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**BOOSTING INDEPENDENT LEARNING SKILLS
AMONG FUTURE TEACHERS OF FOREIGN LANGUAGES:
IMPLEMENTING INNOVATIVE STRATEGIES**

Challenges of life and work in the present-day globalized society clearly indicate that the problem of implementing innovative strategies for boosting independent learning skills among future teachers of foreign languages acquires an academic vision, and, accordingly, thorough study and research. And right here we have to give some comments as for the usage of the term "research". The term "research" has variable definitions. As for its usages it could be restricted to the activities and undertakings targeted at developing a science of behaviour. And the word "science" itself implies both normative and interpretive perspectives. So, when social research is spoken of, the systematic and scholarly application of the principles of a science of behaviour to the problems of people within their social context is underpinned (Cohen, Manion, & Morrison, 2018). This very understanding of the research as the didactic phenomenon is being considered while we channel our efforts as for boosting independent learning skills among future teachers of foreign languages.

The need to work out strategies for organizing independent educational activities among future teachers of foreign languages which help develop and improve their independent learning skills and abilities to acquire professionally-oriented knowledge is very relevant and timely. Most scholars regard independent learning as diversity of classroom and extracurricular activities which enhances active learning capacity of students. According to Livingston (2012), independent learning is a method or learning process where students take complete control of their own learning which means that they learn by their own actions. Moreover, Livingston (2012) believes, that independent learners are able to regulate, assess and reflect on their own learning. Wong (2013) considers independent learning as a critical learning strategy which has to be implemented in higher education. In this study, independent learning is defined as a teaching method that both stimulates students' activity, autonomy and sparkles students' cognitive interest. What is more, the use of independent learning as a teaching method helps students assimilate subject-matter knowledge and develop their independent learning skills including time management skills, schedule planning skills, problem-solving skills, critical and analytical thinking skills etc.

Research by contemporary theoreticians and practitioners (Chia, 2005; Livingstone, 2012; Wong, 2013) demonstrates that educational activities at higher educational institutions based on developed strategies for boosting independent learning skills of students improve greatly their learning outcomes, enable them to understand their learning needs, recognize their strengths and weaknesses, reflect on their learning and their performance etc. Future teachers of foreign languages as independent learners are highly motivated, they are eager to acquire new insights into subject matter, able and ready to monitor their own learning progress etc.

A review of the literature indicates that the most effective strategies for boosting independent learning skills include: *identifying own weaknesses and strengths, encouraging future teachers of foreign languages to be reflective, identifying own*

individual learning styles, encouraging future teachers of foreign languages to set and achieve learning goals, providing feedback on tasks assigned.

To sum up, the use of various strategies for developing independent learning skills among future teachers of foreign languages while their training at higher educational institutions is the basis for their further professional development and lifelong learning. *The strategy of identifying own weaknesses and strengths* enables future teachers of foreign languages to become more mindful in the process of instructional design that is to be one of the effective means for organizing their innovative teaching activities. *The strategy of encouraging future teachers of foreign languages to be reflective* implies to guarantee seeing the whole process of mastering essential approaches, technologies, methods and tools for becoming experienced foreign languages instructors (on the basis of constant defining one's own weaknesses and strengths in the field of foreign languages teaching and learning). *The strategy of finding out individual learning styles among future teachers of foreign languages* helps to transfer responsibility for acquiring knowledge from lecturers to students, which in turn improves their independent learning skills. *The strategy of encouraging future teachers of foreign languages to set and achieve learning goals* is aimed at turning them into motivated and confident learners able to plan their activities and to manage their time etc. *The strategy of providing future teachers of foreign languages with feedback on the tasks assigned* increases their productivity and contributes to a better understanding of problem of applying knowledge in practice.

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