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SOME INDIVIDUAL CHARACTERISTICS OF MEMORY EFFECTING LEARNING FOREIGN LANGUAGES

The article deals with the problem of taking into consideration the most important psychological characteristics of learner's memory effecting the process of learning a foreign language. The vision of the problem is based on theoretical theses of Psychology and Pedagogy. One particular aspect of foreign language teaching which is tackled on in the article is the problem of working with a text. The authors consider the most important factors of memory effecting the process of learning, such as emotional factors, motivation, clustering of information and the main channels of perception. The authors also suggest some methods aimed at adapting the process of foreign language teaching to various psychological characteristics of learners' personalities. The article deals not only with theoretical problems but contains some practical suggestions how to improve the process of learning a foreign language and make it easier for learners. In conclusion the authors define subjects for further study of the problem.

Key words: *memory; psychological characteristics, learner's personality, improve skills of reading a foreign text, perception, emotional factor, motivation, clustering of information.*

Introduction. Modern Ukrainian society puts forward new demands for a specialist with higher education. The strategic task of modern higher education is to focus on providing the best opportunities for students to acquire knowledge, to reveal and implement their talents and abilities and to encouraging them for life-long learning. Recently there has been a lot of discussion on the most effective methods of teaching and learning foreign languages. The article deals mostly with person oriented approach to teaching foreign languages which suggests that the whole process of education and training should be focused on the personality of a learner: his psychological characteristics, his experience, needs and interests. A famous Russian Psychologist P.Y.Galperin states that teacher's task is not to lay our responsibilities upon the students' shoulders, but to create the environment in which the student can't help but perform the action required. Methods based on administration and control, authoritative type of relations between teachers and students where the system of rating is a goal in itself, but not a means of encouragement, have become obsolete and completely ineffective. Opposing rigid and some dogmatic system of education the person-oriented approach is based on co-operation between teachers and students, positive attitude towards students, determination of teachers to co-operate with students in achieving the goal of learning. According to person-oriented approach teaching should be based upon knowledge of psychological characteristics of a personality. The teacher should encourage students and motivate them for learning. The problem is how to mobilize and develop learners' cognitive processes: perception, attention, memory, concept formation, judgment and decision, problem solving.

Review of literature. The principal theoretical conceptions of person-oriented approach in education, the main forms of its implementation into practice of teaching have been covered in the works by N.A. Alekseev, O.V. Bondarevskaya, P.Y. Galperin, A. A. Kirsanov, T.N.Kornilova, R. Solso and others [1-7]. N.A. Alekseev [1] lays out the main conceptual statements of person-oriented approach in the secondary school Pedagogy. Advantages of person-oriented approach over traditional have been theoretically grounded in the work by O.V.Bondarevskaya[2].P.Y. Galperin [3] puts forward the teaching of planned consequential formation of activity as a basic one for any type of mental activity.

A.A.Kirsanov [4] proves that person-oriented approach can be implemented successfully only on the basis of differentiation of learners according to levels of their knowledge, interests and personal characteristics. He also pays great attention to teacher's personal characteristics and skills.T. N. Kornilova[5] develops the main principles of differentiation in the secondary school education. A famous American psychologist R.Solso[7] develops the main stages of the process of cognition.

Identification of the aspect of the problem which needs solution and which the article is devoted to. The problem of how to improve teaching and learning foreign languages has always been a burning issue in Pedagogy and Psychology. Though the problem has been enlightened quite enough in

pedagogical and psychological literature it remains more practical than theoretical. In each particular case pedagogical principles find various types of implementation into practice.

The aim of the article is to share some ideas of possible ways to make the process of learning foreign languages more effective taking into consideration common and individual characteristics of each learner's memory. The authors of the article concentrate their attention on one particular aspect of studying foreign languages – developing skills of reading with the purpose of retrieving information from a foreign text. There is no need to underline the importance of ability to work with texts in foreign languages for future specialists in various fields. The article touches upon the role of memory in the process of learning, common and individual characteristics of memory and some ways of improving the process of learning while working with foreign texts.

Content. Psychologists take memory as an integral part of a very sophisticated process of cognition. There are various kinds of cognitive models suggested by psychologists. The model of processing information, taken by R. Solso [7] as a basic one for his investigations, seems to be the most appropriate for our study. This model outlines several stages of cognition, each consisting of certain sets of unique mental operations. According to this model cognition starts with perception of information, which in its turn includes image recognition, attention, memory, imagination, lingual functions, intellect, etc. The process of cognition is very complicated and a lot is still unknown. For practical purpose of studying foreign languages it is relevant to distinguish the main stages of the process of learning and find out the main factors, common and individual, which can effect and improve this process. R. Solso describes reading as a very complicated will power effort. A reader first perceives only lines and curves (certain images), then organizes these stimuli so that they acquire the form of letters and words (image recognition) and only after that he can retrieve certain meaning out of these symbols. The process requires not only linguistic knowledge and skill, but also being familiar with the subject of the information, that is, the reality the information pertains to. Reading a foreign text involves also interpreting skills, which are also very complicated. While solving problems, making decision, etc. we access long-term memory and retrieve information from it, which in its turn is received from short-term memory. Short-term memory is also called active memory, or conscious mind. At this stage a learner receives information consciously, paying attention to what he is perceiving, so the role of attention as a psychological process is very important at this stage of reading. The capacity of short-term memory is limited. Its traditional estimate is 7 ± 2 items. The most important ways of enhancing short-term memory capacity are as follows: emotional factor, motivation, clustering information, dominating perception channel and others.

It is very important to create favorable emotional environment for learners. The information should be easily perceived because any stumbling block on the way of learning makes the process difficult, boring and distracts a learner's attention. The process of learning should be enjoyable. To exclude negative irritants like noise, loud music, harsh sounds, unpleasant smell, etc. is extremely necessary. Contrary to this pleasant and gently sounds, quiet music not only distract learners' attention but also enhance it and make the process of learning more effective. For adult learners the most important emotional factor, while working with a text, is information being interesting, useful and containing something new, unexpected.

There is no action without a certain motive being one of the factors which define the result of this action. Before any activity starts, a certain attitude to this activity is formed, mostly subconsciously. This attitude may be either positive or negative. Thus, success of any activity depends upon the attitude towards this activity and determination to achieve the goal. According to A.N. Leontiev [6] motivation of learning is a complicated processes consisting of numerous motives-stimuli which should proceed from each other and be aimed at forming permanent interest in learning. These motives-stimuli should be organized in such a way that every next coming stimulus is on a higher level, bringing gradually to the ultimate goal - permanent interest in learning. For adult learners the most effective motive, according to A.N. Leontiev, is problem solving.

Another significant factor influencing the process of remembering is clustering information. For example, it is widely used to remember telephone numbers. What concerns the process of reading a foreign text students, first of all, should be informed of the structure of a paragraph. Making a plan or summary of the text, dividing texts into logical parts or arranging paragraphs (which are given at random) in the logical order, restoring the content of the text according to the key words, putting the key words in the order they are given in the text, divide the text into paragraphs according to its subtitles given at random. While teaching students how to retrieve the most important information from a foreign text it is necessary to take into account certain psychological characteristics. Some students can easily differentiate the most important data in the text from unimportant details. But these students often overlook details which are important for complete understanding of information. Psychologists call this way of thinking analytical and students with

this way of thinking “analysators”. To help these learners with working on a foreign text it is necessary to pay more attention to some meaningful details putting them prompting questions, driving tasks like “find out...”, “explain why...”, etc. For learners with so called synthetic way of thinking (“synthesisers”) it is more difficult to differentiate the most important information from less important details in a text. These learners can remember a lot of details, but are not able to line them up in the logical sequence. For these learners it is advisable to give assignments like making a plan to the text, finding key words, paying a special attention to some facts, dates, names, answering driving questions and other tasks helping them array data in logical sequence. There are also learners who combine equally analytical and synthetic ways of thinking, so they cope up successfully with all kinds of assignments. That is why the main task of a teacher is to remove difficulties on the way of understanding information and to create equal conditions for the both types of learners. Didactic material should be offered according to the principle of redundancy.

When teaching a foreign language it is impossible to ignore representative capabilities as a psychological characteristics of a person. All learners can be roughly divided into three main types according to the way they perceive information: auditory learners, visual learners and kinesthetic learners. As visual learners perceive information easier in a visual form it is advisable to present information as tables, graphs, schemes, figures and other types of visual material which makes their work with the text easier and more accessible. These learners cope up with creative tasks in the written form more successfully. For auditory learners it is easier to tell about something than to describe it. They are better at working with dialogues, interviews and discussions. For kinesthetic learners it is easier to perceive information involving as many receptors as possible (sound, visual aid, motion). Psychologists suggest that the work with kinesthetic learners should be based on various associations. These learners work more willingly making up dialogues, solving problems, taking part in various role plays. The least numerous learners are so called discrete learners. They perceive information mostly analyzing it. These learners prefer solving problems to drilling.

Conclusion and perspectives of further research. Further theoretical and practical study of the problem of improving skills of working with a foreign text is aimed at more detailed considering attention as a psychological characteristics of a personality and its influence on perceiving information. In perspective of further study the authors aim at developing a more or less cohesive system of assignments for developing attention taking into consideration learners’ individual psychological characteristics.

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Донецьке вище професійне машинобудівне училище

Про деякі особливості пам’яті, які впливають на вивчення іноземних мов

У статті розглядаються найбільш важливі психологічні особливості пам’яті, зокрема короткотермінової, що впливає на процес вивчення іноземної мови. Автори обґрунтовують своє бачення проблеми за допомогою положень теорій, які розроблено П.Я. Гальперіним, Р. Солсо та іншими провідними психологами та педагогами. Основна увага у статті приділяється факторам,

які впливають на короткотермінову пам'ять. Автори дають деякі рекомендації щодо покращення процесу навчання читанню інішомовного тексту.

Ключові слова: пам'ять, психологічні особливості особистості, фактори, сприйняття, покращення навичок читання.

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О некоторых особенностях памяти, влияющих на изучение иностранных языков

В статье рассматриваются наиболее важные психологические особенности памяти, в частности, краткосрочной, которые влияют на процесс обучения иностранным языкам. Авторы обосновывают свое видение проблемы положениями теорий, разработанных П. Я. Гальпериным, Р. Солсо и другими ведущими психологами и педагогами. В данной статье основное внимание уделяется факторам, влияющим на краткосрочную память, а также даются некоторые рекомендации для улучшения процесса обучения чтению иноязычного текста.

Ключевые слова: память, психологические особенности личности обучаемого, факторы, восприятие, усовершенствование навыков чтения.