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THE IMPACT OF ONLINE LEARNING ON THE DEVELOPMENT OF AUTONOMY IN THE LEARNING OF A TARGET LANGUAGE

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The rise of online learning platforms has transformed English language education, fostering greater learner autonomy. Autonomy in language learning refers to the learner's ability to take charge of their own learning process, including setting goals, selecting resources, and self-regulating progress. This article explores how online learning environments contribute to the development of autonomy among English language learners.

The issue of development of autonomy was studied by Holec and Benson (Benson, 2007; Holec, 1981). The question of the role of online learning in the formation of autonomy was studied by Benson and Voller, Lai, Reinders (Benson & Voller, 2014; Lai, 2017; Reinders, 2014).

Learner autonomy is defined as the capacity to control one's own learning rather than relying solely on teachers or external structures (Holec, 1981). It encompasses abilities such as using learning strategies, working independently, and engaging creatively with language (Littlewood, 1996). Contemporary literature on autonomy emphasises the ability of students to control the content, pace and methods of their learning, which is especially relevant in online formats (Benson, 2011). Development of autonomy is largely dependent on the level of digital literacy of students, as well as institutional support that can guide the process of autonomous learning (Lai, 2017).

In recent years, online learning has become a fundamental aspect of education worldwide. It encompasses not only the online environment but also various computer-based learning platforms, methods, formats and media (Keengwe & Kidd, 2010). The internet enables learners to become critical users of multiple resources and engage in collaborative learning online, which enhances their ability to manage and organize their learning independently (Zhong, 2018).

Online learning significantly impacts learner autonomy by providing a flexible, self-directed learning environment that encourages students to take control of their educational process. One key aspect is that online learners benefit from a more convenient self-study environment that allows them to learn at their own pace and style, access unlimited internet resources, and schedule their learning flexibly (Reinders, 2014). This flexibility fosters autonomy by enabling learners to make decisions about their learning content and process, which is less rigid than traditional instructor-centered education (Serdyukova & Serdyukov, 2013).

Benson argues that autonomy is not a static achievement, but a developmental process that occurs under certain conditions (Benson, 2007). While technology can facilitate autonomous learning and shift the paradigm from passive content consumption to active engagement, the role of the teacher is crucial in promoting student autonomy in an online learning environment in an educational institution. Teachers should provide support and create conditions that will help students become independent learners in an online learning environment.

Research also indicates that autonomy in online learning enhances motivation and self-directedness, empowering learners to take responsibility for their learning outcomes. However, this autonomy can present challenges, as some learners struggle with the freedom and flexibility, which may lead to distractions and difficulties in maintaining focus without additional support (Jaggars & Xu, 2016).

In an online setting, a teacher might rely on digital features that provide opportunities for learners to plan, monitor and reflect on their learning processes, which supports metacognitive skills essential for autonomy. Digital tools that enable learners to set goals, track progress, and receive timely feedback empower them to regulate their learning effectively (Benson & Reinders, 2011).

Empirical studies have further shown that autonomous learning ability directly influences learning performance in online environments. Key factors such as technological preparation, goal setting, utilization of learning materials, regulation of the learning process, and evaluation of learning outcomes are crucial. Deep learning orientation acts as a mediator, enhancing the positive effects of autonomy on performance (Ma, 2022). Practices of peer learning, reflection, collaboration, and self-assessment have proven to be effective in fostering more independent learning behavior (Serdyukova & Serdyukov, 2013; Reinders, 2014).

The impact of online learning on English language learner autonomy is both significant and multifaceted, reflecting profound changes in how learners engage with language acquisition. Online platforms provide learners with unprecedented

opportunities to increase their motivation and develop essential self-regulation skills by allowing them to take control over the pace, content, and methods of their learning. This empowerment fosters a deeper sense of responsibility and independence, enabling learners to manage their own learning processes more effectively. As a result, learners become more proactive in seeking resources, setting goals, and evaluating their progress, which are critical components of autonomous learning. By fostering learner autonomy through online education, educators can prepare students to navigate the evolving linguistic demands of a globalized world with confidence and adaptability.

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REASONS OF DOING MISTAKES IN WRITING

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To our mind, mistakes are no longer perceived as something bad or inappropriate in teaching or learning a language and in such a way that should be deleted in any reason. On the contrary, mistakes have become a necessary component of the educational process, because they in a great degree *develop pupils' thinking and their creativity*. And even more, there is a special type of linguistic analysis that focuses students' attention on those mistakes made by them. We define the mistakes in the analysis as means of identifying, classifying and systematically interpreting inappropriate forms of