4. Из опыта развития европейского полиязычного образования (https://cyberleninka.ru/article/n/iz-opyta-razvitiya-evropeyskogo-poliyazychnogoobrazovaniya)
5. Полиязычие и его преимущества (https://interactive-plus.ru/ru/article/115221/discussion_platform)

EXPLORING AUTONOMOUS VOCABULARY LEARNING:
A COMPREHENSIVE OVERVIEW

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Abstract. The paper presents an overview of autonomous vocabulary learning in teaching and learning languages. The autonomous vocabulary learning is considered the student's ability and readiness to actively participate in the educational process. The importance of further analysis of the effectiveness of different strategies and methods, as well as the development of innovative approaches to stimulate students' autonomy in language learning is proposed.

Keywords: autonomous vocabulary learning, learning languages, teaching languages, vocabulary, overview.

Аннотация. В статье представлен обзор автономного изучения лексики в процессе преподавания и изучения языков. Автономное изучение лексики рассматривается как способность и готовность студента активно участвовать в образовательном процессе. Подчеркивается важность дальнейшего анализа эффективности различных стратегий и методов, а также разработки инновационных подходов для стимулирования самостоятельности учащихся в изучении языка.

Түйіндеме. Мақалада тілдерді оқыту және үйрену үрдісінде лексиканы дербес үйренуге шолу жасалады. Лексиканы автономды үйрену студенттің білім беру үрдісіне белсенді қатысу қабілеті мен дайындығы ретінде қарастырылады. Әр түрлі стратегиялар мен әдістердің тиімділігін одан әрі талдаудың, сондай-ақ оқушылардың тіл үйренудегі тәуелсіздігін ынталандыру үшін инновациялық тәсілдерді әзірлеудің маңыздылығы атап өтіледі.

As the demand for lifelong learning and learner centered language education continues to grow, the importance of fostering learner autonomy becomes increasingly evident in the realm of language teaching and learning [2, p. 1]. In contemporary language education, the notion of "autonomous vocabulary development" holds utmost importance, establishing itself as a fundamental aspect of personalized linguistic advancement. Before exploring the core of the autonomous method for vocabulary building, it is essential to accurately define the term "autonomous." The word "autonomy," from which the adjective "autonomous" originates, has its origins in legal and political contexts. Its etymology can be traced back to the Greek word "autonomos," where "auto," means "self," and "nomos" means "law" [1, p. 3].

Within the context of autonomous language learning, various theoretical concepts serve as foundational elements for understanding this subject. One key concept is autonomous learning, defined as the student's ability and readiness to actively participate in the educational process. This encompasses goal setting, selection of content and learning methods, as well as monitoring and evaluating the learning process [3, p. 73].

Another crucial concept in language teaching and learning is vocabulary, considered a fundamental element of language acquisition [4, p. 3]. Vocabulary is deemed critically important for successful communication and comprehension. Underscoring the significance of vocabulary, it is clear that a deficiency in this area can impede effective learning, thus emphasizing the need for explicit teaching and active student involvement in the learning journey.

The autonomous learning model incorporates principles of orientation, individual development, richness, seminars, and deep research. [1, p. 10]. This model

underscores the importance of aligning an appropriate learning model with resources that support the principles of autonomous learning.

Various aspects encompass the main themes and directions in the field of autonomous language learning:

1. Contemporary Teaching Strategies: Exploring modern methodologies and approaches in language teaching that promote learner autonomy.
2. Vocabulary Acquisition: Highlighting the significance of vocabulary in language learning and the necessity for explicit teaching methods rather than relying solely on natural exposure.
3. Extracurricular Learning: Providing opportunities for students to actively participate in their education outside of traditional classroom settings, including selflearning, incidental learning, and selfdirected incidental learning.
4. Autonomous Learning Model: Introducing a structured system proposed by Betts and Kercher, emphasizing principles such as orientation, individual development, richness, seminars, and deep research to support autonomous learning.
5. Student's Active Role: Emphasizing the importance of students taking an active role in their learning process, gradually increasing their control over their learning journey.
6. Differences and Similarities Analysis: Conducting a comparative analysis of various approaches to autonomous language learning, identifying both commonalities and distinctions among them.
7. Skill Cultivation for Independent Action: Focusing on developing skills that enable learners to take more actions that are independent and think critically in the language learning process.

A comprehensive analysis of these directions allows for the identification of similarities and differences. All emphasize the active role of the student in the educational process and the importance of gradually increasing their control. However, the approaches differ in emphasis, ranging from cultivating skills for more action that is independent and thinking to explicit vocabulary teaching and extracurricular learning. Nevertheless, together they form a rich array of strategies and approaches to autonomous language learning.

Developmental trends in the field of autonomous language learning include in-depth exploration of the role of students, a focus on explicit vocabulary instruction, increased attention to extracurricular learning, and the development of new models of autonomous learning. The results indicate a growing interest in strategies that enable students to actively participate in their educational process and develop autonomous learning skills in various learning contexts.

One key research direction involves the analysis of the student's role in the educational process. It is noted that the gradual increase in students' control over the learning process contributes to their active participation and successful mastery of the material. The significance of this theme is underscored not only in the context of the English language but also in the broader educational landscape.

Another significant theme is the role of vocabulary in language learning. Studies emphasize that a lack of vocabulary can significantly hinder students' communication, highlighting the importance of explicit vocabulary instruction and active student participation in this process.

Extracurricular learning has also captured researchers' attention, emphasizing the importance of students' decisions regarding goals, content, and teaching methods outside the classroom. This aspect enables students to actively engage in their educational process.

The model of autonomous learning with identified principles presented by Abin and Andas (2022) offers an innovative perspective on the development of autonomy in education. This opens new possibilities for implementing approaches that support students' independent learning.

Thus, the theme of autonomous language learning is not only relevant but also a key aspect of the overall educational process. Further research could delve into an in-depth analysis of the effectiveness of different strategies and methods, as well as the development of innovative approaches to stimulate students' autonomy in language learning. Continued exploration of this topic is crucial for enhancing the effectiveness of educational practices and ensuring higher-quality learning outcomes.

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THE USE OF AUDIOVISUAL TOOLS FOR THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE

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Abstract.This article is devoted to the study of the importance of the practical application of audiovisual tools in the process of teaching English. In the process of teaching a foreign language, the key factor is the use of audiovisual means, which are the basis for motivating and involving students in the learning process, unconsciously but effectively. The presented methods can become a sure factor for the development of a student's communicative competence.

Keywords: audiovisual means, learning process, communicative competence, foreign language.

Аннотация. Данная статья посвящена изучению значения практического применения аудиовизуальных средств в процессе преподавания английского языка. В процессе преподавания иностранного языка ключевым фактором служит использование аудиовизуальных средств, которые являются основой для мотивирования и вовлечения учеников в процесс изучения, неосознанно но эффективно. Представленые методы могут стать верным фактором для развития коммуникативной компетенций обучающегося.

Ключевые слова: аудиовизуальные средства, процесс обучения, коммуникативная компетенция, иностранный язык.

Since foreign languages are included in the curriculum as compulsory subjects and studied for years, they require specific methods and teaching techniques from teachers, but are very difficult to acquire outside the language environment. This is

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