FACTORS ENCOURAGING INDEPENDENT EDUCATION AMONG NON-PHILOLOGY STUDENTS, IMPROVEMENT OF NON-AUDITORY LEARNING TECHNOLOGIES

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Abstract
In today's rapidly developing educational environment, promotion of independent education among non-philology students is becoming more and more important. Encouraging students to take ownership of their own knowledge, set goals, and self-direct their own learning not only increases academic performance, but also important life skills such as critical thinking, problem solving, and self-management develops skills. In this article, we examine the factors that can effectively promote independent learning among non-philology students and explore strategies for developing a culture of self-management.

Key words
non-philology students, independent education, audience, educational technologies, students, assessment.

INTRODUCTION.
One of the main factors in the development of independent education among non-philology students is autonomy. Empowering students to make decisions about how they learn, what goals they set, and how they measure their progress instills a sense of responsibility and ownership in their learning. By giving students the opportunity to exercise autonomy in choosing learning activities, resources, and assessment methods, teachers can foster self-motivation and self-management. Encouragement to engage in educational activities is important for the development of independence. By enabling students to identify their own learning needs, set clear learning goals, and monitor their progress, teachers can increase their motivation and self-efficacy. Self-directed learning allows students to take control of their own learning, develop critical thinking skills, and develop a lifelong learning mindset.

MATERIALS AND METHODS.
Creating a personalized learning environment tailored to the unique needs and interests of non-philology students can greatly enhance independent learning. Giving students choice in topics, resources, and assignments allows them to pursue their passions, explore different learning paths, and become more deeply engaged in the learning process. A personalized learning environment fosters intrinsic motivation, engagement, and a sense of ownership of learning. Incorporating inquiry-based learning into the curriculum can stimulate curiosity, foster independent thinking, and encourage non-philology students to study topics in depth can encourage learning. By asking open-ended questions and encouraging students to investigate, critically analyze, and draw independent conclusions, teachers can foster a spirit of inquiry and intellectual curiosity. Inquiry-based learning allows students to become active seekers of knowledge and develop critical research and problem-solving skills plays a decisive role in the development of independent education among students who do not have Encouraging students to collaborate with peers, experts, and mentors allows them to share ideas, perspectives, and insights, and learn from each other's experiences. Cooperative learning develops social interaction, teamwork, and communication skills while providing an environment for students to explore and expand their knowledge independently. Encouraging self-reflection

is an important component of developing independent learning. Feedback helps students evaluate their progress, identify areas for improvement, and set future learning goals. Feedback allows students to monitor their learning, evaluate their strategies, and make adjustments to improve learning outcomes. Feedback and feedback encourage metacognitive awareness, self-evaluation, and continuous improvement. Integrating educational technologies into the learning environment can enhance independent learning of non-philology students. Online resources, educational programs, interactive platforms, and multimedia tools provide students with access to a wealth of information, facilitate independent learning, and create opportunities for exploration and creativity.

The use of technology allows students to independently deal with course materials, conduct research and collaborate with peers in a virtual environment. The use of technology is important. This article examines the main factors that promote independent learning among non-philology students and strategies for improving non-aural learning technologies to enhance the learning experience.

RESULTS AND DISCUSSIONS.

Factors encouraging independent education among students other than philology:

1. Personalized Learning Paths: Non-philology students benefit from personalized learning paths that match their unique interests, strengths and career aspirations.

2. Interactive and multimedia resources: Engaging non-philology students through interactive and multimedia resources enhances their learning experience and understanding.

3. Collaborative Learning Platforms: Collaborative learning among non-philology students fosters critical thinking, teamwork, and knowledge sharing.

4. Real-world application: Emphasis on real-world application of concepts blurs the gap between theory and practice, making learning more relevant and practical.

5. Feedback mechanisms: providing timely feedback allows non-philology students to self-assess, self-regulate, and continuously improve their knowledge.

6. Gamification and Rewards: Incorporating gamification elements motivates non-philology students, increases engagement, and enhances retention.

7. Availability and accessibility: Ensuring the availability and user-friendliness of non-auditory learning technologies promotes inclusion and improves the overall learning experience.

Improving non-auditory educational technologies:

1. Integration of interactive tools: Incorporating interactive tools such as virtual simulations and online labs increases engagement and promotes experiential learning.

2. Flexible Learning Platforms: Using flexible learning platforms that adapt content to individual learning styles and pace enhances comprehension and retention.

3. Mobile Learning Applications: The development of mobile learning applications allows non-philology students to access educational resources anytime, anywhere, which promotes continuous learning.

4. Artificial intelligence-based learning systems: The use of artificial intelligence (AI) in learning systems provides personalized recommendations, corrections and flexible assessments.

5. Virtual Reality (VR) and Augmented Reality (AR): Integrating VR and AR technologies into educational activities immerses non-philology students in an interactive and realistic learning environment.

6. Blockchain for Credentialing: Implementing blockchain technology to verify and store educational information will increase transparency, security and trust in the educational process.

Incorporating these factors of improving non-aural learning technologies, teachers can create a supportive environment that encourages independent learning and empowers non-philology students to take ownership of their own learning journey. The synergy between personalized learning approaches and innovative technological advances is key to unlocking the full potential of non-philology students in today's dynamic educational landscape.

CONCLUSION.

In conclusion, promoting independent learning among non-philology students is necessary to equip them with the skills and competencies needed to thrive in a rapidly changing world. The key factors discussed in this article include autonomy, self-direction, personalized learning environments, inquiry-based learning, collaborative opportunities, feedback and reflection, and technology integration. Teachers can create a conducive learning environment that encourages students to take responsibility their education, becoming

lifelong learners and achieving academic success. Empowering non-philology students to pursue independent learning not only improves their academic performance, but also prepares them for future challenges and opportunities in the ever-changing global landscape of education and work.

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