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Accordingly, to our research, it could be concluded that the scores for the Instagram-taught words (M=17) were significantly higher than the scores for the traditionally-taught words (M=16). In other words, the Instagram application was shown to be a useful resource for enriching the vocabulary knowledge of the learners.

Diagram 2 also shows the superiority of the scores of the Instagram-taught word to those of the traditionally-taught words.

4. CONCLUSION

The study is a detailed intervention that examined the theoretical review and practical implementation of modern methods of teaching vocabulary for beginners by applying Instagram social network for different aged students during summer. Social networks play an essential role in our life. And vocabulary is a vital part of acquiring a second language. It is necessary for a second language student to learn vocabulary: thus, English teachers and researchers have been looking for a new educational method for teaching vocabulary to students. The results of this study in this field show that social networks such as Instagram, with many options, can be a sufficient tool to motivate students to learn English. Beginners improved their level of vocabulary via Instagram as an application and ICC teaching.

The impact of this experimental study is to provide learning activities that cater to all beginners level students' needs online and stimulate their vocabulary in foreign language learning. Based on a questionnaire, learners had positive attitudes to using social networks for learning second language out of the classroom and they believed that these useful tools facilitate learning process.

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THE ROLE OF A TEACHER IN THE FORMATION OF LEARNER AUTONOMY

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In the context of the rapid development of science, education, information technology, and the ongoing integration of Kazakhstan's universities into the global educational system, there is a constant increase in the requirements for a student of a school or university. Thus, a modern specialist should have professional and general cultural competencies that allow him/her to be competitive in the labour market and function in the field of his/her professional activity. Readiness for lifelong education is one of these competencies.

The basic principles of lifelong education orient a person to *self-development* throughout life, to the ability to learn independently. Modern society is interested in its citizens being able to improve their skills through professional *self-education*, being able to make independent decisions and be responsible for them. The concept of *autonomy* of the individual which originated in foreign psychology and is now widely known in our country, indissolubly related to the ideas of freedom of choice and human responsibility.

The term 'autonomy' is derived from the spheres of politics and moral philosophy. The roots of personal or individual autonomy can be traced back in history through the works of Nietzsche and

Kant, but also the ancient philosophers such as Plato and Aristotle.

In pedagogy, the prerequisites for the emergence of learner autonomy can be traced back to the Middle Ages. Galileo Galilei once said, "You cannot teach a man anything; you can only help him find it within himself" [1]. The famous French educator Jean-Jacques Rousseau preached this way of searching for knowledge by students: first, it is necessary to awaken students' interest in the problem under study, and leave the solution itself to them.

The pioneer publication on learner autonomy by Henri Holec – *Autonomy and Foreign Language Learning* – first produced in 1979 as a report to the Council of Europe's Modern Languages Project. He defined 'learner autonomy' as the "ability to take charge of one's own learning". Holec also noted that this ability "is not inborn but must be acquired either by 'natural' means or (as most often happens) by formal learning, i.e. in a systematic, deliberate way" and pointed out that "to take charge of one's learning is to have the responsibility for all the decisions concerning all aspects of this learning" [2]. Holec further identified the various steps at which the self-directed learner is to be engaged throughout the autonomous learning process: learners themselves determine their learning goals; define the contents and pace of their learning; select their learning methods and techniques; monitor their own learning procedures and evaluate their learning outcomes.

Another researcher studying this concept, L. Dickinson, emphasized that students who have shown independence in the learning process reach great heights in the study of educational material. He considers the *student's responsibility* for learning and determining the scope of distribution of this responsibility in the educational process as the main key to understanding the student's autonomy [3].

In the 90s, David Little greatly contributed to the field by adding a distinct psychological dimension to the previous definition given by Holec. He defined learner autonomy as the "learner's capacity for detachment, critical reflection, decision-making and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning. The capacity for autonomy will be displayed both in the way the learner learns and in the way he or she transfers what has been learned to wider contexts" [4]. The assumption here is that not only will the autonomous learner be able to develop the capacity *to be responsible* for all the decisions he/she makes concerning the learning process but also to apply the knowledge and abilities acquired beyond the pedagogical environment.

Benson and Voller believe that autonomy is a *construct of capacity* that works in different ways for different people, in different contexts, situations and times. For this reason, they appointed that taking responsibility for learning, being it personal or self-regulated, can be an indicator of a student's performance, considering this learner will be able to make informed decisions, based on their own previous experiences with learning about what, when and where to learn best [5].

Scott Thornbury has described learner autonomy as the independence the student has to pursue their own interests in language in their own time, outside of the classroom, therefore enhancing their own learning according to their own set of objectives and goals [6].

William Littlewood proposes an interpretation of the concept of autonomy in three angles: autonomy as a learner, autonomy as a communicator, autonomy as a person. The foundation for highlighting each angle is the desire and ability of the student to act independently. The desire to perform independent actions depends on the level of motivation and confidence of the student, while the ability depends on his level of knowledge and skills that are necessary to study independently, to communicate in the language yourself, and to be independent as a person [7].

Based on the position of W. Littlewood, we believe that each student should first of all be taught the ways of independent learning and communication in a foreign language and only after that offer him/her to take responsibility (or part of the responsibility) for learning. At the first stages of training, this can be organized in the form of a combination of control and self-control, elements of mutual control between students in a group, etc.

The formation of learner autonomy is a long process. It is not possible to expect from students that they will be able to take responsibility for their training in one day or even a month. Autonomy develops *gradually* and requires an independent way of thinking, which can be greatly facilitated by the general atmosphere in the classroom, which stimulates students to think, encourages them to have different points of view and helps students realize their role in the learning process.

The successful introduction of learner autonomy into the educational process largely depends on the *role of the teacher*. In traditional teaching, it is the teacher who is responsible for the goals and objectives of training, the organization of the lesson, for the educational material's selection, reflection on the work performed by students, while the concept of educational autonomy provides for the implementation of these actions by the students themselves.

Dickinson believes that teachers can share some of this responsibility with their students; they can involve students in the learning management process and gradually transfer some of the responsibility for their learning to them [4]. However, this does not mean that learning in the conditions of educational autonomy can successfully proceed without the participation of a teacher.

Susan Sheerin holds the opinion that "almost all learners need to be prepared and supported on their path towards greater autonomy by *teachers*" [5]. According to Sheerin, teacher has a *crucial role* in formation students' autonomous skills, because he/she makes an initial analysis of learners' needs to set short- and long-term objectives, plans a programme of work, selects suitable activities and materials, evaluates their progress, reanalyses their needs and sets further objectives.

D. Nunan, considering the course of study in terms of autonomy and a personality-oriented approach, offers "nine steps" in promoting students from their dependence to autonomy. According to the author, the development of autonomy is promoted by:

- 1) understandable learning goals for students, which are realized through the active involvement of students in the learning process, while avoiding simple informing;
- 2) providing students with the opportunity to set their own goals and change the content of the course of study;
- 3) encouraging the use of a foreign language by students outside the classroom;
- 4) increasing the level of understanding of the educational process;
- 5) formation of students' own learning styles and strategies;
- 6) encouraging students to make independent choices in decision-making;
- 7) providing students with the opportunity to adapt and modify classroom classes according to their preferences;
- 8) providing students with the opportunity to act as a teacher;
- 9) providing students with the opportunity to act as a researcher [8].

H. Renders considers it necessary to determine the needs of students in their learning of a foreign language, to study *the weaknesses and strengths* of the entire study group and each student individually, to encourage the desire of students to share the positive results of their studies. Regarding the setting of goals, the author agrees with D. Noonan's conviction that students who

have reached the level at which they can define their own goals and create their own learning opportunities have become autonomous. At the same time, he draws the attention to the fact that the teacher cannot ignore the curriculum, so he/she should encourage the perception of the course of study as one of the elements of achieving their goals by students [9].

Palfreyman and Benson argue that “the role of the teacher is to carefully and responsively scaffold attempts by the learner to take control of learning decisions and performance in the second language” [10]. Thus, teachers should play a significant role in guiding students through the practice of self-assessment, goal-setting, training, observing, and evaluating their language learning.

In reviewing the relevant literature, the following are the most emphasized roles with further explanations:

- Teacher’s role as *facilitator*: According to Voller, teacher as facilitator is a commonly used term in the literature on communicative language learning, autonomous language learning, and self-instruction language learning [5]. He categorizes the support that a facilitator provides into technical support and psycho-social support. A facilitator provides the technical support by helping learners to plan and carry out their independent learning by means of objective setting, work planning, and materials selecting. A facilitator provides the psycho-social support by being supportive, helping learners to overcome obstacles, being prepared to enter into a dialogue with learners and raising learners’ awareness of the importance of independent learning [5].

- Teacher’s role as *counselor*: Teacher as a counselor is another role that is widely used in the discussions of language learning autonomy. A counselor, in general, refers to a person who provides advice to those who need it. Voller states that counseling emphasizes on a one-to-one interaction. The role of a counselor is more like a supervisor who help learners to be more self-directed. In other words, when a teacher functions as counselor, he/she gives advice and helps learners so that they become more efficient learners.

- Teacher’s role as *resource*: Compared to the teacher roles of facilitator and counselor, the role of resource is less explored in the literature. When the teacher performs as a resource, he/she is perceived as “a source of knowledge and expertise” [5]. In other words, a resource makes his or her knowledge and expertise available to the learners whenever it is necessary.

- Teacher’s role as *manager and organizer*: According to Yan, the role of the teacher as manager and organizer is considered as the first and foremost role teacher needs to play in an autonomous leaning setting [11]. Teacher is engaged in the organization of educational activities in the classroom, offering students interesting and effective tasks. It is important for the teacher to clearly formulate instructions for work. Aiming at developing autonomous learners, teachers are advised to create opportunities for learners to learn spontaneously and creatively and to take their own initiatives to construct their knowledge. When students meet any difficulties, teachers should actively participate in finding solutions.

The role of a teacher is crucial in developing learner autonomous skills. Learner autonomy can be successful only if the student has a clear idea of what specific steps are required to achieve the goal, this applies both to the development of a specific topic and the ultimate learning goal. Feedback, clear strategies and approaches will allow students to develop the ability to make decisions independently, reflect on their studies, and thus form learner autonomy. Teacher’s role is both necessary and significant to guarantee and enhance or promote learner autonomy and for that reason can never and be neglected.

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STORY AS A MEANS OF MOTIVATING STUDENTS TO LEARN ENGLISH

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Introduction

Everyone knows that before the invention of computers and television, reading was considered the main subject of leisure. People read for hours and were carried away in their imagination far, far away. The stories for reading contained a whole virtual imaginary world. Literature plays an important role in our lives. Fairy tales as part of children's literature are a valuable source in teaching English as a foreign language. Fairy tales are considered one of the auxiliary educational materials for students. It is not only the atmosphere of mystery, miracle, which turns fairy tales into a unique and valuable material. They reveal the ancient wisdom, the knowledge of mankind, which we often forget.

Several researchers have previously explored this topic. In this paper we want to find answers for the next questions:

- What are the methodologies in the selected article?
- What are the main advantages of these research works?
- What result am I made by revising these articles?

The data was carried out by using a questionnaire of students' motivation which have ten items adapted from Clement, Dornyei, & Noels (1994) and used an interview which have five questions. Literature is an excellent material for evoking emotions and a fertile ground for involving students in the process as full-fledged participants in literary events. Fairy tales can enrich students with knowledge: they teach morality, values. Fairy tales have a rich potential as a valuable source in English lessons. Stories for children contain a language style familiar to poetry and literary texts. With appropriate adaptation, these stories are suitable for reading by students of all ages and levels. Fairy tales often have a universal moral and plot. A student with little life experience will enjoy dealing with subjects that are familiar to him. Fairy tales bring not only pleasure, but also meaning. They multiply human experience and history. Fairy-tale texts provide food for further discussions. Small in volume and humorous, they are a rich linguistic material, uncomplicated grammatically than any other literary form. It is a source of vocabulary, grammar and syntax.

In addition to this, fairy tales are small in volume and support the interest of students right up to the happy ending. Thus, fairy tales play an important role in teaching language skills. It is assumed that in foreign language lessons, the teacher pays attention to the development of four