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**THE WAYS OF THE DEVELOPING OF TEENAGERS' SOVEREIGNTY:
TO THE PROBLEMS OF THE METHODOLOGY OF TEACHING
FOREIGN LANGUAGES**

Introduction

First of all, at the early beginning of our research we have to admit, that the problem of psychological ways of the developing of teenagers' Sovereignty is rather new in Psychology. It is new, because there is not a definition, a structure of a phenomenon of the Sovereignty of a person. There are only some scientific researches according to the Sovereignty of the individual. D.Barnes & F.Todd (1997) believe that Sovereignty as a specific human quality does not just occur naturally at a certain point in the development of the psyche, but it is formed in the process of socialized upbringing of the child. The formation of subjectivity, the authors point out, is a reflexive self-awareness, which runs along three paradigms:

1. The individual's awareness of his/her body is not just as given to him/her in the immediate senses, but also as an object of his/her control (Somatic Self).
2. The awareness of oneself as a social being capable for providing social activity (Social Self).
3. Reflection of one's own mental world, not identical to the mental world of other people (Mental Self) (Barnes & Todd, 1997).

To our mind, the point about the mechanisms of formation of sovereignty, named by the authors as social education, the peculiarity of which is the constant attention of the individual to himself/herself, is rather controversy. In this case, sovereignty is derived from social education, which initiates the development of subjectivity, and therefore takes away from the individual the right of authorship in the creation of sovereign product.

Analyzing the problem of freedom, the researchers drew attention to the terminological similarity of the concepts of “freedom” and “agency”. But given the context of these terms (when it comes to the ability to be an “agent” as an actor, the driving force of action), the researcher considered the appropriate translation of “agency” as “sovereignty” (Максименко, Ткач, Литвинчук & Онуфрієва, 2019). Also interesting in this case is other theory of sovereignty (Crookes, 1989) As a requirement for the presence of sovereignty, G.Crookes considers the possession of a being as a certain degree of autonomy. He implies that the behavior of the individual should not be completely determined by both environmental conditions and the principles on which it is still based. Other researchers (Camerad & Epling, 1989), considering the subject within certain actions, calls him/her rather perfect, if both the tendency to act and the tendency to refrain from actions are in his/her power. For the emergence of sovereignty, the authors distinguish the following conditions: the ability to represent a wider range of possible futures than those ones that can be realized, and the ability to perform their chosen subset and interrupt any action (Vovk, Emishyants, Zelenko, Drobot & Onufriieva, 2020). Without going into a detailed analysis of this theory of sovereignty, we note such important points as the recognition of the author in the creation of his/her own psyche and the role of choice in its formation and development (Mykhalchuk & Kryshevych, 2019). We consider the choice of the activity, which is carried out in complex and uncertain situations. Reflection is the instrument to make a choice (Mykhalchuk & Bihunova, 2019). The person needs it to analyze existing alternatives, to go beyond them in order to find non-obvious alternatives, to understand the reasons for his/her own actions and so on. Therefore, without reflection, the choice is impossible. In other theory, choice plays a

significant role in the emergence of sovereignty, and we to sovereignty add reflection (Гончарук & Онуфрієва, 2018).

That's why **the purpose** of this article is to define levels of the Sovereign individual and propose their characteristics.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.

Results and their discussion

From the psychological point of view, monological speech is characterized by structural completeness-sentences, relative completeness of expression, deployment and fragmentation of phrases. In addition, monological speech is inherent in a rather complex syntax, as well as connectivity, which involves the possession of linguistic means the process of interfacial communication. Such means are lexical and pronoun repetitions, conjunctions and adverbs, or a combination of a noun with an adjective in the role of place and time circumstances (so-called adverbially adjective), articles. For example: adverbially time and sequence (in English: later, then, after that); adverbially causes and consequences (in English: why, that's why, so, at first, first, in the second place, secondly, so that). As binding agents in the monologue, oral verbal formulas are also used to help begin, continue or end the statement. For example: to begin with, well, I'd like to tell you this, let's leave it at that; it reminds me by the way, speaking of.

The syntactic singularity of the description of monologue is the predominant use of simple and complicated sentences with a list-connecting and serial-connecting links, grammatical structures with the turn of English phrases: (there is, there are); View-time forms, like (Present Continuous, Present Indefinite, Past Indefinite). In the monologue-narrative there are such pre-time forms of the verb, as: Past Indefinite, Past Perfect; conjunctions, conjugal adverbs and adverbs: when, since, one day, then, the other day, in the afternoon, yesterday, first, after that. In a monologue message there are simple narrative sentences with verbs prevail in Présent Indefinite, Présent

Perfect, because the message is characterized by time uncertainty. For a monologue-reflection, the causal-consequential relationship between sentences is the main characteristic. In its structure predominantly there are used complex sentences with subordinate causes and consequences, subordinate meaning and complementary sentences, as well as infinitive constructions.

To teach pupils to speak English and to be the Sovereign individual in the process of interaction the teacher has to teach schoolchildren listening. The last is a special type of speech activity. Audition is the understanding of oral speech having been perceived. In terms of psychophysiology, listening is understood as perceptual, mental, mnemonic activity. It is perceptual because of the perception / reception / understanding sense; mental – because it is associated with basic mental operations: analysis, synthesis, induction, deduction, comparison, abstraction, concretization; mnemonic – because of the separation and assimilation of informative features of the linguistic and speech units, the reformation of the image and recognition as a result of comparison with the standard, which is fixed in the person's memory.

The purpose of listening is to comprehend the audible message.

The defining features of listening as a type of speech activity in the methodology of teaching foreign languages is used in such ways:

1. By the nature of the speech communication of the audience, as well as speaking, refers to the types of speech activity, implementing oral communication.
2. In its role in the process of communication listening is a reactive form of speech activity.
3. For the purpose of receiving and issuing speech information of the audience it is a receptive type of speech activity.
4. The form of the process of listening is internal, unexpressed. The basis of the internal mechanism of listening is in the background of such mental processes as perception of hearing, attention, recognition and comparison of language means, their identification, comprehension, generalization, being “memory in memory”, inference.

5. The product of listening is the inference, the result of which is the understanding of perceived semantic content and showing speech and infantile behavior (Camerad & Epling, 1989).

Listening is a comprehensive speech activity. It is based on natural ability of the person. The important factors in the formation of such ability are: perceptual and oral speech conditions, general intellectual prerequisites, factual knowledge, knowledge and skills in the native language, foreign language knowledge and skills, motivation. These factors form the basis for the development of specific skills and abilities of pupils, it is based on the process of teaching listening in accordance with the requirements of the State Educational Standard in a foreign language. By this standard at the basic level listening is considered as a component of oral speech communication. Thus, the achievement of the basic level in the field of listening involves the formation of elementary communicative competence in this type of speech activity, such as: the ability to understand literary and spoken language of the native speaker in situations of everyday communication; to determine the subject and the purpose of the conversation, its main content; the ability to provide into the context mediated perception of the message to understand the basic content of audio texts; the ability to fully and accurately understand the statements of teachers and classmates.

It should be noted that in real conditions in the process of communication listening accounts for 40 to 50% of the whole time of the lesson. In learning process listening is the main source of linguistic knowledge and the important means of speech practice in the classroom and in extra-time, which takes 57% of the academic time.

The success of listening depends on the listener himself/herself (from the level of the development foreign language skills), his/her speech hearing, memory, the ability of attention, interest, etc., his individual psychological characteristics; from linguistic features of audio text and its correspondence with the language experience and knowledge of students; from the conditions of perceiving audio texts. However, there may be some difficulties in listening, such as: the individual-age

features of students; language difficulties of listening; lexical difficulties; phonetic difficulties and others. In order to avoid difficulties in teaching listening, the teacher should use different supports, which not only remove the difficulties by different nature, but also determine the success of learning as this type of speech activity.

To have success in the process of communication at the lessons pupils will study reading as a type of speech activity. Reading a foreign language as a communicative ability and the means of communication is provided along with oral speech. It is the important form of speech activity and the most common way of foreign language communication that a pupil has to learn in accordance with the requirements of the current program and by the State standard of foreign languages.

The psycho-physiological basis of reading is the operations of visual perception of the text and its understanding. From a psychological point of view, the process of perception and understanding of the text which is directly related to thinking and memory. These components of the reading process are inextricably linked, in accordance with the nature and the level of understanding the text, its completeness, depth and accuracy depend on the quality of person's perception.

The reason for reading as a communicative activity is communication with the purpose of obtaining the necessary information. The technique of reading includes a complex of automated skills, which ultimately reduces to perceive quickly graphic images of words, automatically correlate them with sound images and the meanings of these words. In the process of learning the technique of reading in a foreign language, transferring the part of the developed skills of reading in the native language into the sphere of a foreign language is carried out. It facilitates the mastery of alphanumeric symbols and other reading skills. Teaching of reading techniques takes place at the early stage of studying and takes the form of learning to read aloud, which is an important means of teaching reading silently.

We conditionally distinguish two periods in the study of reading aloud: the pre-text period and the text period. The purpose of the post-text period is the assimilation of the primary matter, that is for mastering the alphanumeric links,

reading words, phrases, simple sentences. The purpose of the text period is to study reading in order to obtain the necessary information to a certain extent.

Our attention should also be given to difficulties in reading a foreign language that may be at the lessons at secondary schools.

The process of studying reading in a foreign language is complicated by a number of objective and subjective factors. First of all, the teacher has to take into account the objective difficulties of the spelling system of the learned language (especially English), which has developed historically. The based characteristic of this is the following one: the quantitative inadequacy between the letters and sounds in the word (between the graphical and audible structure of the word), for example: *daughter, thorough, nephew* /nevju:/; discrepancies of the same letters and letter combinations: *pin* [pɪn] – *pine* [paɪn], *cut* [kʌt] – *put* [put], *now*[nau] – *snow* [snəu]; the presence of “dumb” letters in the structure of words: *through* [θru:], *Wednesday* ['wenzdeɪ]; graphic difficulties (transferring the same sound by different letters): [k] – *cat, kitchen, school, question*.

The *language difficulties* of the texts, in turn, can create obstacles for a proper understanding of the content. Let's name some of them:

a) the presence of multivalued and converted words: *At last he became a proud owner of the thing that had real springs and a mattress;*

b) indirect word order (inversion): *No sooner had Miss Sophie noticed her cousin Paul than a pleasant smile touched her lips;*

c) conditional sentences: *Mr. Johnson decided to lock ail the doors in the house, should any emergency arise;*

d) word combinations with Gerund: *After having been informed of Mark's arrival, he went downstairs without delay, etc.*

All these difficulties of texts in a foreign language have to be eliminated by pupils gradually: for the first, they learn the technique of reading aloud, learn the specifics of the letters of the alphabet and linguistic material, perform a great training work on reading techniques, obtaining as much load as it is possible for the visual

analyzer, and then proceeding to read silently, mastering the techniques themselves providing reading as a speech activity.

Depending on a communicative goal set by the teacher at the lesson, the following types of reading are used because of the nature of the text: familiarization, studying and viewing. Each type of reading has its own communicative goals, we will show them.

In the process of reading the following *communicative goals* are pursued: to identify the topic that is proved in the text, which issues are addressed in it; what exactly is stated in the text in the connection with the problem; to highlight the main idea; to choose the main facts, letting out secondary ones; to express the reader's own attitude to what information has been read. This type of reading is the most widespread and it is based on the material of authentic texts that contain information about the life, traditions, culture, history of the country the language of which has been studied.

To form a pupil as the Sovereign individual of the process of studying in the process of the activity with the text (in the mode of studying reading) it is necessary to achieve the following *communicative goals*: to understand the contents of the text having been read with a sufficiently completeness and depth; to compare the information obtained with the reader's experience; to evaluate information, to express the reader's opinion about the text; to transmit the information extracted from the text to another person (a foreign language based on the text); to comment some facts individually. The volume of texts for studying reading should be much smaller, and the content is more complicated than for teaching reading. These may be simple for authentic or adapted texts of different genres: popular science, journalistic, artistic ones and others.

The purpose of reading is the ability to read a series of materials quickly in order to find some specific information. This kind of reading assumes that pupils have formed the skills which are necessary for orientation in the logical-semantic structure of the text, finding and selecting new or given by the author information,

combining it into a logical whole when the information having been obtained from several sources according to a specific problem.

Thus, reading as a type of speech activity is one of the main practical goals of teaching a foreign language at secondary school. It helps in mastering the linguistic material, its consolidation and accumulation, helps to improve the ability of oral speech. Thus, the mnemonic activity that accompanies the reading process provides memorization of lexical units, the connections between them, as well as providing grammatical phenomena, the filling of grammatical structures, the order of words in sentence structures. Reading also has a lot to do with listening and writing. Reading foreign languages develops the thinking of pupils, helps to understand the peculiarities of the foreign language system and to understand better the peculiarities of the native language. The information received by a teenager from foreign language texts shapes his/her outlook, enriches country-specific knowledge of history, culture, economics, politics, the life of a country, the language of which he/she is studying, and it is anxious to learn a foreign language.

To teach teenagers to speak English and to make them the Sovereign individual of the process of studying we've also to teach them writing as a type of speech activity. Writing is considered by us as a graphical fixation of speech, more precisely – the text of speech, in which writing is the process of such fixation, and written text is its result. Writing plays a prominent role in the creation and preservation of spiritual information, and through them to reach all material values.

At school foreign languages curricula, writing was often defined as a mean rather than a goal of learning. At different stages of teaching foreign languages the role of writing varies. Thus, at the initial stage the goal of mastering the technique of writing, the formation of skills has been associated with the assimilation of acoustic correspondence which is realized in the process of studying. These skills are essential for the development of reading and speaking skills. At the middle level of studying English spelling is important in connection with the accumulation of new language material. At the same time, written speech develops as means of promoting oral language skills and abilities. At the senior level – earlier it was acquired letter skills,

which are improved along with the improvement of verbal communication. The current school program emphasizes that writing is a goal and the important means of teaching a foreign language.

In the State Education Standard of Studying Foreign Languages possession of writing involves the achievement of an elementary communicative competence that provides the pupil with the skills in the most typical situations of daily communication. It should also be considered psycholinguistic mechanisms of writing. In Psychology and Physiology the letter is recognized as the most complex form of speech activity, which involves all speech analyzers: auditory, motor, acoustic ones.

Also we mean writing as an expressive productive form of speech communication. The material based on writing is spelling and graphic skills. Writing is based on the use of verbal signs fixed by the neural bonds of the cerebral cortex in the form of visual and hand-motor images that interact with the auditory and speech muscles.

Being able to write graphically and correctly depicting the letters of the alphabet, transforming the sounds into letters, thus assimilating the sound, using graphic and kinesthetic images of the word with its meaning; it means to spell words correctly, to write words, phrases, to put punctuation marks; to operate language structures; to be able to formulate pupils' thoughts in writing.

The process of written speech, as it is well known, begins with internal speech. It is fixed in the internal speech that is a program of utterance is being prepared, a selection of lexical units were given. It is a process of grammatical representation of sentences, such as, their logical combination in paragraphs. The whole process consists of internal rehearsing and fixing the prepared material on paper, which requires the automated operation of sound-graphic associations. The process of writing a letter is facilitated by the fact that the person who writes does not experience a shortage of time, which allows a more thorough reflection of the content and helps to form of a future statement, more precisely to carry out both the previous synthesis and the retrospective analysis of the written material. The ability to find in memory the necessary language means to provide accurate and clear expression of

thoughts, the ability to use the dictionary and other directories having been added to the written information, to do this process more confident.

The main purpose of teaching writing technique in a foreign language is to form graphic / calligraphic and spelling skills of pupils. By calligraphy skills we understand the skills of writing letters and letter combinations of this language. Foreign languages taught in school – English, German, French – use Latin graphics. The analysis of the system of printed signs of the Ukrainian and Latin alphabets was indicated by these languages; they have similar letters (Aa, Oo, Ee, Mm, Kk, Pp), letters that were coincided in one part with the writing ones (Tt, Hh, Uu, Bb), letters strokes of which are completely different from the letters of the Ukrainian alphabet (Ss, Ff, Rr, Qq, Ww, Jj, Zz).

Under spelling skills we understand skills of writing words in accordance with the rules of the use of written signs in each particular word. Spelling systems of foreign languages having been studied at secondary schools are based on three basic principles:

1) phonetic one, when the letter completely corresponds to the sound, it is the support of a pronunciation (for example, in English: pen);

2) morphological principle, when writing is determined by the rules of Grammar (Morphology), regardless of phonetic conditions, for example, in related words or forms (eg., in English: nation – nationality);

3) traditional (historical) principles, when the spelling forms are traditionally fixed and reflected by missing norms of pronunciation (for example, in English: daughter).

Also, there are difficulties in learning spelling: letters combining one sound (for example, English: sh, th, ck); one letter may transmit different phonemes, for example: in English, German and French the letter (s) corresponds to several sounds. Or vice versa – one sound is depicted by the letter with different graphs (for example, English: ir, er, ur). The presence of so-called “dumb” letters (for example, in English: “e” in words with open composition – line, plate; in the letters: wh-, -ght: who, eight).

Consequently, writing can play a significant role in the process of teaching of oral speech, by reading, vocabulary, Grammar. In addition, the important function of writing in teaching foreign languages is that at all stages of studying it can be as the most effective means of control.

Also to speak English well pupils have to study *intonation of a foreign language*. Intonation is a complex of prosocial means, the complex unity of such components, as melody, phrase and logical emphasis, rhythm, timbre, tempo, pause. The purpose of teaching intonation is the formation of receptive rhythmic-intonational skills, or “intonational hearing” in listening and providing productive rhythmic-intonational skills in speaking when reading aloud. It is important to note that the learning process of intonation should include the inseparable formation of both groups of skills.

We have to distinguish Intonation skills are speech skills. Speech is situational in nature, and therefore the intonation always depends on the speech situation: who we talk with, where we are, what communicative intention we want to accomplish with intonation. First of all, this applies to such components of intonation as logical emphasis and melody. Both components can change the meaning of the utterance. So, if in the sentence “Eve is my niece” the logical emphasis falls on the last word, then the speaker is interested in who is Eve, if on the second one – whose niece Eve is, on the first word – who is a niece. For example: 1) Eve is my niece. 2) Eve is my daddy. 3) My niece is Eve.

Changing the melody can also change the content of the sentence. Thus, in English, sentences with a verb in an ordering manner may, depending on the final tone, be expressed by the order (downward tone) or a request (ascending tone). For example: Take a seat, please. Such a ↑ seat please.

Instructive exercises and foreign language reproduction exercises are also used. Thus, exercises for reception of intonational models are intended for the development of pupils’ intonational hearing and have the following types, such as: recognition exercises, exercises for the differentiation of English words, phrases and their identification. Here are examples: the exercise on recognition (listen to the

instructions given by parents to their children). Raise your hand (a signal card) when you hear that the order is made in the form of a request. The request is transmitted in the ascending tone). For example: 1) *Wash up, ↑ please.* 2) *Feed the cat and the dog, ↘ please.*

Exercises for differentiation (the same situation: decide if they both request children, if so, place a “+” sign next to the corresponding number if there is no “-“ sign). For example: 1) *Mother: Wash ↑ up, please. Father: Sweep the ↑ floor, please.* 2) *Mother: Feed the ↘ cat, please. Father: Feed the ↑ dog, please.* (A key: 1+, 2-).

Exercises for (re)production of intonational models by their nature are conditional-communicative, receptive-reproductive exercises for simulation, substitution and transformation of the speech patterns, as well as productive exercises on the self-use of English at the level of phrases and over-the-fold unity. Here are examples: an exercise on simulation (ask a friend to do what I ask you for). For example: *T: Give me the ↑ book; P (звертаючись до товариша): Give me the ↑ book, please.*

Substitution exercises (asking pupils to give a certain thing to the teacher. Ask a friend with a similar request, but ask for another thing). For example: *T: Give me a ↑ rubber; P (asking a friend): Give me a ↑ ruler.*

Exercises for transformation (listen to the orders of the teacher and pass them to the friend as a request). For example: *T: Open the ↘ door; P: Open the ↑ door.*

Exercises for self-use of English (there are many things on the table for the teacher: pupils have to ask them in English). For example: *P: Give me a ↑ pencil; T: Here you are; P: Thank you.*

The activity on intonation should be continued with providing communicative exercises in speaking, listening and reading aloud. It is in these conditions that it is necessary to check how well the pupils have learned a foreign language.

We believe that the subject is most fully manifested himself/herself in the form of sovereignty. We call the act of providing any activity as a logical cell of the subject, which is the essential form of manifestation of sovereignty.

We believe that Sovereignty is a certain level of the person's development reached the quality of the Subject of mental activity. We call such a person the Sovereign individual who creates, organizes, regulates, changes and develops his/her own psyche. As a Subject of mental activity, the individual is affirmed through different actions and in actions. The individual who does not possess the characteristics of the Subject is not, in our opinion, capable for providing creative actions. This person cannot be called the Sovereign individual. We also analyzed the reasons why this may happen. Among them – the lack of necessary mechanisms: the ability to goal-setting and goal-realizing, finding and choosing forms of the activity, decision-making and implementation, evaluation and consolidation of the results in the experience of the Sovereign individual.

All these mechanisms are impossible without reflection. Without it, the ability to act is also impossible, therefore the ability to be the Sovereign subject of mental activity.

Conclusions

We distinguish such three levels of the Sovereign individual and propose their characteristics:

1. The position of the Monosubject, which is originally the newborn (we also can call it the Actual Virtual Subject), as its properties are available at the stage of readiness, but not yet updated. Monosubject is engaged in a specific case, in a specific act or activity, which is evaluated in terms of his/her effectiveness and feasibility. The condition for the transition from the first level to the second one is communication with an adult, which forms the dialogical structures of the child's psyche.

2. The characteristics of the second level of functioning of the Sovereign individual is the Polysubject. He/she is the assignment of spiritual influences of other people and at the same time provides the facilitation in the process of social interaction. The Sovereign individual commits acts that give rise to behavior of any Subject to moral self-regulation.

3. The third level is a level of a Meta- Sovereign Subject, defines by us as the main task and the ability to comprehend the higher essences of being. This level demonstrates the desire for feat, the actions that correspond to the person's understanding of the highest desire of his/her activity.

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AUTO-SUGGESTIVE WAYS OF TEACHING ENGLISH

AT SCHOOL

Introduction

Growing need for communication and cooperation between countries and peoples with different languages and cultural traditions requires a substantial adjustment of the approaches to the study foreign languages. The rapid changes taking place in our society, modernization of educational systems, achievements in the field of the theory and practice of teaching foreign languages – all these necessitates updating the contents and methods of the educational process. During the post-war decades a typical tendency towards the strengthening of the communicative orientation of the educational process has provided the approach to a real process of communication. The development of a communicative method in one way or another one has been involved in many scientific groups and methodologists in different countries. The most significant contribution to justification of this method was made by many supporters (Camerad & Epling, 1989).

Among the newest teaching methods of foreign languages, which have arisen mainly in the English-speaking countries – the United States and Great Britain – in the last decades of the twentieth century methods are becoming increasingly popular, combining communicative and cognitive goals. The existence of various options in