

## TIL O'RGANISH STRATEGIYALARI

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### **Introduction**

Language acquisition is a complex, multifaceted process influenced not only by external instruction but also by the internal mechanisms learners use to manage their own learning. With the increasing emphasis on learner autonomy and personalized education, the role of language learning strategies (LLSs) and self-regulation has gained significant attention in second language acquisition (SLA) research.

This study aims to: Investigate how LLSs contribute to language development.

Examine the role of self-regulation in sustaining long-term language learning.

Explore how these two dimensions interact to enhance learner autonomy and success.

### **Literature Review**

Definition: Specific actions, behaviors, steps, or techniques used by learners to enhance their learning (Oxford, 1990).

Cognitive strategies: Repetition, summarizing, translation, note-taking.

Metacognitive strategies: Planning, monitoring, evaluating.

Affective strategies: Anxiety reduction, motivation enhancement.

Social strategies: Asking questions, cooperation with peers, interaction with native speakers.

## Research Findings:

Effective learners are strategic learners. Strategy use varies based on proficiency level, motivation, and context. Self-Regulation in Language Learning

Definition: Learners' ability to control their thoughts, emotions, and behaviors in pursuit of long-term goals.

Key Components (Zimmerman, 2000):

Performance: Strategy application, self-monitoring.

Self-reflection: Self-evaluation, attribution.

Importance in SLA: Encourages autonomy.

## Interplay Between LLSs and Self-Regulation

LLSs are tools; self-regulation is the system that manages and deploys these tools effectively.

Metacognitive strategies and self-regulation often overlap.

Learners who are self-regulated tend to be more reflective and intentional in their strategy use.

## Methodology (Example Outline)

Research Design: Mixed-methods (quantitative + qualitative).

Participants: 100 university-level EFL students.

Instruments:

Oxford's Strategy Inventory for Language Learning (SILL).

Self-Regulated Learning Interview Schedule (SRLIS).

Semi-structured interviews.

Proficiency assessments (TOEFL, IELTS, etc.).

Data Analysis:

Statistical analysis (correlation, regression).

Thematic analysis for interviews.

### **Results** (Hypothetical)

Positive correlation between frequency of strategy use and language proficiency.

Self-regulated learners more likely to use metacognitive and social strategies.

Learner autonomy closely tied to self-reflection and goal orientation. Discussion

#### **Key Insights:**

Self-regulation acts as a framework within which strategies are chosen, applied, and evaluated.

Teachers should focus on not just teaching language content but also training learners in how to learn.

Implications: Curriculum design should integrate strategy training. Language classes should foster self-regulated learning through reflection journals, goal-setting exercises, and peer collaboration.

Limitations: Self-reported data may be biased. Cultural and contextual factors influence strategy preference.

Suggestions for Future Research: Longitudinal studies to track strategy development. Comparative studies across different cultures and age groups.

## **Conclusion**

This thesis underscores the significant role that both language learning strategies and self-regulation play in facilitating successful second language acquisition. Empowering learners with strategic awareness and self-management skills not only boosts their linguistic proficiency but also equips them with lifelong learning tools.