

PSYCHOLOGICAL SCIENCES

ASPECTS OF MODULAR LEARNING FOR PSYCHOLOGICAL RESOURCES OF STUDENTS' MNEMIC FUNCTION AS A MEANS OF PRODUCTIVE LEARNING ACTIVITY

Sviatoslav Viktorenko¹

DOI: <https://doi.org/10.30525/978-9934-26-002-5-39>

Psychological peculiarities of the process of students' professional training in the process of their educational activity are covered.

The general model of psychological resources of students' mnemonic function was obtained and a program of organizational and educational training was formed.

The content of this unit aims to determine the essence, purpose and content of the organizational psychological model of the training to improve the educational work of students [6, p. 63].

Psychological support as a method is a system of organizational, diagnostic, educational and developmental measures that are aimed at creating optimal conditions in the process of professional training and postgraduate education, which enables the individual to develop. Psychological support as a process involves the creation of favorable conditions necessary for the development and self-development in future or already acting leader, disclosure and realization of its internal potential, formation of professionally important qualities. Psychological support as a professional activity of practical psychologists is a system of their professional actions aimed at promoting the development of the individual. Psychological support, unlike correction, suggests not so much a correction of shortcomings, but a search for hidden resources of personality development, based on its own capabilities, creating conditions for the transition of the individual to self-help [10, p. 51].

Psychological support, unlike correction, suggests not correction of shortcomings, but search for hidden development resources

personality, resistance to its own capabilities, creating conditions for the transition of the individual to self-help.

Social and psychological support is a holistic and continuous process of studying, analyzing, forming, developing and correcting all subjects of work

¹ G. S. Kostyuk Institute of Psychology of the
National Academy of Educational Sciences of Ukraine, Ukraine

and life that fall into the field of psychological service or a particular psychologist; it is an integration technology, the essence of which is the creation of conditions for the development and self-development of the individual; this systematic activity of the psychologist is aimed at creating a comprehensive system of clinical, psychological, consultative and psychotherapeutic conditions that contribute to the development of knowledge, skills and abilities, successful adaptation, rehabilitation, personal formation, normalization of relations in order to successfully integrate and self-realize the individual [3, p. 80].

Social and psychological support is aimed at creating conditions for the development and self-development of the individual.

The topic of our research is the psychological resource and the mnemonic function of students as a means of productive educational activity.

In order to improve the productivity of educational activities, we developed an empirical research program – training [8, p. 107].

Which consists of several key aspects:

- 1) Reading speed;
- 2) The coefficient of understanding and reading assimilation;
- 3) Concentration;
- 4) The mechanism of brag;

We will show the speed of reading, and the means of improving it. Depending on the reading skills, age and individual and psychological characteristics, each individual's reading speed is different and can vary.

It also depends on the psychological state, inclusion in the process of reading, concentration and previously acquired baggage of knowledge on the topic read.

Reading speed measured in characters per second with formula: SS/VV

Where S is the number of characters, and V is the speed read in seconds.

Thus, we get the number of characters that a person has read per second and per minute accordingly [5, p. 95].

For example, the average reading speed of people over 20 years is 1200 characters per minute. So it's 20 signs per second.

The average number of characters in a word = 6. That is, on average, a person reads 3.3 words per second.

Of course, speed depends on the understanding of the readable topic and the nature of the text.

In the traditional reading style, there are many disadvantages that inhibit the reading process and, in fact, negate it. In our opinion, this is:

1. Regression (rotary eye movements).
2. Articulation or internal speech.
3. Not developed anti-cyption (prediction).
4. Not developed peripheral vision angle.

I. Regression

Regression is the reverse movement of the eyes to the text already read.

We often reread that we have already read, because we were distracted or poorly concentrated on the text.

Just notice by yourself that the slower you read, the more extraneous thoughts climb into your head and you start to get distracted. As a result, low reading speed and low understanding [2, p. 104].

We suggest, while reading the text, take a ruler, and close the line just read. Thus, unable to reread it.

You must learn from regressions and reread text. As a consequence, the concentration on the reading process will grow [7, p. 42].

2. Articulation

Speaking words, we set the upper reading limit, because then the speed of our reading depends on the speed of internal articulation.

We suggest to minimize the internal talking of the text while reading. It is necessary to use the mechanism of visualization of the read, instead of talking it.

To do this, there is a simple training exercise:

Reading the text, we talk mentally of the number from 9 to 1, that is, 9... 8... 7... 6... 5... 4... 3... 2... 1... And again 9... 8... 7.

Thus, we will not be able to talk about what we have read, which will complicate understanding in the first stages [9, p. 83].

The second stage is the visualization of the read, trying to imagine it asomatively and figuratively.

References:

1. Kyzminckiy, A. I. (2005). Pedahohika vyshchoi shkoly. Kyiv: Znannia, p. 71.
2. Zihanov, M. A. (2007). Shvydkochytannia. Moskva: Eksmo, p. 104.
3. Kudina, V. V. (2007). Pedahohika vyshchoi shkoly. 2-nd vyd., Kyiv: Lenvit, p. 80.
4. Kulha, N. K. (2000). Vykorystannia innovatsiinykh tekhnolohii navchannia – zaporuka uspikhu yakisnoi pidhotovky fakhivtsiv. Problemy osvity. Vyp. 22, p. 52.
5. Meshko, H. M. (2008). Vstup do pedahohichnoiprofesii: Praktykum. Navch. posib. dlia studentiv vyshchykh navchalnykh zakladiv. Ternopil: TYPU, p. 95.
6. Turkot, T. I. (2011). Pedahohika vyshchoi shkoly. Navchalnyi posibnyk. Kherson, p. 63.
7. Sikorskyi, P. (2004). Yakistvyshchoiosvity – osnovna vymoha Bolonskoho protsesu. Kyiv: Osvita, p. 42.
8. Dpydze, T. M. (1984). Tekctovaia deiatelnoct v ctpyktype cotsyalnoi kommyunkatsyy. Moskva, p. 107.
9. Kyznetsov, O. A., & Xromov, L. N. (1977). Tehnyka bystroho chtenyia. Moskva: Knyha, p. 83.
10. Yasynskaia, S. H. (2007). Vydy y pryemy chtenyia. Navchannia pryiomam oznaiomliuvalnoho chytannia. Moskva, № 2, p. 51.