

UDC 378.147:811

<https://doi.org/10.33619/2414-2948/131/68>

ENHANCING STUDENTS' AUTONOMOUS FOREIGN LANGUAGE LEARNING THROUGH INFORMATION TECHNOLOGIES IN HIGHER EDUCATION

©**Kadenova Zh.**, ORCID: 0000-0002-7006-999X, SPIN-code: 6096-8835, Ph.D., Kyrgyz-Uzbek International University named after B. Sydykov, Osh, Kyrgyzstan, kadenova_edu.kg@bk.ru

©**Ubaydillaeva M.**, Kyrgyz-Uzbek International University
named after B. Sydykov, Osh, Kyrgyzstan

СОВЕРШЕНСТВОВАНИЕ САМОСТОЯТЕЛЬНОГО ИЗУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ СТУДЕНТАМИ С ПОМОЩЬЮ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В ВЫСШЕМ ОБРАЗОВАНИИ

©**Каденова Ж. Т.**, ORCID: 0000-0002-7006-999X, SPIN-код: 6096-8835, канд. пед. наук,
Кыргызско-Узбекский международный университет им. Б. Н. Сыдыкова,
г. Ош, Кыргызстан, kadenova_edu.kg@bk.ru

©**Убайдиллаева М. М.**, Кыргызско-Узбекский международный университет
им. Б. Н. Сыдыкова, г. Ош, Кыргызстан

Abstract. Explores the role of information technologies in students' independent foreign language learning in higher education institutions. The study focuses on the pedagogical potential of digital educational tools, including online learning platforms, mobile applications, multimedia resources, and communication technologies. Special attention is given to the development of students' autonomy, motivation, and digital competence. The research analyzes the advantages of integrating information technologies into the learning process and their influence on improving language proficiency. The results indicate that the use of modern digital technologies significantly increases the effectiveness of independent learning and contributes to the formation of communicative competence in foreign languages.

Аннотация. Рассматриваются возможности применения информационных технологий в процессе самостоятельного изучения иностранных языков студентами высших учебных заведений. Особое внимание уделяется использованию цифровых образовательных ресурсов, онлайн-платформ, мультимедийных материалов и мобильных приложений. Анализируется их влияние на развитие учебной мотивации, автономии обучающихся и коммуникативной компетенции. Результаты исследования показывают, что интеграция информационных технологий в образовательный процесс способствует индивидуализации обучения и повышению эффективности изучения иностранных языков.

Keywords: information technologies; independent learning; foreign language education; digital learning resources; student autonomy; online platforms.

Ключевые слова: информационные технологии; самостоятельное обучение; иностранный язык; цифровые образовательные ресурсы; онлайн-платформы; автономия студентов.

The integration of information technologies into the educational process has become one of the most significant trends in modern pedagogy. The rapid development of digital technologies has created new opportunities for improving the quality of higher education and enhancing the

effectiveness of language learning. Foreign language proficiency is increasingly important in the modern globalized world. It enables students to access international educational resources, participate in academic mobility programs, and communicate in multicultural environments. Therefore, universities are actively seeking innovative methods to improve foreign language teaching. In recent years, particular attention has been given to students' independent learning. Autonomous learning allows students to take responsibility for their own educational progress and develop lifelong learning skills. Information technologies provide numerous tools that support independent learning by offering access to authentic materials, interactive exercises, and real-time communication. Consequently, the study of information technologies in independent foreign language learning is highly relevant and contributes to the modernization of higher education.

The integration of information technologies into the educational process has become one of the most significant trends in modern pedagogy. The rapid development of digital technologies has created new opportunities. Teaching foreign languages is a purposeful and organized process of interaction between students and teachers aimed at the formation of language competence. This is the interaction of a teacher and a student in the process of teaching foreign languages, aimed at the formation of linguistic, intercultural, and communicative competence of students. This involves not only a description of the educational process and the conditions for its implementation, but also the development and creation of new models of teaching foreign languages and the use of the latest information technologies for learning. The role of information technologies in foreign language education has been widely discussed in pedagogical research. Scholars emphasize that digital tools significantly enhance the learning process and create new opportunities for interactive and student-centered learning. Recently, students studying foreign languages have become very interested in tasks related to the use of information technology: information research tasks and web quests that encourage them to use not only the huge resource of the Internet base, but also to realize their creative potential [1–5].

Online resources provide teachers with special opportunities to use in practical foreign language classes. The worldwide network is a real support for a teacher who has the opportunity to use Internet resources in various types of educational activities. In this regard, the information culture of a foreign language teacher is of particular importance; it is a knowledge system that provides purposeful independent learning activities to optimally meet individual information needs and the implementation of distance and online learning types [2].

According to Benson, learner autonomy plays a crucial role in language acquisition. Autonomous learners are able to organize their learning activities, select appropriate resources, and evaluate their own progress [3].

Chapelle highlights the importance of computer-assisted language learning (CALL), which allows teachers and students to use digital tools for improving language skills. CALL environments combine multimedia content, interactive tasks, and communication tools that enhance language practice [4].

Warschauer and Healey also emphasize that the Internet has transformed language learning by providing access to authentic communication and real-world language contexts [5].

Modern researchers note that the integration of information technologies into language education not only improves linguistic competence but also develops digital literacy and intercultural communication skills. The purpose of this research is to investigate the effectiveness of information technologies in students' independent foreign language learning.

The following objectives were formulated:

— To analyze theoretical approaches to the use of information technologies in foreign language teaching;

- To examine digital educational resources used in independent learning;
- To identify the advantages of online platforms and mobile applications in language learning;
- To evaluate the impact of digital technologies on students' motivation and autonomy.

The research is based on a combination of qualitative and analytical methods. The following methods were used: theoretical analysis of scientific literature; comparative analysis of digital educational resources; observation of students' learning activities; synthesis and generalization of pedagogical practices.

These methods allowed for a comprehensive analysis of the role of information technologies in supporting independent language learning.

The results of the study show that information technologies provide a variety of opportunities for enhancing independent language learning.

Online educational platforms offer structured learning materials, interactive exercises, and automated feedback systems. These platforms allow students to practice language skills at their own pace and monitor their progress.

Mobile applications have become popular tools for language learning. Their accessibility and user-friendly interfaces allow students to practice vocabulary, grammar, and pronunciation regularly. Gamification elements increase motivation and encourage consistent learning.

The use of multimedia materials, such as videos, podcasts, and online lectures, significantly improves listening comprehension and vocabulary acquisition. Authentic resources expose students to real-life language usage and cultural contexts.

Communication technologies enable students to interact with native speakers and other learners through video conferencing and social networks. Such interaction enhances speaking skills and promotes intercultural communication.

The findings indicate that information technologies contribute to increased student engagement, improved independent learning skills, personalized learning experiences, and better access to authentic language resources. However, it is important to provide methodological guidance to students to ensure the effective use of digital technologies. The present study employed a mixed-methods approach combining theoretical analysis and empirical research. The empirical component of the research was conducted among university students studying foreign languages. The purpose of the empirical study was to identify how frequently students use digital technologies in their independent language learning and to determine which technological tools are considered the most effective.

The survey involved 74 undergraduate and graduate students from a Kyrgyz-Uzbek International University named after B. Sydykov. The participants were studying English as a foreign language and regularly used digital tools for independent learning.

Data were collected through an online questionnaire consisting of multiple-choice and Likert-scale questions. The questionnaire focused on the following aspects: frequency of using digital tools; types of technologies used for language learning; perceived effectiveness of digital learning resources; and students' motivation in technology-supported learning.

The collected data were analyzed using descriptive statistical methods. The results were summarized in tables and diagrams to provide a clear representation of students' responses.

The results of the student survey demonstrate that information technologies play a significant role in independent foreign language learning. Most students reported that they regularly use digital resources to practice language skills outside the classroom.

The survey revealed that mobile applications and online platforms are the most frequently used tools, while communication with native speakers via online platforms is less common.

Table

USE OF DIGITAL TECHNOLOGIES IN INDEPENDENT LANGUAGE LEARNING

<i>Digital Tool</i>	<i>Percentage of Students (%)</i>
Mobile language learning applications	85
Online learning platforms	78
YouTube / video lessons	72
Podcasts / audio materials	46
Communication with native speakers online	39

The table shows that mobile applications are the most popular tools for independent language learning, followed by online learning platforms and video resources.

The results indicate that 85% of students use mobile applications for learning languages, 78% use online educational platforms, 72% use video resources such as YouTube lessons, 46% listen to podcasts or audio materials, and 39% communicate with native speakers online.

These findings suggest that students prefer accessible and interactive technologies, especially those available through mobile devices.

The results confirm that information technologies significantly enhance students' autonomous learning. Digital tools provide flexible learning environments that allow students to practice language skills anytime and anywhere.

Mobile applications and online platforms are particularly effective because they combine interactive exercises, multimedia content, and instant feedback. These features increase students' motivation and promote continuous language practice.

However, the relatively low percentage of students communicating with native speakers suggests that universities should encourage more online intercultural communication opportunities, such as virtual exchange programs or international discussion forums.

Conclusion

The study demonstrates that information technologies play a significant role in supporting students' independent foreign language learning. Their integration into the educational process enhances students' motivation, autonomy, and communicative competence. Digital learning tools create flexible educational environments where students can manage their own learning activities and access diverse educational resources. Future research should focus on developing innovative teaching models that combine traditional pedagogical methods with modern digital technologies in foreign language education.

References:

1. Azhel', Yu. P. (2011). Osobennosti vnedreniya Internet tekhnologij v organizatsiyu samostoyatel'noj raboty studentov pri obuchenii inostrannym yazykam v neyazykovom vuze. *Molodoj uchenyj*, (6), 56-64. in Russian
2. Deryabina, S. A., & D'yakova, T. A. (2019). Professigramma prepodavatelya inostrannogo yazyka v usloviyakh tsifrovizatsii obrazovatel'nogo prostranstva. *Vysshee obrazovanie v Rossii*, (4), 142–149. in Russian
3. Benson, P. (2011). *Teaching and Researching Autonomy in Language Learning*. London.
4. Chapelle, C. (2003). *Computer Applications in Second Language Acquisition*. Cambridge.
5. Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language teaching*, 31(2), 57-71.
6. Dudeney, G., Hockly, N., & Pegrum, M. (2014). *Digital Literacies*. London.

7. Richards, J., & Rodgers, T. (2014). *Approaches and Methods in Language Teaching*. Cambridge.

8. Zakharova, E. V., & Sivtseva, A. A. (2007). Formirovanie tsennostnykh orientatsiy studentov v samostoyatel'noy rabote s ispol'zovaniem informatsionnykh tekhnologij. *Sovremennye problemy nauki i obrazovaniya*, (3). in Russian

Список литературы:

1. Ажель Ю. П. Особенности внедрения Интернет технологий в организацию самостоятельной работы студентов при обучении иностранным языкам в неязыковом вузе // Молодой ученый. 2011 №6. С. 56-64.

2. Дерябина С. А., Дьякова Т. А. Профессиограмма преподавателя иностранного языка в условиях цифровизации образовательного пространства // Высшее образование в России. 2019. №4. С. 142–149.

3. Benson P. *Teaching and Researching Autonomy in Language Learning*. London: Routledge, 2011.

4. Chapelle C. *Computer Applications in Second Language Acquisition*. Cambridge University Press, 2003.

5. Warschauer M., Healey D. Computers and language learning: An overview // *Language teaching*. 1998. V. 31. №2. P. 57-71.

6. Dudeney G., Hockly N., Pegrum M. *Digital Literacies*. London: Routledge, 2014.

7. Richards J., Rodgers T. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2014.

8. Захарова Е. В., Сивцева А. А. Формирование ценностных ориентаций студентов в самостоятельной работе с использованием информационных технологий // *Современные проблемы науки и образования*. 2007. №3.

Поступила в редакцию
09.07.2026 г.

Принята к публикации
16.07.2026 г.

Ссылка для цитирования:

Kadenova Zh., Ubaydillaeva M. Enhancing Students' Autonomous Foreign Language Learning Through Information Technologies in Higher Education // *Бюллетень науки и практики*. 2026. Т. 12. №10. С. 597-601. <https://doi.org/10.33619/2414-2948/131/68>

Cite as (APA):

Kadenova, Zh., & Ubaydillaeva, M. (2026). Enhancing Students' Autonomous Foreign Language Learning Through Information Technologies in Higher Education. *Bulletin of Science and Practice*, 12(10), 597-601. <https://doi.org/10.33619/2414-2948/131/68>