**[The features of autonomic language learning in ESL classrooms](#_Toc435574529)**

Specification of pedagogical conditions which promote development of autonomic language learning was given in theoretical chapter of the research. In practical chapter of the research the program of the organisation of model-experimental work and the technique of realisation of pedagogical conditions should be described, as well as received results of analysis must be presented and conclusions must be formulated.

The purpose of model-experimental work of our research consists in check of influence of allocated methods to development of autonomic language learning of learners. Formulated purpose defined specific objectives soluble by us during model-experimental work:

•choice of groups for pedagogical experiment;

•defining the criteria and the level of development ratings of pupils’ skills;  
 •verification of conceptual apparatus and original hypothesis of researches;  
 • execution of [ascertaining experiment](http://engperevod.ru/engtorus/ascertaining%20experiment);

•developing methods of improving the diagnostics of autonomic language learning;  
 •development of the plan and the program of execution of experiment on development of the oral and the comprehensive skills, experimental check of pedagogical methods of development of pupils’ autonomous in language learning;

• formation and analysis of results of model-experimental work.

To the expediency of application of model-experimental work as independent method of research the essential influence is rendered by the system of general scientific and specifically-scientific principles which reflects general requirements to the organisation and execution of model-experimental work. In our work we relied to following principles:

The principle of objectivity assumes:

• check of autonomic language learning influence in teaching language by a few methods;

• registration of all indicators of change of under study object;

• comparison of data of one's research with the data of other researches.

Schedule the lessons

Make a schedule that you will not be hard to observe. It is desirable to do daily, for an hour - one and a half with a break for 5-10 minutes. Your schedule is likely to be different, but follow the principle of "it is better to practice often little by little than rarely and for a long time." Daily lessons of 20 minutes for two weeks will be more useful than one five-hour "storm". Schedule the house in a conspicuous place.

Define the goal

Define the goal - and direct all efforts to achievement. Why do you need English?

In class, combine exercises in reading, writing, grammar and develop the ability to express their thoughts. And focus on what you need and what you like. Want to learn to speak - speak more, etc. Then the fruits of your labors - skills and knowledge will inspire you to conquer new peaks.

Choose an approach

In order to create an optimal program of study for yourself, you will have to briefly become teachers and get acquainted with the methodology.

There are two main approaches to learning the language: "traditional" and "communicative."

The traditional approach is a combination of audio-lingual and grammar-translation methods.

If at school you studied some foreign language, then "you know in person" the grammatical-transfer method. Exercises in grammar, retelling texts (and sometimes even memorizing by heart), expanding vocabulary with the help of word lists, and translations, translations, translations. Undoubtedly, talented teachers expanded the list of activities in the classroom, could interest the students. But this is a unit. In most cases, the method did not justify the effort.

Audiollingual method is much more effective than the previous one. It was fully realized in language labs - and today you can buy CDs with exercises. Training consists in listening and reproducing dialogs - on their basis, grammar is studied, pronunciation is "put". If you want to learn how to speak as quickly as possible - look for good English courses on CD.

The communicative approach combines techniques in which exercises unusual for graduates of Soviet schools are used: games, debates, tasks for finding mistakes, by comparison, analysis of situations. This approach is one of the most effective today. He does not just teach the language - he teaches how to use the language. Choose a textbook developed on the basis of a communicative method.

Textbooks, dictionaries and other your tools

If you have already learned English, the first thing you need to do now is to assess your level with tests. Do not overstate it - it's better to repeat what's known than to get stuck on the third page of an incorrectly selected self-instruction manual.

Choose a textbook in which there are not only standard exercises, but creative and unusual tasks that implement a communicative approach to learning. The more interesting the textbook is, the less chance it will be to face the first problem of independent learning: "I'll study, but not today, but tomorrow." "Tomorrow" rarely comes the next day.

Feel free to pass by books, CDs and tapes with headlines like "English for a month!". If everything were so simple, everyone would have known the language for a long time.

What goals you would not pursue while studying English, you will need a very good dictionary. Here the Internet does not help - the vocabulary of online resources is not enough.

With a thick dictionary of a small format, it is convenient to work, which is not the case with a larger format album. We advise you to buy a dictionary of general vocabulary for fifty thousand words, not less (more - better). Please note: in a good publication there are always examples of the use of words.

Try to choose the most recent edition, so as not to waste time and energy on memorizing obsolete, out-of-use words. Another argument for the "fresh dictionary": in the editions compiled in the first half of the last century, you will not find many words that have long been part of our speech. A dictionary with a small font is convenient to use - let this moment do not confuse you when choosing. The dictionary is your permanent assistant in the study of the language, do not spare money for it.

Be sure to use audio materials, courses on CD: as we have already said, they will help you put the pronunciation, expand your vocabulary and learn how to speak English. Even if these are not top-priority tasks, listening to dialogs will diversify the learning process. And the more interesting the lessons, the better the results.

Web quests are developed for mac integration of the Internet into various different levels of learning in the learning process. They can cover aseparate problem, a subject, a topic. Feature of education the important thing about web quests is that some or all of the information for independent or group work of students with it is on various websites. The developer of the web-quest as a training-Bernie Dodge, professor of educational University of San Diego (USA). He determined the following: Tasks for web quests [15]:

• retelling - demonstrating an understanding of the topic on the basis of materials from different sources in a new format: creating presentation, poster, story;

• planning and designing - developing a plan or pro-on the basis of given conditions;

• Self-knowledge - any aspects of personality research;

• compilation - transformation of the format of information received from different sources: the creation of a tourist guide, virtual exhibition, engineering project development;

• creative task - creative work in a certain genre;

• analytical task - search and systematization of information; T.D. Margaryan 6th

• reaching consensus - developing a solution for the acute Blemish;

• evaluation - justification of a certain point of view;

• journalistic investigation - an objective statement of the in formation (separation of opinions and facts);

• persuasion - inciting opponents to one's side or neutrally minded individuals;

• scientific research - the study of various phenomena, facts on the basis of unique online sources. Each Web Quest being developed must have a clear structure.

1. A clear introduction, where the main roles of participants are clearly described or the script of the quest, a preliminary work plan, a survey of the entire quest.

2. The central task, where the final result is clearly defined independent work.

3. List of information resources (in electronic form – on CDs, video and audio carriers, in paper form, links on the resources in the "Internet" network, the addresses of the websites on the topic), for the task.

4. Roles. Students should be provided with a list of participating roles.(From 2 and more), on behalf of whom they can perform tasks. For each role, you need to set up a work plan and assignments.

5. Description of the procedure to be performed to each participant of the quest for self-fulfillment of the assignment (Stages).

6. Description of the criteria and parameters for assessing the web quests.

7. A guide to action, which describes how to organize and provide collected information.

8. Conclusion, which summarizes the experience that will be obtained participants in the performance of independent work on the web-quest. When working with a web quest, you can distinguish several stages:

1) the initial stage (command), when the students are introduced to the new concepts on the chosen topic, roles in group;

2) role-playing - individual work in a team for the overall results. Participants simultaneously, in accordance with the selected roles, perform tasks. Since the purpose of the work is not competitive,the process of creating a web quest is the mutual training of members team skills in working with computer programs and on the network the Internet. The team together summarizes the performance of each tasks, participants exchange materials to achieve a common purpose - the creation of a common product (presentation); forms of autonomous training in a technical university in ESP groups 7th

3) accomplishment of the task: the search for information on the concrete subject; Development of the project structure (presentation); creature materials; Improvement of materials;

4) final - presentation of the finished project. On this stage team works together, under the guidance of a teacher, feels responsible for the results of the study. By re-findings of the problem research formulate conclusions and regulations. A competition of the executed works is carried out, where they are evaluated understanding of the task, the reliability of the information used, its to a given topic, critical analysis, logic, structure, information, the certainty of positions, approaches to re-

Problems, individuality, professionalisms. In the evaluation of the results, both teachers take part, and students by discussion or vote. The key section of any web-quest is a detailed assessment criteria, based on which the project participants evaluated the we ourselves, our teammates. The same criteria and the teacher. Web Quest is a complex task, therefore assessment of its implementation should be based on several criteria.

Oriented on the type of problem assignment and the form of result. Barney Dodge recommends the use of 4 to 8 criteria, which may include:

• research and creative work;

• quality of argumentation, originality of work;

• work skills in the microgroup;

• oral presentation;

• multimedia presentation;

• written text.

One of the options for independent language learning is to use materials from the online courses program. During the distance learning, they will be sent jobs to an e-mail box, the one will perform them, send them to the instructor, after checking, he will indicate errors. Passing such courses will help puplils to be disciplined and learn how not to miss classes. This is a good option for beginners.

In large bookstores, now there are books in English, adapted for readers of different levels. The required level of knowledge is often indicated directly on the cover. Reading books, you will expand vocabulary, learn how to build sentences, develop literacy and a sense of language.

Watching movies in the original is a real pleasure. Buy movies that have an audio track in English and have subtitles. If your level does not yet allow you to understand complex dialogues, start with the cartoons. They usually use simple vocabulary. Look at the beginning several times with subtitles, put on pause, if you meet an unfamiliar word. For each film, make up a small dictionary, writing down unfamiliar words as you watch the movie. Pay attention: there are films where the characters speak quite clearly (for example, "The Hot Chick", "Chick") and those where it is difficult to disassemble ("Back to the Future", "Back to the Future").

Use the Internet while learning the language - it gives learners amazing opportunities. With Skype they can talk to native speakers, livejournal.com can start a blog in English or just read online diaries of Americans and Englishmen. Social networks, forums, chats - use and get the maximum benefit. Also, we can use the phrase “Do you like to cook?” Look for recipes in English, try to cook on them. Language should be useful to them - otherwise, why teach it?

Methods and exercises for self-study of the language

We offered several methods of learning English that could help them.

Find the texts of their favorite songs in English, translate, learn and sing along with the performer.

Spend a holiday in a country where they speak English: combine useful language practice with a pleasant vacation.

Try to start thinking in English, comment on themselves actions, events, daily incidents.

Learn the culture: it will be useful if they want to go to a country where people speak English. Find out what's valuable to the people they'll be communicating with. For example, find as detailed a biography of Winston Churchill as possible - it is similar to the plot of an exciting book. Read about it (ideally - in English, but everything depends on their level of language). Not interested in politics? Read, watch films about key moments of history, outstanding figures of art, science, about the development of fashion, automotive industry, social phenomena and customs of countries.

As the main result of education is the mastery of a set of universal educational activities that allow you to set and solve the most important life and professional tasks.

Personal results are based on the system of value relationships of students - to themselves, other participants in the educational process, the educational process itself, the objects of cognition, the results of educational activities.

As applied to the content of training, the personality-oriented approach is manifested in the following main areas:

1) when selecting the foreign language content of instruction in a larger measure, the earlier the interests and problems of schoolchildren are taken into account. This is manifested, first of all, when selecting an authentic text material, in choosing topics for discussion, etc.

2) the selection of material implies some redundancy and the separation of two levels: the level of presentation and the level of demand, which takes into account the opportunities and needs of students. This allows for a differentiated and individual approach to the students, puts them in a choice situation, encourages greater independence and activity.

3) the latter is achieved through the problematic submission of materials, and not in the message of "ready-made assignments", in encouraging students to think, independently searching for information, to independent conclusions, generalizations. For example, this is often manifested in the development, with the help of special tasks, of a textbook of reflection (self-observation, self-report) that promotes the development of the personality, its self-awareness, self-esteem.

4) when selecting content, it is important to provide such materials that appeal to the learner's personal experience, feelings, emotions, encourage the expression of one's own opinion, an appreciation that stimulates the formation of value orientations.

Thus, the personality-oriented approach makes high demands on the selection of the content of the training, its methodological organization.

Similarity of the groups at the early stage of work was supplied by identical conditions of training, approximately identical quantity indicators of the pupils' development of autonomous learning. Age of pupils accounts for from 9 to 10 years. The number of pupils in control and experimental groups on 22 and 21 persons respectively.

The phases of model-experimental work:

Preparatory stage

Tasks of the preparatory phase:

• to study the levels of the pupils;

• to reveal criteria and ratings characterising these levels, and to define the technique of their diagnostics;

• to develop the technique of realisation of pedagogical conditions of development of autonomous learning of pupils.

For studying of condition of the problem of development of learner autonomy various methods of research were used:

• supervision for development of motivation;

• testing and questioning pupils

• theoretical analysis and synthesis, integration and material ordering;

• establishing experiment

The main stage

Tasks of the main phase:

• to approve experimentally the technique of using social media in development of learner autonomy.

• to check experimentally the influence of methods in development of pupils' motivation.

Methods used on the main phase of model-experimental work:

• forming experiment;

• methods of diagnostics of levels of development of the autonomous learning of pupils (testing, questioning);

• problem method.

Final stage of model-experimental work

Tasks of model-experimental work

• to conduct a theoretical judgment and the interpretation of experimental data;

• to issue results, to formulate conclusions

• to develop methodical recommendations for teachers on development of learner autonomy activity of pupils.

Methods used on final stage model experimental work:

• theoretical analysis, synthesis, integration, systematization;

• statistical methods of secondary processing of results of model - experimental work (methods of hypothesis proof);

• methods of visualisation of results.

We will consider organisationally-methodical aspects of preparatory phase of model-experimental work. The main task of this phase was to reveal criteria and ratings enabling to estimate formation of ways of autonomic language learning in the target language.