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ADOLESCENT DEVELOPMENT IN THE CONTEXT OF URIE BRONFENBRENNER'S BIOECOLOGICAL THEORY (РОЗВИТОК ПІДЛІТКІВ У КОНТЕКСТІ БІОЕКОЛОГІЧНОЇ ТЕОРІЇ ЮРІЯ БРОНФЕНБРЕННЕРА)

Adolescent development is determined by a variety of factors. We are going to explain all the levels of the environment that simultaneously influence adolescents. We aim our article at exploring different aspects of adolescents' development and verifying our hypothesis that Urie Bronfenbrenner's Bioecological Theory is the integrated model of such reliable theories as the Psychodynamic Theory, the Biological Theory, J. Piaget's Theory, L. Vygotsky's Sociocultural Theory and the Information Processing Theory.

The Russian-American psychologist Urie Bronfenbrenner created a model of environmental influences on people. It is interesting to know that the original exposition of ecological system theory appeared in a truncated form as a «person – process – context model», with the critical component of «time» still missing [5, 622].

According to the bioecological approach, which was suggested by the psychologist Urie Bronfenbrenner, there are five levels of the environment, which impact people at one time. These levels are the microsystem, the mesosystem, the exosystem, the macrosystem, and the chronosystem. First, the microsystem is a person's daily life, which includes immediate environment in which adolescents live, that is, their family, friends, and teachers. Second, the meseosystem represents connection between different aspects of the microsystem. An example for it may be the interaction between teachers and students' parents. Third, the exosystem demonstrates the impact of microsystems of different people on a particular individual. Fourth, the macrosystem represents culture in which adolescents grow up. Finally, the chronosystem involves historical events [5, 201-203].

Understanding the process of adolescents' development at all of these levels requires knowledge of such concepts as the Psychodynamic Perspective on adolescents' development, the Biological Changes during this age, J. Piaget's Theory, L. Vygotsky's Sociocultural Theory and the Information Processing Theory.

The Psychodynamic Bases of adolescents' development may be considered to be the center or the source of the levels of the environment, according to Urie Bronfenbrenner's Bioecological Theory. This source is represented by an individual.

This issue requires a close examination. The idea of psychodynamic perspective is that any kind of behavior is triggered by inner forces that include different memories from the past that were ousted into the subconscious [9,71]. The psychodynamic perspective includes two main theories: Z. Freud's psychoanalytical theory and E. Erikson's psychosocial theory.

According to Z. Freud's psychoanalytical theory, people's unconscious forces determine their behavior. They include different needs, wishes, demands that must have been suppressed and not fulfilled because of their disturbing nature. Z. Freud claimed that a personality has three parts. The first one is Id. The inborn Id includes such physiological needs as food consumption, sleep, and sexual drive. The second part is Ego. It is rational. It serves as a balancing mechanism between the first and the third part of human personality. The third part is Superego. It is conscientious [6, 302].

According to E. Erikson's psychosocial theory, people develop as they interact with others and understand themselves as a part of the society. E. Erikson distinguished eight stages of this development. They represent crises and conflicts that need to be solved. There are the following stages of development: «basic trust versus basic mistrust», «autonomy versus shame and doubt», «initiative versus guilt,» «industry versus inferiority», «identity versus role confusion», «intimacy versus isolation», «generativity versus stagnation» and «ego integrity versus despair» [3, 247-269].

Z. Freud and E. Erikson greatly contributed to the development of psychodynamic perspective. We noticed an important difference between the views of the two psychologists on the development of an individual. They look on the timing of development in a slightly different way. Z. Freud claimed that the development of a personality is over by adolescence, while E. Erikson said that it continues through the life span.

We consider *Biological Changes* that adolescents go through to be the components of different levels of the environment, according to Urie Bronfenbrenner's Bioecological Theory. For instance, they may be included to the chronosystem, as the technological progress and historical events that take place when adolescents grow greatly influence the way their brain develops. Biological changes can also be a component of the macrosystem, as the culture in which adolescents grow up determines their development to some extent because of a certain dependency of the methods of raising children on a particular culture.

Biological changes are one of the most significant transitions adolescents undergo. Changes in endocrine system and brain development are the most important.

Endocrine system may be regarded as «departure» point of all other transitions during the age of adolescence, because this system is in charge of changing the levels of hormones, which push the development forward. There are two classes of sex hormones: androgens and estrogens. The development of male sex characteristics is stimulated by testosterone, which is one of the androgens. The development of female sex characteristics is triggered by estradiol, one of estrogens [1,130]. Such a great hormone activity in puberty influences adolescents' emotions. It can often cause hostility or depression. An increased risk of depression belongs to early-developing girls because of too early body image disturbances [1, 145].

The brain goes through a structural shift during puberty and leads to a children's cognitive development. The four main changes that the brain goes through are the following: synaptic pruning, myelination, prefrontal cortex and lateralization. Adolescent students' physical and cognitive abilities grow only after synaptic pruning and myelination, because building a network among neurons and coating of axons leads to the speeding of nervous impulses [7,89]. Students whose prefrontal cortex is not developed cannot think critically, evaluate things well and perform serious judgments.

We assume that adding this knowledge to teachers' expertise would prove very useful for them. Being aware of the tight connection between hormone changes and emotions would enable teachers to predict adolescents' behavior, build a strategy of reacting to it adequately and helping them live through the uneasy period of adolescence. In addition to this, educators will be able to help students with some kind of learning deficits to easily overcome them, if the teaching staff is aware of the prospects of children's brain plasticity.

We firmly believe that adolescents' developing cognitive skills, described in *J. Piaget's Theory,* may be related to different U. Bronfenbrenner's levels of environment, as children become enabled to understand and evaluate the influence of their family, friends, school, and various interconnections among these environments on them.

J. Piaget described four stages of cognitive development. They are sensorimotor, preoperational thought, concrete operational thought and formal operational thought [8, 300]. Each stage has different set of skills. For instance, children after birth up to 2 years are at the sensorimotor stage. They develop the idea that people or objects exist even when they cannot be seen. They also develop motor skills. However, they have practically no capacity for symbolic representation [8, 318]. Children between 7

and 12 years old are at the concrete operational cognitive stage. They develop reversibility and the idea that quantity is unrelated to physical appearance [8, 323]. Children after 12 years old get to formal operations. Formal operations have such characteristics as thinking about possibilities, hypothesis testing, abstract thought, metacognition, multidimensionality, relativism, perspective taking [8, 338]. Adolescents start using formal operations to solve problems. They are able to consider problems in the abstract terms rather than only in concrete ones. They can carry out simple experiments on situations and observe the outcomes. Adolescents use hypotheticodeductive reasoning. It means that they start with the general theory about causes of a particular outcome, and then come up with explanations for the situations in which they see this outcome. So adolescents can test their theories. J. Piaget claimed that the formal operational stage does not appear suddenly. It gradually develops through a combination of environmental influences and physical maturations.

L. Vygotsky's Sociocultural Theory differs from that of J. Piaget's in the way that L. Vygotsky believed that adolescents developed their thinking abilities, knowledge, values, and beliefs through partnerships with other people.

L. Vygotsky suggested the concept of the zone of proximal development. It is the level at which an adolescent can almost, however not fully, perform any task without assistance of someone more competent [2, 198]. The zone of proximal development is a concept of reference for education and teaching in most areas and subjects: language and second language education, reading, writing, mathematics, science, social sciences, moral education, and so forth. It may be used for average and gifted students, as well as for those with special needs. When more instructions are offered, adolescents can increase their comprehension of a particular task.

It is important to mention that the zone of proximal development differs among children. It is measured in the level of the improvement that comes with help [2, 231]. That is, the greater the improvement is, which comes with help of other people, the bigger is the zone of proximal development. This help was called scaffolding [2, 234]. It is the support for learning that enhances growth.

L. Vygotsky suggested using so-called cultural tools. These are physical items, intellectual framework for solving problems. Intellectual framework includes the language, which is used within a culture, its mathematical, scientific, religious, and numbering systems [2, 328]. L. Vygotsky claimed that the teaching process should focus on activities that involve interaction with other adolescents and teachers. These interactions have to be arranged to fall within each students' zone of proximal development. This is the source of cognitive growth. L. Vygotsky suggested several techniques. One example of them can be cooperative learning. It presupposes that students will work in groups to attain a common goal. Another example of these techniques may be reciprocal teaching. It presupposes that a teacher allows students to take on the role of a teacher. At first, teachers help students to go through the comprehension strategies. Then students make progress through their zones of proximal development, until they can take on a teaching role. Reciprocal teaching can be especially successful in improving reading comprehension levels [2, 402]. Apart from this, L. Vygotsky's social cultural theory showed the importance of the influence of culture on the learning process.

Information processing theory is the model that identifies the way that people perceive, use, and store information. This theory focuses on the types of the so-called mental programs that students use when they need to solve problems.

There are three foundations of information processing: encoding, storage, and retrieval. Encoding means the process in which information is recorded in the memory. It includes choosing the information that will be used later. The next step is called storage. It is the actual placement of information into memory. Finally, retrieval refers to the process by which information is brought into awareness and can be used. These aspects of information processing can be compared to those of computers. These three foundations of information processing can be automatic or deliberate. Automatization means the level to which a particular activity needs attention. Therefore, processes that need little attention may be called automatic, while those that need larger amounts of attention are controlled [7, 210-212].

According to information processing theory, adolescents' mental abilities grow due to metacognition. It is the knowledge that they have about their own thinking. Adolescents became capable of realizing their own mental processes [7, 237]. For example, they can easily figure out how

much time they need to get a certain amount of information memorized. Moreover, they are able to assess whether they have memorized that information accurately. The knowledge of cognitive changes which happen at the age of adolescence, and the five theoretical perspectives related to them, will prove to be very useful to make the process of teachers' engagement efficient.

In our article we will provide a sample elaborate plan of a combined lesson we designed in Country Studies devoted to the topic of Comparing Holidays of Ukraine and the USA in order to demonstrate application of different aspects of adolescent cognition.

First of all, the topic should be presented. The importance of knowing other cultures and being respectful to them should be voiced, followed by a warming-up activity to make all of the students interested in the topic and to make them to think critically. The question to the students «Which holidays are celebrated both in the USA and in Ukraine and what is the reason for it?» presupposes involving social cognition as students have to think about social relations. The second part of the question relates specifically to J. Piaget's concept of

making students get to know the reason for some issues. Students' answers can be considered as examples of propositional logic, because contemplating about the presence of similar holidays in the two countries involves abstract thinking. This demonstrates the mechanism of formal operations according to J. Piaget's Theory.

New information on the topic can be introduced by presenting a graphically organized list of the descriptions of the most common Ukrainian and American holidays as well as the descriptions of some unique holidays of the two countries. This is the example of scaffolding, one of the education techniques offered by L. Vygotsky's Sociocultural Theory. Afterwards, we can use reciprocal teaching by proceeding with an active lecture on the topic, where students are welcome to ask questions and express their opinions. According to the Information Processing Theory, students perceive and encode information during this part of the lesson.

Students can practice applying the information by engaging in groupwork. In order to have children of different mental abilities in each group, a teacher should assign them into groups. Each group should prepare and give a presentation of one Ukrainian or American holiday. This task incorporates cooperative learning which is one of L. Vygotsky's education techniques, the process of critical and creative thinking development, as well as the process of retrieving of the stored information about holidays.

Finally, when evaluating each student, the domain specific development from J. Piaget's Theory should be taken into consideration, which means that not all adolescents can think critically in this particular area. However it does not mean that they cannot think critically in other areas. Therefore, when teachers start working with a particular group of students, they should test them and reveal areas in which each student can potentionally succeed. Upon evaluating the results, teachers should offer specific tasks for each student with the emphasis on the area where they are fluent and link it to the area which needs to be worked at in order to think critically there too.

To conclude, adolescents' development is determined by a variety of factors. All of them fall within the explanations offered by the five theories: the Psychodynamic Theory, the Biological Theory, J. Piaget's Theory, Vygorsky's Sociocultural Theory and the Information Processing Theory. In our article we dwelled on the levels of environment which impact adolescents' development. Literature analysis and critical thinking strategies led us to find out that our hypothesis set at the beginning of the article was supported. The Bioecological Theory suggested by the psychologist Urie Bronfenbrenner is the integration of the above mentioned theories. The information in our article can be further used to discover new teaching strategies and to establish a better understanding of students' individual differences.

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ВИКОРИСТАННЯ МЕТОДУ ВІЗУЛІЗАЦІЇ ЗНАНЬ ДЛЯ ФОРМУВАННЯ ІНШОМОВНОЇ ГРАМАТИЧНОЇ КОМПЕТЕНЦІЇ У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ

Постановка проблеми. В сучасних умовах динамічної міжкультурної комунікації вільне володіння іноземними мовами є запорукою успішної діяльності у будь-якій сфері життя суспільства. Тому розробка й використання методів і прийомів, які б не базувалися на традиційному лінійному опрацюванні інформації, має особливе значення.

Актуальність проблеми зумовлена недостатньою кількістю графічно-вербальних методик для ефективного засвоєння знань з іноземної мови у вищих навчальних закладах.

Аналіз останніх досліджень та публікацій присвячених проблемі свідчить про те, що питання візуалізації знань цікавить багатьох зарубіжних і вітчизняних вчених: Т. Б'юзен, Дж. Джудельман (інтелект-карти у навчанні дітей і дорослих), Д. Дансеро, Ф. Дональд, Р. Бурхард, М. Епплер, Д. Сімпсон (візуалізація знань), В. Шаталов (опорні схеми у викладання предметів математичного циклу у загальноосвітніх школах), Р. Арнхейм, Г. Лаврентьєв, Н. Лаврентьєва, Н. Нєудахіна (візуалізація мислення), І. Гриненко (технологія креативного кодування інформації), Н. Салміна (знаково-символьна діяльність).

Невирішена раніше частина загальної проблеми. Аналіз педагогічної та методичної літератури свідчить про те, що питанню навчання граматики англійської мови засобами візуалізації приділяється недостатньо уваги.

Мета статті теоретично обґрунтувати та представити практичні напрацювання з питання візуалізації граматики англійської мови на прикладі факультету іноземних мов Тернопільського національного університету імені Володимира Гнатюка.

Виклад основного матеріалу. Візуалізацією вважається будь-який спосіб забезпечення спостереження за реальністю, а результатом візуалізації чи візуальною моделлю – будь-яка конструкція, що сприймається зором і яка імітує сутність об'єкту пізнання. Візуалізація виступає як проміжна ланка між навчальним матеріалом і результатом навчання, як своєрідний гносеологічний механізм, що дозволяє «ущільнити» процес пізнання, очистити його від другорядних деталей і тим самим оптимізувати. Візуалізація забезпечує синтез знань, дозволяє опосередковано і наочно представити явища, що вивчаються в тих галузях, в яких безпосередньо наочне сприйняття є ускладненим чи зовсім неможливим [3].

Візуалізація знань включає в себе усі графічні засоби, що можуть застосовуватися для створення та передачі розуміння певних понять. Більше того, вона спрямована на передачу досвіду, думок, цінностей, очікувань, перспектив, передбачень і спонукає інших перебудовувати, запам'ятовувати та правильно застосовувати це розуміння. Прикладами візуальних зображень знань є концептуальні діаграми, консепт-карти, інтерактивні візуальні метафори, інтелект-карти [5, с. 3].

Графічна форма представлення знань повинна пояснювати зв'язки, що існують між його елементами. Однак це не означає, що отримувачу знань нав'язується єдине правильне їх застосування. Пояснення вказують лише на те, як носій знань пропонує його застосувати. Вони допомагають отримувачу, використовуючи аналогії, асоціації та уяву, прийняти своє особисте рішення і застосувати отримане знання на свій розсуд. Зрозуміло, що ефективність візуалізації, а, відповідно, і можливість застосування отриманого знання залежить від багатьох факторів, а