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FOSTERING AUTONOMOUS LEARNING TO IMPROVE SPEAKING SKILLS THROUGH ROLE PLAY ACTIVITIES

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Annotatsiya: ushbu maqola boshlang‘ich sinf o‘quvchilarining og‘zaki ingliz tili ko‘nikmalarini rivojlantirishda avtonom (mustaqil) ta’limni shakllantirish masalalarini o‘rganadi. Tadqiqot "Rolli o‘yinli

og‘zaki ingliz tili kursi" (RPOEC) doirasida multfilm lavhalaridan foydalanish samaradorligini tahlil qiladi. 30 nafar 6-sinf o‘quvchilari ishtirokidagi 3 oylik tajriba shuni ko‘rsatdiki, vaziyatli ta’lim va interaktiv muloqot o‘quvchilarning "Ideal L2 Self" obrazini shakllantiradi va nutqiy to‘siqlarni yengishga yordam beradi.

Kalit so‘zlar: avtonom o‘rganish, gapirish ko‘nikmalari, RPOEC, rolli o‘yin, o‘quvchi mustaqilligi, o‘ziga ishonch.

Abstract: this paper investigates the enhancement of autonomous learning in Grade Six students’ oral English skills within the framework of the Role Play Oral English Course. Using animated film clips, the study explores how situated learning and interactive communication foster learner agency and independent learner identities. Based on a three-month case study of 30 Grade Six students, the results demonstrate that RPOEC effectively triggers student interest and encourages reflective practices in speaking L2.

Keywords: autonomous learning, speaking skills, RPOEC, role play, learner agency, self-efficacy.

Аннотация: в данной статье исследуются вопросы формирования автономного обучения в развитии навыков устной английской речи у учащихся начальных классов. В рамках курса "Ролевые игры в устном английском" (RPOEC) анализируется эффективность использования мультфильмов. Трехмесячный эксперимент с участием 30 учеников 6-го класса показал, что ситуативное обучение и интерактивное общение способствуют формированию независимой идентичности учащегося и помогают преодолевать речевые барьеры.

Ключевые слова: автономное обучение, навыки говорения, RPOEC, ролевая игра, самостоятельность обучающегося, самоэффективность.

Introduction. In an increasingly globalized world, teaching English as a foreign language (L2) is a challenging task, especially in environments with limited input and output opportunities [1]. For many students, classroom instruction is the only source of learning, which is often insufficient for sustainable speaking development. Fostering Self-Regulated Learning (SRL) is the most feasible approach to bridge this gap [5]. The aim of this paper is to investigate the impact of the Role Play Oral English Course (RPOEC) on primary students’ autonomous learner identities and their speaking proficiency [6].

Literature review. Autonomous learning represents a paradigm shift from teacher-guided to self-guided learning [4]. Language courses should facilitate learner autonomy by providing specific tasks that foster strategy development [3]. Role play serves as a potent instructional

modality, offering a "secure milieu" for participants to refine their skills without fear of failure [1]. Furthermore, a learner's level of self-efficacy determines their persistence in the face of linguistic obstacles [2].

Methods. The study employed a qualitative case study combined with action research. Participants: 30 Grade Six students (25 girls and 5 boys) from a northern Chinese middle school. They were chosen due to their imitative nature and foundational vocabulary. Context: A three-month intervention using the RPOEC framework, utilizing animated films like "Peppa Pig" and "Zootopia". Instruments: Data were collected through classroom observations, focus group discussions, and analysis of students' reflective journals.

Results and discussion. The investigation revealed that RPOEC enables students to engage their interests through "learning by doing." Audio-visual materials provided narrative contexts for meaningful interaction. From Rote to Embodied Learning: Initially, students struggled with mechanical recitation. However, through rehearsal, they began to use "embodied" English. For instance, in a scene from "Zootopia," the student playing the Fox used a mocking posture and theatrical gestures, showing a deep understanding of the characters' emotions.

Collaborative Success: In "Peppa Pig" rehearsals, students realized that understanding their partner's English was essential for the play to continue, which naturally pushed them towards autonomous engagement and responsibility.

Conclusion. Three fundamental principles underscore the success of RPOEC: learner involvement, reflection, and target language utilization. By integrating situated and cooperative learning, RPOEC elevates linguistic awareness and empowers students to take charge of their learning trajectory. This approach not only improves oral English competency but also fosters sustained interest in self-directed language learning.

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OLIY TA‘LIMDA RAQAMLI KOMPETENSIYALARNI SHAKLLANTIRISH MUAMMOLARI VA YECHIMLARI

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Annotatsiya. Mazkur maqolada O‘zbekiston oliy ta‘lim tizimida raqamli kompetensiyalarni shakllantirish jarayonidagi asosiy muammolar tahlil qilinadi. Xususan, axborot-kommunikatsiya texnologiyalari infratuzilmasining yetarli darajada rivojlanmaganligi, internet tarmog‘i sifati va barqarorligi bilan bog‘liq muammolar, shuningdek, talaba va o‘qituvchilarning raqamli savodxonlik darajasining pastligi ko‘rib chiqiladi. Tadqiqotda raqamli transformatsiya sharoitida ta‘lim jarayonini takomillashtirishning muhim yo‘nalishlari va ushbu muammolarni bartaraf etish bo‘yicha amaliy tavsiyalar beriladi.