

## Psychological Principles of Learner's Autonomy

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## ABSTRACT

*The purpose of the article is to define the learner's autonomy as a multilayered concept which is possible to see from numerous perspectives; to describe three main directions of learner's autonomy; to explain the context of reactive and proactive autonomy; to propose the psychological principles of forming learners' autonomy.*

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

*The results of the research.* In this article there were suggested the main aspects of learner's autonomy which appeared to have been recognized and broadly accepted by the language teaching profession. They are: autonomy is a construct of capacity; autonomy involves a willingness on the part of the learners to take responsibility for their own learning; the capacity and willingness of learners to take such responsibility is not necessarily innate; complete autonomy is an idealistic goal; there are some degrees of autonomy; the degrees of autonomy are unstable and variable; autonomy is not simply a matter of placing learners into the situations where they have to be independent; developing autonomy requires conscious awareness of the learning process – e. g. conscious reflection and decision-making; promoting autonomy is not simply a matter of teaching strategies; autonomy can take place both inside and outside the classroom; autonomy has a social purpose as well as the individual actuality; the promotion of autonomy has a pedagogical as well as psychological impact; autonomy is interpreted differently by people of different cultures.

The main problems being very important for learner's autonomy are distinguished. The first great problem is control over learning management. The next problem which is very important for learner's autonomy is control over language content. It was shown that reactive autonomy was the kind which did not create its own directions but, once a direction has been initiated, enabled learners to organize their resources autonomously in order to reach their goal. Proactive autonomy does not only determine objectives, selects methods and evaluates what has been learned, but also sets directions.

*A key to motivating students helps them to recognize and understand that they can take responsibility by their own learning: tie learning to students' personal interests; let students to work together to meet learning goals; give students a voice in their own learning.*

**Conclusions.** *So, we can propose some psychological principles of forming learners' autonomy. 1. Set clear performance standards from the start. Students need to know exactly what is expected of them, how they will be graded, and what supports will be available to them if they need help learning the information or growing their own skills. When teachers formulate some main performance expectations, they have to consider the diverse backgrounds and experiences of each student. 2. Help students to develop a sense of ownership over the learning process. As a part of the process of offering students meaningful choices, teachers must be clear about how the choices relate to the learning objectives or standards. When students have the opportunity to be involved in making these choices, they take more responsibility for their own learning. 3. Provide feedback to students that will give them precise information about the particular skills they have acquired and/or need to improve in order to be successful in their class. 4. Encourage students to assess their own learning progress by using charts or keeping journals, so they can evaluate the progress they are making as they acquire relevant knowledge and skills.*

**Key words:** *learner's autonomy, reactive autonomy, proactive autonomy, learning management, feedback, psychological impact, decision-making, conscious reflection, teaching strategies.*

## Introduction

Autonomy, generally, is not seen as a method or a behavior to be taught (Little, 2000: 7). On the contrary, it is understood as innate part of a human nature (Hořínek, 2007: 8) which is usually exercised over different areas of our life not only in the process of language learning. By nature, we are all autonomous from our birth since we in a great degree, however, not always consciously, control what we learn during different developmental learning stages. Frequently, even young children display their autonomy clearly when they choose to learn particular undesirable behavior, for e. g. saying inappropriate words. As it can be seen, the notion of autonomy is not a

recent model of fashion, but it has always been present in a subject's life.

Although a considerable interest in «learner's autonomy» has been the matter of the last thirty years, because the ideas of learners directing and controlling their own learning emerge even from such an ancient history as Sung Dynasty around the year 1100. As P. Benson claims: «If you are in doubt, think it out by yourself. Do not depend on others for explanation. Suppose there was no one you could ask, should you stop learning? If you could get rid of habit of being dependent on others, you will make your advancement in your study» (Benson, 2001: 56).

As P. Benson puts forward, numerous great scientists of the past evidently believed in autonomous learning. «You cannot teach a man anything; you can only help him find it within himself» (Benson, 2001: 23). P. Benson proposes a model of education that respects learner's natural impulses and inclinations and leaves the learner to experience the natural consequences of their actions (Benson, 2001: 24).

Going closer according to the history of learner's autonomy, it is necessary to mention American philosopher and educational reformist John Dewey. In the first half of the twentieth century he and his problem-solving method laid a foundation for constructivist theories that are nowadays proposed as a theoretical basis for autonomy in language education (Benson, 2001: 26).

Project method was expanded in the educational philosophy at the beginning of the twentieth century by William Kilpatrick, who provided a lot of opportunities for autonomous learning. The last emphasizes students' problem solving with «as little teacher direction as it is possible. The teacher is seen more as a facilitator than a deliverer of knowledge and information» (Wikipedia, 2014: 55) and students are allowed and encouraged to direct their own learning by their individual interests.

The term «learner's autonomy» has been a «buzz» word in the language education for more than thirty last years. The origin of this concept goes back to 1971 when the Centre de Recherches et d'Applications Pédagogiques en Langues (CRAPEL) was founded by Yves Châlon who has been the «father» of the theory of learner's autonomy, as one of the outcomes of the Council of Europe's Modern Languages Project (Benson, 2001: 8).

The term itself was coined by Henri Holec, the successor of Châlon at the position of the CRAPEL leader (in 1981 in his report to the Council of Europe) (Holec, 1981). Although, as C. R. Smith (Smith, 2006: 6) presents, the first publications on this topic appeared in 1977 (Harding-Esch) and 1979 (Holec). Nevertheless, the terms have been used were «individualization», «independence» and «self» – these are terms and their definitions were sustained in the academic discourse until recently mainly in Anglo-French environment. After 1981 academic circles gradually started to adopt the term «learner's autonomy» and finally by the year 1997 «all titles of books (dealing with the notion of learner's autonomy) published in that year had «autonomy» as the main component» (Smith, 2006: 6).

At the very beginning the focus of learner's autonomy movement was used according to education of adults. The self access learning centers were equipped with a rich collection of authentic materials which were meant to develop self-directed learning and autonomy outside the classroom and thus without a teacher. However, P. Benson summarizes the experience of thirty years of these centers as rather questionable: «...there is no necessary relationship between self-instruction and the development of autonomy, and ... under certain conditions self-instructional modes may even inhibit autonomy» (Benson, 2001: 9).

D. Little describes similar experience with two attempts to establish a self-access centre at the Trinity College at Dublin in

1979 and 1982. Both of them faced serious problems, such as students are reluctant to come to the centre, they did not know how to learn by their own and using the materials offered substituting the role of a teacher and thus leaving only some little space for students' initiative. From 106 students only nine completed the two year program leaving D. Little with a crucial question. How, in a fact, do we acquire a language? (Little, 2000: 17) As it was appeared, the answer he found in observing his own children and connecting his main directions in Vygotskiy's theory of the first language acquisition (Выготский, 1982). In addition, the encounter with E. Jacob (Jacob, 1999) induced changes in Little's perception of the second language acquisition (Little, 2000).

Although, the first researches were focused on developing autonomy in the classroom, in such a way Nordic Workshop Report appeared in 1987 (Smith, 2006: 6). The author showed a significant impact of understanding the notion of autonomy in the connections of studying of young learners. The other scientist E. Jacob started her experiment with fostering autonomous behavior as a kind of the last chance matter. She was to teach a mixed-ability class of demotivated and uninterested eleven year-old children at middle school (Jacob, 1999). His learners, after only one year of studying English, became real language users. In reaction to E. Jacob's lecture D. Little claimed: «This first encounter with E. Jacob led me to revise four of my key beliefs» (Little, 2000: 16).

The last trends focus on implementing self-directed, autonomous learning into a curriculum with the help of new technologies (Jarvis, 2013: 387–410). Fostering autonomous learning and getting children involved is seen as the solution of many issues in language education. P. Benson summarizes the process of recent development: «The deconstruction of conventional language learning classrooms and courses in many parts of the world is thus the third context for growing interest in autonomy in recent years. Indeed, the tendency has been to-

wards blurring of the distinction between a «classroom» and «out-of-class» applications, leading to new and often complex understanding of the role of autonomy in language teaching and learning» (Benson, 2001: 22).

So, we have seen how the notion of learner's autonomy has developed through the course of time. At the beginning when we've being spoken about researchers of learner's autonomy there were only adult learners in our mind. Later, the academic interest was shifted to even primary learners' level. So, we are going to see that the definitions of learner's autonomy were developed.

Therefore, **the purpose of this article** is to define learner's autonomy as a multilayered concept which is possible to see from numerous perspectives; three main directions of learner's autonomy; to explain the context of reactive and proactive autonomy; to propose psychological principles of forming learners' autonomy.

### **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**

Learner's autonomy is a multilayered concept which is possible to see from numerous perspectives. This was resulted in countless attempts to define it. So, we'll offer the overview of various definitions by different authors. As we see, three different contexts of learner's autonomy will be discussed. The main roles are played by terms «take a charge», «to control», «learning process», «learning management» and «learning content».

The first, the most quoted and the most influential in the process of language education is definitely the Holec's defini-

tion (Holec, 1981: 16) which was developed with adult learners in mind. H. Holec defines autonomy as taking charge of one's own learning, and then he elaborates on this fairly broad statement: «To take charge of one's own learning is to have and to hold the responsibility for all the decisions concerning all aspects of this learning, such as: determining the objectives; defining the contents and progressions; selecting methods and techniques to be used; monitoring the procedure of acquisition properly speaking (rhythm, time, place, etc.); evaluating what has been acquired» (Holec, 1981: 17).

However, when H. Holec defined learner's autonomy he did it with adults studying a foreign language in self-access centers in mind (Holec, 1981). Therefore, it focuses on the technical or methodological aspects of learning that enable students to be succeed in such settings (Cherry, 2013: 110).

B. Sinclair (Sinclair, 2000: 4–14) suggests 13 aspects of learner's autonomy which «appears to have been recognized and broadly accepted by the language teaching profession» (see Table 1).

*Table 1*

Aspects of learner's autonomy

1.	Autonomy is a construct of capacity
2.	Autonomy involves a willingness on the part of the learners to take responsibility for their own learning
3.	The capacity and willingness of learners to take such responsibility is not necessarily innate
4.	Complete autonomy is an idealistic goal
5.	There are some degrees of autonomy
6.	The degrees of autonomy are unstable and variable
7.	Autonomy is not simply a matter of placing learners into the situations where they have to be independent
8.	Developing autonomy requires conscious awareness of the learning process – i. e. conscious reflection and decision-making



9.	Promoting autonomy is not simply a matter of teaching strategies
10.	Autonomy can take place both inside and outside the classroom
11.	Autonomy has a social purpose as well as the individual actuality
12.	The promotion of autonomy has a pedagogical as well as psychological impact
13.	Autonomy is interpreted differently by people of different cultures

Autonomous learners have the capacity to determine realistic and reachable goals, select appropriate methods and techniques to be used, monitor their own learning process and evaluate the progress of their own studying (Vovk, Emishyants, Zelenko, Drobot & Onufriieva, 2020). According to L. Dam the autonomous learner is an active participant in the social processes of learning and an active interpreter of new information in terms of what he / she has already and uniquely known (Dam, 1990). Autonomous people are intrinsically motivated, perceive themselves as such individuals who can control their decision-making, take responsibility for the outcomes of their actions and have confidence in themselves (Zubiashvily, Kocharian, Lunov, Barinova & Onufriieva, 2020).

Many educational researchers adopted or at least derived his/ her own learner's autonomy definition from Holec's ideas (Holec, 1981). However, some of the authors deal with different aspects of autonomy as well. For example, D. Little (Little, 2000: 16) describes his view of autonomy as possessing strong psychological aspects. He sees autonomous behavior as universal, developing a kind of psychological relationship to both language learning process and content, demonstrated not only the necessary approach to language learning, but transferred to other situations as well.

Nevertheless, P. Benson (Benson, 2001) adds the third definition to the Holec's (Holec, 1981) and Little's (Little,

2000) meanings. He argues that the mentioned ideas underplay the role of control over the learning content and social aspects of learning: «Autonomous learners should, in principle, have the freedom to determine their own goals and purposes if the learning is to be genuinely self-directed. It also has a social aspect, which may involve control over learning situations and call for particular capacities concerned with the learner's ability to interact with others in the learning process» (Benson, 2001: 49).

In conclusion, P.Benson emphasizes: «...psychological and transformative character of learner's autonomy which is often absent from definitions of autonomy in language learning» (Benson, 2001: 50). As P.Benson summarizes, the control over the learning content, materials and processes cannot be achieved by individual choices, but has to be collectively agreed (Benson, 2001: 49).

This view of importance of social interaction corresponds to the Vygotsky's theory about the first language acquisition (Выготский, 1982). D. Little summarizes similarities between the first and the second language acquisition with this theory: «...all human learning may require a social dimension, especially when the object of learning is a language; and it shows how our psychological autonomy derives from social interdependence. It thus provides a general theoretical justification for the central role that Leni Dam assigns to group work conducted in the target language. By talking English the whole time her learners gradually become able to think in English, which is fundamental to their developing autonomy as learners and users of the language» (Little, 2000: 20).

As we have seen there are three main directions of learner's autonomy. When dealing with this concept it is necessary to take cognitive, psychological and social aspects into account. However, when considering the definition of learner's autonomy, it is necessary to look closer at the term «to control».

The term «to control» plays a crucial role in the concept of learner's autonomy. Being the autonomous learner should involve exercising the control over his / her learning. P. Benson puts forward three levels of control over the process of language learning. These are cognitive processes, learning management and learning content. In other words, a language learner should control what he / she learns, how he / she learns and should be able to manage his / her learning. All of the levels are interrelated and thus equally important (Benson, 2001: 50).

The next problem we have to analyze is *control over cognitive processes*. P. Benson (Benson, 2001: 86–98) describes control over cognitive processes in terms of three particular mental processes associated with control. These are attention, reflection and metacognitive knowledge.

The central idea of the attention concept is that «learners must first demonstrate conscious apprehension and awareness of a particular linguistic form before any processing of it can take place» (Benson, 2001: 87). As P. Benson summarizes Schmid's and Tomlin and Villa's theories «although contextual factors undoubtedly influence attention, language learners are in principle able to control what they attend to in linguistic input» (Benson, 2001: 88). As P. Benson concludes, control over learning begins with the conscious focuses on the learner (Benson, 2001: 90).

Reflection is very often seen as a crucial aspect in fostering learner's autonomy. Not only it provides a cognitive basis for control over management, but it may and should lead to deep changes inside the learner. As P. Benson points out these changes may be «difficult and even painful» (Benson, 2001: 92). Reflection should include both beliefs and practice and many authors suppose it should be rather implemented gradually than imposed (Benson, 2001: 94–95). According to H. Holec «deep reflection on beliefs and practices interacts with the learner's expanding knowledge base in the develop-

ment of autonomy» (Holec, 1981: 95). As P. Benson (Benson, 2001: 95) states, it is even possible to claim that the autonomous learner is the person who is capable for actualizing his / her reflection.

Metacognitive knowledge or teaching to learn plays a central role in learner's training in the process of obtaining autonomy. If the pedagogical goal is a less dependent learner then the learner has to know how to learn. As D. Little (quoted in Benson, 2001, p. 98) claims the learning metacognitive knowledge and learning the target language are two inseparable parts of the process of learning. In fact, proficiency in the target language goes hand in hand with the development of metacognitive knowledge (Little, 2000).

When summarizing the importance of control over the cognitive processes, which according to D. Little (Little, 2000: 15) lies in developing a kind of psychological relationship to both the process and the content of learning, we have to take into account the next issue. When carrying out the learner training the steps should be taken gradually and rather on a voluntary basis than imposed. Otherwise, as D. Little (Little, 2000: 13) warns the learners will put on «the mask of autonomy» being able to perform the set of required steps, however «they will not necessarily possess the cognitive capacities that will make these actions systematic or effective» (Benson, 2001: 98).

The next great problem is *control over learning management*. It involves such behaviors that enable learners to plan, organize and evaluate their studying. At the level of learning management control over learning is directly observable as the conscious exercising of various learning strategies. P. Benson gives detailed description about three main categories of language learning strategies. These are cognitive, metacognitive and affective / social ones (Benson, 2001: 81).

A. Chamot (Chamot, 2011) distinguishes two main categories of language learning strategies. These are metacognitive ones and task based strategies. Task-based strategies are

then differentiated into four more categories. The names of the categories are given in terms of commands or recommendations. These are Use what you know, Use your imagination, Use your organizational skills and Use a variety of resources. A. Chamot's publication «The Elementary Immersion Learning Strategies Resource Guide» offered the comprehensive description of the implementation of strategy-based instruction which would be used in the practical part of this article as a foundation for the learners' strategy training.

The next problem which is very important for learner's autonomy is *control over language content*. According to P. Benson exercising with the aim to control over the language content has strong social and psychological meaning: «Control over the content requires, more than any other aspect of autonomy that teachers and education authorities create situational contexts in which freedom of learning is encouraged and rewarded. It also requires that learners develop their capacity to participate in social interactions concerning their learning, to negotiate for the right to self-determine its broad direction and ultimately to participate in the transformation of educational structures» (Benson, 2001: 99).

It is necessary to emphasize the boundaries and constraints of the curriculum; however, there are still a lot of possibilities to give learners freedom, e. g. to choose appropriate vocabulary. This is what P. Benson calls *reactive autonomy*: «The kind which does not create its own directions but, once a direction has been initiated, enables learners to organize their resources autonomously in order to reach their goal. It is the kind of autonomy that causes learners to study vocabulary without being pushed, to take the initiative to do past examination papers or to organize study groups to complete the assignment» (Benson, 2001: 99).

According to many researches the only acceptable outcome is what P. Benson calls *proactive autonomy*. The autonomy which not only determines objectives, selects methods and

evaluates what has been learned, but also sets directions. However, as P. Benson claims the reactive autonomy may be as a step towards proactive autonomy or as a goal on its own. As the main point of view of this research, achieving the reactive autonomous behavior of the learners will be sought (Benson, 2001: 100).

In this article we will use P. Benson's (Benson, 2001: 50) definition of learner's autonomy. Learner's autonomy is «the capacity to take control of one's own learning» where control involves the all mentioned areas.

In this article we have analyzed different views of the learner's autonomy definition. Three levels of control over learning were described and concrete inferences with relevance to lessons were made. In the next our articles the importance of developing autonomous behavior will be discussed.

Autonomy is analyzed by us as the ability of learners to take the initiative in their own learning in a variety of situations and contexts. The last includes the ability not only to take and follow through conscious decisions but also to create a suitable learning environment for themselves. Other skills that are encompassed by the term include the will to seek out people and situations that can facilitate the learning process, and the ability to reflect upon the learning process as a whole (Mykhalchuk & Kryshevych, 2019).

Promoting learner's autonomy requires teachers' time, efforts, skills and patience. It is especially difficult for teachers to work by exam-driven contexts where the classroom is run in a formal and structured manner.

Teachers play the important role when it comes to promoting autonomy: they listen attentively to the learners and motivate them to take the initiative in their own learning, and support them in formulating realistic goals for themselves and in incorporating these goals into a learning plan. They make material available and give both advice and constructive feedback. Insights from the researches and practice show that

the role of teachers and the interaction between teachers and learners are important factors in developing learner's autonomy.

At lessons in which autonomy is encouraged, learners are called upon to play the active part in shaping the common learning process, for example by bringing their own materials to the classroom, learning to judge their own proficiency by making their own assessments or having their peers assess by themselves, or by reflecting upon the learning processes by keeping a diary of their progress. By negotiating common goals, learning paths and indeed tasks, a community of learners is created that enriches the lesson.

Also we propose three steps to help learners to attain greater autonomy: firstly, the teacher has to make learners aware of autonomy by highlighting new ways of viewing the learning process and motivating the students to reflect upon their learning process and their opportunities for learning, not only in but also outside the classroom. Then, secondly, by practicing new skills, roles and behavioral patterns, the teacher can help learners to change their attitudes. Last but not least is that more and more responsibility is transferred to the learners so that they can influence the lesson design and have greater scope for making and implementing their own decisions with a great respect to materials and exercises.

A key to motivating students helps them to recognize and understand that they can take responsibility by their own learning:

- tie learning to students' personal interests;
- let students to work together to meet learning goals;
- give students a voice in their own learning.

Teaching that fosters motivation to learn is a thoughtful process of aligning students different choices so that students can see the value of these choices as tools for meeting their learning needs and goals. Modeling the skills involved in making well-informed and positive choices, teachers need to re-

flect in real-time conditions. Concurrently, teachers have to set clear learning goals and help students to understand that the choices they can make are within the context of the learning goals set by the teacher. Students learn that they can be successful if they meet clear performance requirements. When students see first-hand that they can be successful, teachers have the opportunity to talk with them about how the standards and expectations are related to their own personal interests or to the skills they will need to succeed in their life.

### Conclusions

So, we can propose some *psychological principles of forming learners' autonomy*:

1. *Set clear performance standards from the start.*

Students need to know exactly what is expected of them, how they will be graded, and what supports will be available to them if they need help learning the information or growing their own skills. When teachers formulate some main performance expectations, they have to consider the diverse backgrounds and experiences of each student. Performance outcomes that focus on each student's abilities and strengths lead to more positive student's development and engaged them into the process of learning, particularly if students are from poor communities or have limited supports for learning outside the university.

2. *Help students to develop a sense of ownership over the learning process.*

As a part of the process of offering students meaningful choices, teachers must be clear about how the choices relate to the learning objectives or standards.

For example, teachers can provide students with different choices about how they may demonstrate mastery of a concept, the approach with particular assignments, to provide a kind of the activity when students can work independently or with



peers, and to achieve their competency levels. When students have the opportunity to be involved in making these choices, they take more responsibility for their own learning.

3. *Provide feedback to students that will give them precise information about the particular skills they have acquired and / or need to improve in order to be successful in their class.*

For example, at high school teachers are increasingly being taught and shown how to provide new learning tasks with the opportunities for students to ask questions and to seek a help from their teacher or peers if they are having difficulties understanding concepts or performances required of them. Students learn to use feedback from their teacher and peer to change their conception of how competent they are in different subjects or learning activities. Feedback also helps students to make better learning choices.

4. *Encourage students to assess their own learning progress by using charts or keeping journals, so they can evaluate the progress they are making as they acquire relevant knowledge and skills.*

As students learn to monitor their own progress, they become more motivated by their success and begin to acquire a sense of ownership and responsibility according to the role they play in the growth of the person.

This way of taking part at the lesson still feels unusual for many learners with the aim to initiate successfully this process of reorientation, teachers should talk explicitly to learners about the subject of learner's autonomy and gradually entrust them with more and more great responsibility for the learning process.

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**Михальчук Наталія, Онуфрієва Ліана. Психологічні принципи суверенності студента**

### АНОТАЦІЯ

**Мета статті** – визначити суверенність студента як загальнонаукову концепцію, яку можна обґрунтувати з різноманітних точок зору. Окреслено три основні парадигми суверенності; обґрунтовано зміст реактивної й ініціативної суверенності; запропоновано психологічні принципи формування суверенності студентів під час їх навчання у закладах вищої освіти.

Для розв'язання поставлених у роботі завдань використано такі теоретичні **методи дослідження**: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення.

**Результати дослідження.** У статті запропоновано основні аспекти суверенності студентів, які слід використовувати на заняттях з англійської мови. Такими аспектами вважаються: суверенність – це конструкт дієздатності особистості; суверенність передбачає готовність студентів брати на себе відповідальність власне за свій процес навчання; суверенність має на увазі спроможність і готовність студентів самостійно розпочинати процес пізнавальної діяльності; повна суверенність вважається метою навчання та виховання студентів; можна виокремити деякі ступені суверенності; ці ступені є нестабільними та змінними категоріями; суверенність не лише актуалізує питання створення для студентів ситуацій, коли вони мають бути незалежними та самостійними; розвиток суверенності вимагає свідомого ставлення до процесу навчання – наприклад, свідоме опанування вивченого матеріалу та прийняття виважених рішень; сприяння суверенності є не просто питанням формулювання стратегій здійснення навчальної діяльності; суверенність може мати місце як у парадигмі навчального процесу в закладах вищої освіти, так і поза навчанням у них; суверенність має як соціальне значення, так і суто індивідуальне; суверенність по-різному тлумачиться представниками різних культур.

*Виокремлено основні проблеми, які є досить-таки важливими для виховання суверенності студента. Перша проблема – це здійснення контролю за процесом навчання. Наступною проблемою, яка є дуже важливою для формування суверенності студента, є контроль над змістом навчальної дисципліни, що вивчається. Було показано, що реактивна суверенність є саме тією формою, яка не створює концептуально нових напрямків здійснення навчальної діяльності, проте коли ініціюється той чи інший напрямок, то це дає змогу студентам самостійно організовувати власні ресурси для досягнення своєї мети. Проактивна суверенність не лише визначає цілі пізнавальної діяльності, а й обирає методи та засоби здійснення цієї діяльності й оцінює той зміст навчального процесу, яким уже було опановано; суверенність також окреслює парадигму подальшої навчальної діяльності.*

*Становлення суверенності студентів допомагає їм усвідомити і зрозуміти, що вони можуть узяти на себе відповідальність за власне навчання: навчання студентів стає таким, що цілковито відповідає їх інтересам; студенти починають працювати разом для досягнення цілей свого навчання.*

**Висновок.** У статті запропоновано психологічні принципи формування суверенності студентів. 1. Чіткі стандарти виконання пізнавальної діяльності мають бути встановлені з самого початку. Студенти повинні точно знати, що від них очікує педагог, як вони будуть оцінені та які актуалізаційні напрямки будуть для них доступні, якщо їм знадобиться допомога у вивченні інформації або набутті вмінь і навичок виконання пізнавальної діяльності. Коли викладачі формують певні очікування від ефективності пізнавальної діяльності, вони мають ураховувати набуті студентами знання й особистісно значущий досвід кожного окремого учня. 2. Суверенність фасилітує розвиток у студентів почуття домінування в навчальному процесі. У парадигмі цього процесу викладачі мають пропонувати студентам самостійно обирати найважливіші для них навчальні дисципліни, але при цьому студенти повинні чітко розуміти, яким чином цей вибір співвідноситься з навчальними цілями чи стандартами підготовки майбутнього фахівця. Коли студенти мають змогу бути залученими до здійснення такого вибору, вони беруть на себе більше відповідальності за власне навчання. 3. Студенти мають постійно отримувати зворотний зв'язок із боку педагога, який дасть їм досить точну інформацію щодо набуття конкретних навичок, які вони здобу-

ли та / або які потребують їх удосконалення з метою досягнення неабиякого успіху в своїй навчальній мікрогрупі. 4. Суверенність фасилітує студентів на заохочення оцінювати власне свій успіх у навчанні за допомогою графіків або ведення журналів, щоб вони могли оцінити власне свій прогрес у навчанні, досягнутий ними у процесі набуття відповідних знань, умінь і навичок.

**Ключові слова:** суверенність студента, реактивна суверенність, проактивна суверенність, управління процесом навчання, зворотний зв'язок, психологічний вплив, прийняття рішень, свідоме відрефлексування своєї діяльності, стратегії викладання.

**Михальчук Наталья, Онуфриева Лиана. Психологические принципы суверенности студента**

## АННОТАЦИЯ

**Целью статьи** является определение суверенности студента как общенаучной концепции, которую можно обосновать с различных точек зрения. Обозначены три основные парадигмы суверенности; обосновано содержание реактивной и инициативной суверенности; предложены психологические принципы формирования суверенности студентов во время их обучения в высших учебных заведениях.

Для решения поставленных в работе задач использованы следующие теоретические **методы исследования:** категориальный, структурно-функциональный, анализ, систематизация, моделирование, обобщение.

**Результаты исследования.** В статье предложены основные аспекты суверенности студентов, которые следует использовать на занятиях по английскому языку. Такими аспектами считаются: суверенность – это конструкт дееспособности личности; суверенность предполагает готовность студентов брать на себя ответственность собственно за свой процесс обучения; суверенность подразумевает способность и готовность студентов самостоятельно начинать процесс познавательной деятельности; полная суверенность считается конечной целью обучения и воспитания студентов; можно выделить некоторые степени суверенности; эти степени – достаточно нестабильные и переменные категории; суверенность не только актуализирует вопрос создания для студентов ситуаций, когда они должны быть независимы

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*и самостоятельны; развитие суверенности требует сознательного отношения к процессу обучения – например, сознательное овладение изученным материалом и принятие на основе этого взвешенных решений; фасилитация становления суверенности актуализирует вопросы формулирования стратегий осуществления учебной деятельности; суверенность может иметь место как в парадигме учебного процесса в высших учебных заведениях, так и вне учебы в них; суверенность имеет как социальное значение, так и сугубо индивидуальное; суверенность по-разному обосновывается представителями разных культур.*

*Выделены основные проблемы, которые являются довольно-таки важными для формирования суверенности студента. Первая проблема – это осуществление контроля за процессом обучения. Следующей проблемой, которая очень важна для формирования суверенности студента, является контроль над содержанием изучаемой учебной дисциплины. Было показано, что реактивная суверенность является именно той формой, которая не создает концептуально новых направлений осуществления учебной деятельности, однако, когда иницируется то или иное направление, то это дает возможность студентам самостоятельно организовывать свои ресурсы для достижения поставленной цели. Проактивная суверенность не только определяет цели познавательной деятельности, но и выбирает методы и способы осуществления этой деятельности и оценивает тот смысл учебного процесса, который субъектом уже был освоен; суверенность также определяет парадигму дальнейшей учебной деятельности.*

*Становление суверенности студентов помогает им осознать и понять, что они могут взять на себя ответственность за собственное обучение: обучение студентов становится таким, которое в полной мере соответствует их интересам; студенты начинают работать вместе для достижения целей своего обучения.*

**Вывод.** *В статье предложены психологические принципы формирования суверенности студентов. 1. Четкие стандарты выполнения познавательной деятельности должны быть сформулированы с самого начала. Студенты должны точно знать, что от них ожидает педагог, как они будут оценены и какие направления познавательной деятельности будут для них доступны, если им потребуется помощь в изучении информации или приобретении умений и навыков выполнения деятельности. Когда преподаватели формируют определенные ожидания от*



*эффективности познавательной деятельности, они должны учитывать приобретенные студентами знания и личностно значимый опыт каждого отдельного субъекта. 2. Суверенность фасилитирует развитие у студентов чувства доминирования в учебном процессе. В парадигме этого процесса преподаватели должны предлагать студентам самостоятельно выбирать наиболее важные для них дисциплины, но при этом студенты должны четко понимать, каким образом этот выбор соотносится с учебными целями или стандартами подготовки будущего специалиста. Когда студенты имеют возможность быть вовлеченными в осуществление такого выбора, они берут на себя больше ответственности за собственное обучение. 3. Студенты должны постоянно получать обратную связь со стороны педагога, который даст им достаточно точную информацию о приобретении конкретных навыков, которые они получили и / или которые требуют их совершенствования для того, чтобы достичь значимого успеха в своей учебной микрогруппе. 4. Суверенность фасилитирует студентов на поощрение оценивания собственно своего успеха в обучении с помощью графиков или ведения журналов, чтобы они могли оценить свой прогресс в обучении, который студенты достигают, приобретая соответствующие знания, умения и навыки.*

**Ключевые слова:** *суверенность студента, реактивная суверенность, проактивная суверенность, управление процессом обучения, обратная связь, психологическое воздействие, принятие решений, сознательное отрефлексирование своей деятельности, стратегии преподавания.*

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