and to learn how to use them to communicate meaning. If learners are not able to explore grammar in context, it will be difficult for them to see how alternative forms exist to express different communicative meanings. [4. p. 103].

Moreover, teaching and learning grammar in context provide opportunity for students to apply grammar to other skills such as speaking and writing much more effectively than just learning grammar rules by heart without examples. Hence, context bridges teaching language construction (grammar) and teaching language skills (reading, writing, listening and speaking). This is in line with the key principles of communicative language teaching. In particular, context-based grammar instruction operates both on the utterance level and communication level.

To sum it up, context-based grammar instruction provides a lot of benefits for EFL learning and teaching, in particular, it integrates grammar teaching into teaching other aspects, bridges teaching language construction and language skills, provides samples of real language use, demonstrates alternative grammatical forms, etc.

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**DIFFERENT TIPS OF LEARNERS: TIPS TO INVOLVE THEM
IN THE LEARNING PROCESS**

The existence of individual learning styles is a hot topic in contemporary education theory and practice. There is an ongoing debate on whether learners benefit from teaching methods that are tailored to their perceived learning styles.

The term "learning styles" refers to the concept that individuals differ in regard to what mode of instruction or study is most effective for them. Our review of the literature showed that there are many learning styles that show people's preferences for learning and processing new information. There are 7 types of learning styles: Visual (Spatial); Aural (Auditory-Musical); Verbal (Linguistic); Physical (Kinesthetic); Logical (Mathematical); Social (Interpersonal); Solitary (Intrapersonal). There is also a theory of left and right brain superiority. This theory is based on the fact that the two hemispheres of the brain function differently. It first became known in the 1960s through the research of psychobiologist and Nobel laureate Roger W. Sperry [7]. Also we should mention an important theory, the essence of which is the internal validity and reliability of the inventory of learning styles Kolba, version 3 (1999) [1]. As it can be seen from the carried out scientific and methodologial litarary review, thought there are different approaches to the number and names of learning types, there is also plentiful evidence that people differ in the degree to which they have

some fairly specific aptitudes for different kinds of thinking and for processing different types of information. Thus, all students – both young and old – have a certain style of learning and achieve the greatest success when learning with this particular method.

One of the most prominent classification of types of learners was developed by Neil Fleming, a New Zealand teacher, in 1987. Named the VARK model of learning, N. Fleming theorized that we are all one of four main types of learners which include:

- **V**-Visual: Learners prefer a visual representation of information, and thrive on charts, diagrams, maps, and more.
- **A**-Aural: Learners thrive on lectures and group discussions – learners absorb what he/she hear much better than other sources of information.
- **R**-Read / Write: Learners prefer information in the form of words – learners would like to read it and see it written down.
- **K**-Kinesthetic: Learners prefer a perceptual learning experience – demonstrations, examples and simulations stick out in your mind [2].

It may be helpful for people to understand their own learning preferences. If person knows that visual learning is what attracts them most, using visual learning strategies in combination with other learning methods can help them remember and enjoy learning.

In the process of our investigation we have found out one more learning style, the multimodal style. If no individual learning style encourages a learner or they preferences depending on the situation or type of information you are studying, they probably have a so-called multimodal style.

For example, a teacher can rely on your reading and writing skills when dealing with a class that requires a lot of reading and taking notes, such as a psychology history course. During an art lesson, you can rely more on your visual and kinesthetic preferences, learning graphic information and learning new techniques.

It is well documented that everyone learns differently, but many people do not realize that only 4% of people can learn effectively by watching video alone, and many people cannot keep information at a significant level from video at all [4].

Understanding how to incorporate all four teaching methods into the curriculum is essential to make users feel that the program has been personalized for them. Optimal learning experience means better, faster, more complete learning that can be adapted to the student's wishes without having to fill out forms or access alternative information.

Before starting any course, it would be appropriate to invite our students to take the VARK questionnaire. This is done so that we (teachers) can properly design curricula, and the learning process was as effective as possible for each student.

Blended learning is also becoming increasingly popular, as it is not always easy to personalize lessons in large classrooms, but using a blended approach to learning during coursework can help teacher suit each type of learning style. An educator can choose to focus on a specific type of learning in each lesson or include several strategies in each lesson. The most important element is first to recognize the differences in student learning – the rest will flow from there.

Summing up, we conclude that the issue of learning styles is that there are four different learning styles and it is sometimes difficult to pay attention to all of them. While most of us are familiar with all of these styles, having fun lessons at all levels will give your students the best chance of success. Here we discuss strategies to improve student engagement in each learning style.

The performed analysis proved that it is not always easy to personalize lessons in large classrooms, but using a blended approach to learning during coursework can help you suit each type of learning style. An educator can choose to focus on a specific type of learning in each lesson or include several strategies in each lesson. The most important element is first to recognize the differences in student learning – the rest follows from there.

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FOSTERING LEARNING AUTONOMY IN EFL CLASSROOM

Learner autonomy in language education is defined in different ways, and various terms such as "learner independence", "self-direction", and "independent learning" have been used to refer to similar notions.

The bond between language learning strategies and autonomous learning relates to that one can see how autonomous learners develop these strategies in learning. If the urge of learner autonomy requires that we aim explicitly on the strategic capacity of language learning and usage, the reverse should also be the outcome: focus on strategies should lead us to learner autonomy.

The **topicality** of the research into fostering learner autonomy in EFL classroom arises from the latest world events and their impact on the quality of learning. In terms of online studying, the capability to be responsible for your knowledge is a leading point in achieving brilliant results.

The *aim* of the research is to develop student's autonomy, teach them to learn effectively and not be dependent on external factors.

Students usually have some problems with setting up the goal and tracking their progress. Most of them never thought about the importance of tracking their learning growth. The best and most challenging approach for setting up the goal is the KWL. KWL (Know Want Learned) chart is an approach in studying that helps students to track their results and set up new goals [3, p. 35]. CLIL is another method for the development of student autonomy where students are able to learn L2 using their hobbies or topics they like.