all of the language skills. This strategy involves two modes, *directed attention* and *selective attention*. Directed attention (almost equivalent to "concentration") means deciding *generally* or *globally* to pay attention to the task and avoid irrelevant distracters. In contrast, selective attention involves deciding in advance to notice *particular* details.[Oxford, R. *Language learning strategies*. p. 154]Being attentive is essential for every person at any time. When a learner focuses his whole attention to the one issue, he can understand that quickly, as well as, memorizes it for a long time. Attentiveness is a primary assistance to a learner. Without it you can not attain your targeted goals even though you work or study hard and systematically.

If you have paid attention to all peculiarities of metacognitive strategy they are linked with working or learning independently, especially, on your own.

Second group of metacognitive strategies is *arranging and planning your learning*. It covers a lot of main points in language learning.

• The first one is *finding out about language learning*. It means knowing, being aware or understanding what language learning is. Learners often do not usually know about the mechanics of language learning. If they share their problems on language learning and exchange strategies they have tried, it will work only for their benefit.

• The second one is *organizing*. We can use the words planning, ordering or arranging to define *organizing.* Scheduling your learning and keeping a language learning notebook is of great importance in this strategy. If you learn your new language systematically, step by step, namely based on plan, without doubt you will achieve in the offing.

• The third one is *setting goals and objectives.* Humankind always should set gross aims. Why? Because such objectives push people to feel their burdens. And when people have responsibilities, they will have to attempt and work. As a result, they will be able to succeed. This is also one of the important features of a metacognitive strategy. Goals are generally considered to be long range aim and objectives are the steps that lead to reach that goal.

• The next one is *identifying the purpose of a language task*, i.e. purposeful listening, reading, writing and speaking. In this substrategy, first of all, you should clearify which language skills you are going to improve. After identifying it, you had better pay more attention to language tasks. In addition, planning for a language task is significant. What definite tasks help learners to develop language skills and consolidate their knowledge.

• *Planning for a language task* is another strategy that involves clearifying the general nature of the task , the specific requirements of the task, the resources available within the learner, and the need for further aids.[Oxford, R.p 159] Understanding the task in advance is of vital importance in planning it . A learner needs to identify the task beforehand and consider the outcomes of it.

• The last one is *seeking practice opportunities*. They are also learner-friendly in applying the accumulated knowledge into practice .Assaying learners to use L2 in communication and socializing are of great importance in developing learners' speaking skills. Language learning without practice is like baking without tasting it.

Finally, last substrategy is evaluating your learning. It is divided into two parts: *self-monitoring* and *self-evaluating*.

• *Self-monitoring* is controlling and checking yourself, your knowledge. People can opine about others easily, but they fairly say anything about themselves.

Analyzing your errors in language learning and finding causes of making them is a good strategy to avoid of not repeating them. Error-analysis helps learners to determine the reason and eliminate it.

• *Self- evaluating is* reflecting to your own learning. Testing your knowledge and checking language progress are very helpful for further improvement.

Self-monitoring and self-evaluating are real signs of metacognitive strategies, for what only solemnly wise and forward-looking people can evaluate as well as work on themselves correctly.

Affective strategies include the following substrategies: *lowering your anxiety; encouraging yourself* and *taking emotional temperature.*

Lowering anxiety is one of the alarming substrategies among affective strategies. It is learner-friendly in all four language skills. Anxiety usually distructs learners to perform their capability in language tasks.

How to overcome anxiety and be a successful learner?

Here are some effective techniques that are of great help for learners. *Using progressive relaxation, deep breathing* reduces tension and relaxes muscles. *Meditation* aids to focus on a mental image and to center one's thoughts. These techniques help learners to accomplish their language tasks more peacefully and more efficiently.

Using music and laughter are the other useful substrategies before any stressful language task. They put learners into a more positive mood for learning.

Encouraging yourself includes *making positive statements, taking risks wisely, rewarding yourself* strategies. To raise own spirit, learners are to make

positive statements on themselves. If they repeat those positive statements regularly for self-encouragement, they will gain self-confidence and show off themselves.

Taking emotional temperature involves getting in touch with feelings, attitudes, and motivations through variety of means.

Listening to your body is expected to be the most welcomed substrategy by learners as *tuning in* to the body can be a first step toward greater emotional self-understanding and control. If a learner has a headache and realizes that is due to overtasking himself then he listens to his body and relaxes a bit more every day.

Using a checklist helps learners to work systematically in regard to both general and specific language tasks and skills. Learners can use a checklist everyday or every few days to assess their feelings and attitudes on language learning.

Writing a language learning diary is another substrategy where students write about their feelings on learning experiences, challenges and progresses. In this way they keep track of their successes and failures. It helps them to analyze and learn from their pros and cons.

Discussing your feelings with someone else. Using this substrategy students get benefit from discussing their problems and sharing techniques, experiences.

Social strategies are divided into *asking questions, cooperating with others, empathizing with others*

Asking questions includes both *asking for clarification and verification* and *asking for correction strategies.* In listening and reading *asking for clearification and verification* is used more than in speaking and writing where students *ask for correction.*

Language in all its aspects is a social act, *cooperating with others* is essential. This cooperation requires that a learner interacts well with both peers and more proficient language users. [Oxford, R. p.170] Jigsaw reading, project works are good examples for cooperating with others.

Empathizing with others is understanding and producing the new language especially with individuals from the target culture.

Developing cultural understanding helps learners to sharpen their cultural understanding in target language culture. In reading classes students discuss materials concerning to target language culture and share about their cultural awareness.

Listening carefully, observing the behavior of others, respecting groupmates' opinions are related to *Becoming aware of other's thoughts and feelings.* Such awareness brings learners closer to the people they communicate, helps to understand their inner world. In peer-correction writing tasks students become aware of others' feelings and thoughts.

As a conclusion, I can mention that every strategy has its own peculiarities. So has an indirect one. These strategies provide a rich and a powerful support to any language learning effort. They can be applied to all four language learning skills. Today epoch requires people to become enthusiastic and independent. On being up to date and making progress indirect strategies aid you not only in language learning, but also in daily life. Every strategy serves learning a language successfully. But indirect is a fab strategy in language learning. It is a real key to be a successful learner.

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