

MODEL OF PSYCHOLOGICAL RESOURCES OF MNEMONIC FUNCTION OF STUDENTS

We developed a model of practical training of psychological resources of mnemonic functions as a means of productive learning activities of students. The scientific novelty lies in the insufficient development of the topic and the need to constantly improve, introduce and test innovative approaches in the field of organization of students' educational activities. We managed to create a model that will improve the psychological resources of mnemonic functions of students.

Key words: Psychological resources; mnemonic functions; educational work of students.

Introduction

In the second stage of our study, the features and general model of the program of psychological resources of the mnemonic function of students are highlighted. Features of organizational and psychological support of formation of psychological resources of mnemonic function of students in the course of preparation are opened.

The psychological features of the process of professional training of students in the process of their educational activity are highlighted.

Theoretical substantiation and empirical assertion of psychological resources of mnemonic function of students is of strategic importance for raising the level of qualification of future professionals. After all, education has an educational and qualifying function.

Modern science needs integrative and innovative approaches to methods of organizing students' work.

Our task was to reformat the model of student training and identify a model in which they can improve the psychological resources of mnemonic functions. It provided for the creation of an effective strategy that would fit into the calendar thematic planning of educational activities.

Review of scientific domestic and foreign scientists on the psychological aspects of mnemonic functions of students allows us to identify the following approaches [4, 96]:

1) Organizational - the use of tools to streamline the approach to educational work;

2) Quantitative - to increase the intensity and time devoted to the organization of educational work;

3) Qualitative - learning the latest approaches to the organization of educational work of students;

Given the ability to develop mnemonic functions, the organizational approach is often used to improve the psychological aspects of mnemonic functions. The existing education system is receptive to integrating approaches and tools that streamline the approach to student's learning.

Necessary areas for implementing the organizational approach are:

-preparation of methodical tools with the newest programs, approaches and tools for organizing educational work;

-implementation of these approaches and programs at the level of practice;

-continuous formation of students' worldview, aimed at new models and approaches in the organization of educational work;

-monitoring and control system of implemented ideas and methodologies;

Without key tasks of development of psychological aspects of weak functions in higher educational institutions, where is undoubtedly introduction of the newest more rationalized approaches to the organization of educational work of students. Better and better training of specialists and future professionals in their fields.

The study of the problem required the development of a model of psychological aspects of the mnemonic function of students' academic work, the selection of the necessary aspects and the formation of a model program that will ensure the achievement of goals.

We view the model as imaginary or materialized, which, by reflecting and reproducing the object of study, can change it and provide new information about the object. "

Kalapusha provides requirements for the models used in research:

1. Unambiguously submit the relevant objects of research;
2. To be an auxiliary, natural or artificial object that replaces the original in the research process and is carried out to obtain information about the original;
3. Have essential properties for the study in original.

We consider modeling as a purposeful creative process of analytical-synthetic activity and constructive-design activity, which aims to reflect the object as a whole, or its characteristic components that determine the functional orientation, stability of existence and development of the object.

The model must have a purpose, goals, objectives, as well as the laws of construction and the relationship between the elements of our model. And also to have an effective block, to be completed in time process and change of level of information, competence of the listener.

The program included 2 stages. At the 1st stage, students were introduced to all the strategies, techniques, and stages of the program. At the 2nd stage, each method, strategy, stage were worked out in detail and introduced into the educational activities of students.

The first classes were devoted to the difficulties which students are pushed into their educational work with. As well as analysis of outdated models, broken functions to be improved. Ways to optimize and improve the mnemonic functions, which were taken as the basis of the program, were shown. For this purpose, special tasks and exercises were developed, which were solved by the students.

Subsequently, each task became more difficult, varied and led to improved by student's

performance. We placed special emphasis on tasks that develop and improve the mnemonic functions of students. Namely, exercises for concentration, development of reading styles, figurative memorization.

Tasks were held according to the scheme: updating of students' knowledge, theoretical information about methods and strategies, finding their application of students' educational work, demonstrating and using them, for example, working on new models and strategies to improve mnemonic functions in educational work, discussion of material, work on material, summarizing.

You would like to pay attention to figurative memorization, which were conducted in the form of a game, because it is interesting, exciting, easy way to memorize the information you need. It is that each of the objects that we have to remember, we try to imagine in 1 interconnected history. In this way, we connect the necessary numbers, symbols, words, objects into a continuous associative story, which students can then recreate.

We also worked to improve reading strategies and models. We used exercises to reduce the number of regressions and eye stops per line, which allows you to master more pieces of information in less time. For this purpose we used pyramidal tables, Schulte table, specially prepared texts.

Usually on 1 word our eyes make from 2 to 4 stops, we worked to reduce the number of eye stops on the word.

We have the learning strategy to identify the following stages of work:

1. Theoretical part. Where the required material is provided, an explanation of how to work with it is provided. The purpose, the purposes and tasks are put;
2. Methodological part. Where we update knowledge and give them the opportunity to integrate new models into their own experience. Approaches, laws, principles;
3. Organizational and technological. These include conditions, methods, forms, stages and means;
4. Content. Curricula, plans and modules;

5. Effective. Formation of psychological aspects of mnemonic functions of students, criteria, levels of formation.

The purpose of these stages is for students to have the skill of perceiving the model of understanding as theoretical and practical aspects of the model. An important task for us was the integration of new approaches to the development of mnemonic functions in the educational work of students and their daily lives.

The development of our model is modification and combination. We combine elements of previously known techniques, which in this case has not yet been used. As a result, the new system properties have an integration effect. We change, improve, experience the prototype of those techniques which we take.

The general model of the program of psychological resources of mnemonic function of students is received and the program of organizational and educational training is formed.

The content of this section aims to determine the nature, purpose and content of the organizational psychological model of training to improve the educational work of students.

We also aim to highlight the objectives and purpose of the components of the model of psychological support and the process of forming mnemonic functions in improving the educational work of students.

If we determine the content of the purpose and essence of organizational psychological support of professional training, it should be noted that in the modern transformation of self-education is extremely important.

Circulations are actively used such values as continuing education, which includes such aspects as the possession of professional and other knowledge throughout human life, the comprehensive development of education throughout human life, the process of accumulation of scientific knowledge.

In general, we operate at a higher level, both qualitatively and quantitatively, with our professional knowledge, life experience, professional experience and professional skills.

We also note that the problem of organizational and psychological support in the

formation of students' educational work, we need to explore the concept of "support".

This meaning is interpreted as moving in a certain direction with someone or following someone in his actions. We can also interpret it as a kind of process of education and upbringing, as well as the whole system of professional activity as a holistic process of formation, correction and development of professional development, social education.

Extremely important is the provision on personal orientation and the formation of universal values that will update the content and quality of education form and its methods.

To implement this task, it is necessary to reveal the potential of students and student youth to help psychological and pedagogical actions and apply these models in practice.

Let's analyze the differences between the types of support such as socio-psychological and psychological.

Today, support is considered as a comprehensive interactive technology of care and socio-psychological adaptation of the individual as well as one of the types of socio-psychological patronage.

Also, psychological support is a system of diagnostic educational development and organizational activities aimed at the process of professional training of students. And it gives the person the opportunity to develop, where there the psychological support is and creates conditions for the necessary self-development of the future successful student, the disclosure of his potential and important inner qualities. Psychological support as a professional activity for students is a system of their directions and actions of personal development. In contrast to correction, it involves finding resources + personality and gathering its own capabilities for the conditions and the transition to self-help.

It is a continuous holistic process, technology that allows to integrate the essence of self-development, activity is directed and the clinic is psychologically conditioned on the development of knowledge, skills, adaptation, rehabilitation for self-realization of the individual.

Socio-psychological support also influences on the development of personality. Literature

and its analysis allows us to say hello in a special form of prolonged social and psychological assistance. The purpose of which is to create conditions that are favorable for strengthening and maintaining the psychological and mental state of the individual. It opens up prospects for personal growth and helps to master those areas of human growth that are still inaccessible to him. One of these types of organizational and psychological support is aimed at solving the problems of educational youth and educational work of students, which allows to ensure the realization of the resource psychological potential of the organization as a whole.

For the implementation of organizational and psychological support for such functions as information, directing, developing. Let's take a closer look at these components. The informational function is to notify those who are still interested in the methods and forms of support. This applies to both the administration of the higher education institution and teachers involved in the organizational and psychological support of students. This feature provides a support process that is opened and consistent with the principles of education for stakeholders and parties.

The object of modeling is the process of forming the psychological aspects of the mnemonic function of students in the organization of educational work.

The model of formation of psychological aspects of mnemonic function is a graphic image, description and theoretical substantiation of structural components of this process. The ended result is the formed psychological aspects of mnemonic functions of students. We believe that this model is a mechanism for reconciling the components of the formation and development of psychological resources of the mnemonic function of students in higher education and society's requirements.

Target component. The purpose of our model is the development of psychological resources of the mnemonic function of students in the organization of educational work. This determines the importance of the level of training of his psychological resources.

The formation of psychological resources of mnemonic functions, primarily related to reading speed, memory development, development of peripheral vision, anticipation of test information. And also with the elimination of negative skills in psychological resources and the development of styles of working with different sources.

Methods

We distinguish a group of general psychological characteristics that show the effectiveness of psychological resources of mnemonic functions of students[3, 19]:

- Regulatory qualities;
- Volitional qualities;
- General intellectual abilities.

Didactic goals are to develop and master the content of the program, the formation and improvement of skills and abilities of student youth.

Social goals of creating a model of formation of psychological resources of mnemonic functions, which in the future will be able to apply ZVO, which will help meet the needs of the qualification level of students and the challenges of today.

Psychological goals are the development of cognitive and organizational components of the organization of students' educational work. And in turn determine the holistic readiness for implementation and productive organization, professional orientation of the individual.

Personal goals are realized through increasing the level of professional competence and the search for innovative models of development of psychological aspects of mnemonic functions by students. As well as the development of their spiritual, psychological, personal potential. This fully satisfies the individual needs of students.

Thus, from the given goal, we form the following list of tasks:

- development of psychological resources of mnemonic functions of students;
- formation of professional qualities in the organization of educational work;
- formation of mnemonic functions of the student;
- development of motivation for educational work;

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- formation of knowledge, skills and abilities based on understanding of psychological resources;

- application of innovative methods of activity;

- gaining practical experience;

- directing students to the development of their mnemonic functions;

- study of innovative models of organization of students' educational work and their further study;

- creating a model of effective learning and student development.

As for the guiding function, it provides support for the subjects of the educational process and their directed actions in the interests of student youth. And also this function provides

Constant support and accompaniment that will guide and direct the educational work of students.

The developing function sets the basic vector and support system for student youth. It provides teachers and psychologists with activities that improve student's learning. In this, teachers use both developmental training and educational technologies.

The result of such support and weak organizations is the function of its realization of the full psychological potential of the individual to make choices and overcome the difficulties associated with professional life [5, 51].

The paradigm of support of student's educational activity is becoming more and more popular due to the approaches that actualizes educational tasks and highlights opportunities and guidelines.

So let's move on to highlight the components as the task and purpose of the general model of psychological resources mnemonic functions of students.

Higher education requires the use of various modernizing tools that allow you to design and model educational systems. This allows you to define vocational education. Many qualified specialists have studied this problem since Danylenko, Bondarchuk, they have developed a model aimed at personal development of training and models of innovative development and organization of educational work.

Psychological resources of mnemonic functions of students are defined as especially professional activity of organizational aspects that allow a set of actions and contents of organizational psychological conditions, a set of forms, methods, measures aimed at improving the educational work of students.

The model that we are trying to form is a system that serves as a means of obtaining information that is a simplified idea of system processes and phenomena. Existing processes allow us to identify the properties and patterns of phenomena used for cognition, analysis, synthesis, observation.

Widely disclose the process of building a model as a creative constructive design approach and analytical-synthetic activities or aims to reflect the object or its components.

The methodological component includes the principles:

- Innovation, it requires finding new ways to solve problems;

- Integrity, its psychological resources of mnemonic functions are understood as a complex formation consisting of psychological resources of the individual; mnemonic functions are a means of improving students' learning activities;

- Consequences, namely a deep and comprehensive study of approaches, deep concepts and theories that have existed and exist;

- Compliance with the content of education and its elements, the requirements of society;

- Systematic, efficient, generalized and flexible content of education;

- Pragmatization and integration of the content of professional training;

- Intellectualization of the content of professional training of the student and his educational activity;

- Verification, which requires establishing the truth of scientific statements;

- Fundamentalization of the content of education and mastering the essential foundations of science;

The next step is to build a number of approaches that are formed on the above principles, the main features of which are [2, 53]:

System approach - thoughtful and a systematically organized way to achieve the goal; a clear and logical approach solving research problems. Adherence to deadlines and consideration of all possible methods of solving problems, as well as checking the effectiveness of the chosen method;

Subjective approach - important tasks are the development of self-awareness, talent and abilities;

The humanistic approach is the process of education, a positive, humane personalization to the world;

Competence approach - awareness of one's own motivation in activity and aspiration, as well as values, motives and ideas;

Organizational and technological component. Within the study, it is represented by the organization of forms and methods of teaching for the development of psychological aspects of mnemonic functions of students. It includes lectures, seminars, training. They are interactive and aimed at better mastering and encourage students to work independently on the psychological resources of mnemonic functions.

Obviously, the organization of educational work is of great importance for the student. The development of psychological resources of mnemonic functions occurs in several stages:

Diagnostic where we set goals and provide an assessment of the situation of students' awareness of the need to form psychological resources. Defining a methodological approach, an objective assessment of the level of formation of psychological resources.

Originality

Substantive component. The content and significance of pedagogical training should be aimed at generalization and development of professional and pedagogical skills. It is determined by the curriculum, plans, which reveal the content of the program and the specifics. An important feature is the organic combination of special courses, modules of disciplines, professional cycles and parts of the program of advanced training courses [1, 61].

The effective component is determined by the degree of formation of psychological aspects of mnemonic function. And also it provides an assessment of the effectiveness of this model of

development of psychological resources of the mnemonic function as a means of productive educational work of students. Tracking the dynamics of the educational process in accordance with the goals and timely adjustment of learning goals, methods and tools.

The most effective and efficient means of organizational and psychological support is a psychological program. This is an intensive course that combines theoretical and practical studies and skills development in a short time. This is a special method of gaining knowledge, skills and abilities for self-improvement, which allows you to develop the necessary skills and qualities of students and is a complex activity that helps to design and develop students' learning work.

The task of the model is to create organizational psychological conditions for the formation of important weak functions in students. Promoting the acquisition of knowledge, skills and abilities, as well as the development of student motivation. Development of reflexivity, correction of the revealed shortcomings and reflection of the psychological resources of mnemonic functions.

The principles of the model are to form an individual approach - based on the values and uniqueness of students and individuals to prioritize learning, the development of self-awareness and the necessary sources of information, such as intellectual, emotional, spiritual, moral and mental abilities.

Ensuring the transition to prevent problem situations. Selection and use of personality-oriented methods of interaction and support of students accepting their position and personal qualities. Reflection of modern diagnostic methods, scientific knowledge. Inclusion of active position of students to create conditions for their growth.

Ensuring cooperation within the framework of common values, respect, appropriate psychological climate between teacher and student.

Using the principles of rationality, expediency, integrity, systematization, periodization of creating a model of psychological resources of the mnemonic function of students.

Питання психології

Institutions of higher education and post-graduate education play an important role in the formation of psychological resources. After all, they create an educational environment and a direct impact on the development of the student's personality. His attitude of behavior is projected under the choice of his own strategy of personal growth and professional activity.

The student falls into the field of educational environment and joint activities with other students and teachers, which determines his ways of implementing the individual resource of the individual, his life values and psychological resources of mnemonic functions. The creation of the model is the development of a program that will ensure the effectiveness of students' interaction with each other and improve psychological resources in preparation for educational and professional challenges.

To do this, it is necessary to ensure personal respect, trusting cooperation, and climate as a basis for the formation of weak functions of the student. It is necessary to take into account the features and individuality of the student, his creative abilities and the ability to analyze the situation of interaction.

The system of student education largely depends on the level of consciousness of students, the ability to self-control educational activities, their independence, and professional attitude.

The teacher must create an environment where the student can be included in the value system where the psychological resources of mnemonic functions are developed. Thus, the functions and the organization of teachers' work directly affects on those aspects of students. Significantly helps in this organization of psychological, pedagogical and methodological support of the educational route of the student. After all, it is the teaching activity that demonstrates and consolidates the student's experience in the model of learning and develops psychological resources.

Each teacher is required to have a level of training, education, spirituality, professionalism

that will correspond to universal and national values. The teacher must create conditions for the development of psychological aspects of the student. Develop and support the desire to reveal the abilities and potential of students' resources.

The model of psychological resources in the mnemonic function allows to create favorable conditions for the development of inclinations and abilities of students, learning activities, believing in their strengths, realization of conditions for self-realization of personality in interaction with educational material and successful professional future realization.

Thus, in the model that we have built there were separately target, methodological, organizational and technological, semantic, resultative blocks. And also the purpose - development of psychological resources of mnemonic functions of students as means of productive educational activity is presented.

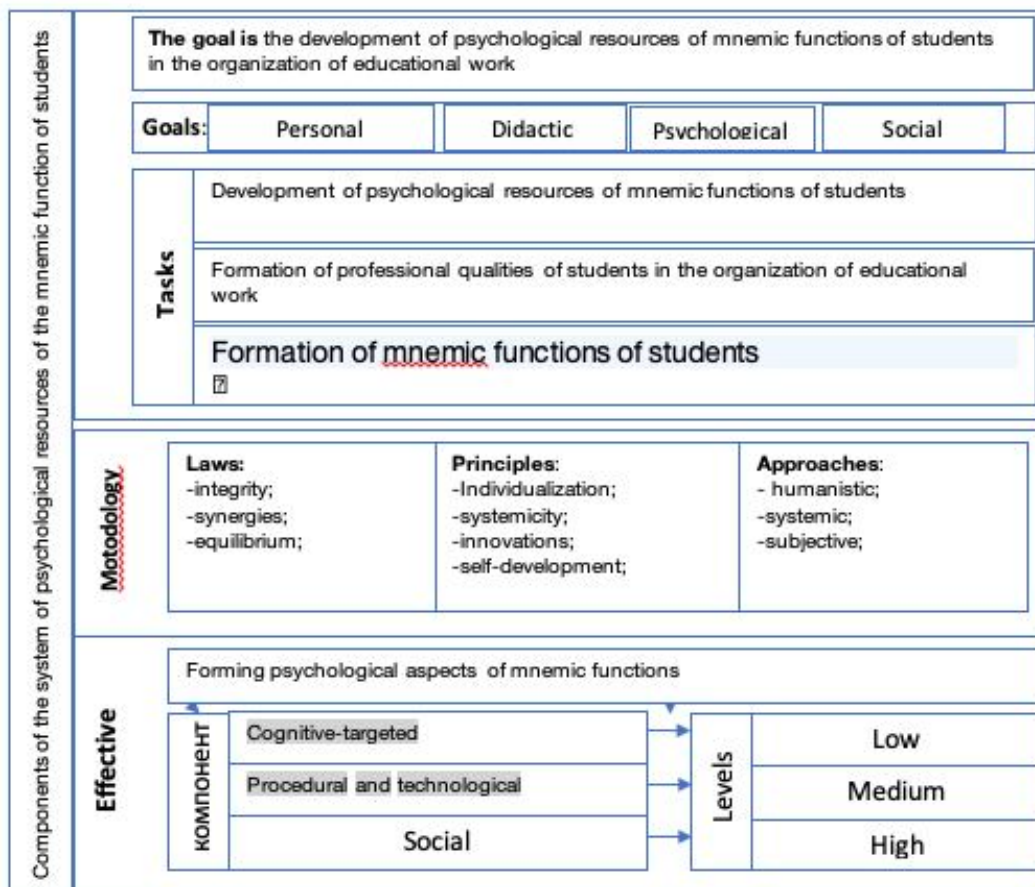
The conditions, tasks and stages of development of psychological resources of mnemonic functions are outlined. The model includes types of educational and cognitive activities, curricula, programs, qualification characteristics of students. The ended result is presented in the form of formation of psychological resources of mnemonic functions of students.

The problem of psychological resources is relevant and acute not only in Ukraine but also around the world. Successful implementation, which helps not only educational activities, but also the professional development of students.

The conducted theoretical and methodological analysis of the scientific literature on the psychological resources of mnemonic functions, suggests that the student age is optimal and effective in their development and implementation of innovative models.

The organization of the study was aimed at studying the prospects for the development of psychological resources of mnemonic functions [application 1].

Model of practical training of psychological resources of mnemonic functions



Conclusions

The conducted theoretical and methodological analysis of the scientific literature on the psychological resources of mnemonic functions, suggests that the student age is optimal and effective their development and implementation of innovative models.

The organization of the study was aimed at studying the prospects for the development of psychological resources of mnemonic functions.

To achieve this goal, the psychological and pedagogical conditions that are able to ensure the effectiveness of students' educational work were analyzed. Technologies and methods of development of psychological resources of mnemonic functions are developed and tested in

the system of educational work. The efficiency of the program of development of psychological resources of mnemonic functions in the process of students' educational work is checked. This allowed to create a model of forming the qualities of student youth and their psychological resources of mnemonic functions. The following components are revealed and allocated in separate blocks in the model: target, method, logical, organizational, semantic and effective.

The purpose is presented - the development of psychological resources of mnemonic functions as a means of productive organization of students' educational work. The model separates the tasks, modalities of preparation and stages of its implementation.

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Резюме

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МОДЕЛЬ ПСИХОЛОГЕСКИХ РЕСУРСОВ МНЕМИЧЕСКОЙ ФУНКЦИИ СТУДЕНТОВ

Мы разрабатывали модель практического тренинга психологических ресурсов мнемических функций, как средство продуктивной учебной деятельности студентов. Научная новизна заключается в недостаточной разработанности темы и необходимостью постоянно улучшать, вводить и апробировать инновационные подходы в сфере организации учебной деятельности студентов. Нам удалось создать модель, позволит улучшить психологические ресурсы мнемических функций студентов.

Ключевые слова: Психологические ресурсы, мнемические функции, учебная работа студентов

Резюме

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МОДЕЛЬ ПСИХОЛОГІЧНИХ РЕСУРСІВ МНЕМІЧНОЇ ФУНКЦІЇ СТУДЕНТІВ

Ми розробили модель практичної підготовки психологічних ресурсів мнемічних функцій, як засобу продуктивної навчальної діяльності учнів. Наукова новизна полягає у недостатньому розвитку теми та необхідності постійного вдосконалення, впровадження та перевірки інноваційних підходів у галузі організації навчальної діяльності студентів.

Сучасна наука потребує інтегративних та інноваційних підходів до методів організації роботи студентів. Нашим завданням було переосмислити модель навчання студентів та визначити модель, за допомогою якої вони можуть вдосконалити психологічні ресурси мнемонічних функцій. Вона передбачала створення ефективної стратегії, яка вписувалася б у календарне тематичне планування освітньої діяльності.

Цей вид моделювання дає поштовх для розвитку теоретично свідомого емпіричного досвіду та творчих здібностей, завдяки яким навчальний процес має можливість оцінювати якість навчання шляхом порівняння стандартів, методів навчання, вдосконалення технологій, навчальних планів. На основі цих досліджень та ідей ми визначили оптимальний алгоритм побудови моделі, яким є побудова моделі (мета, завдання, методологічний підхід, принципи, форми та засоби та методи навчання, результат моделі). Наступним етапом є перевірка розробленої моделі на надійність та перевірка її на практиці, а також інтеграція результатів для оновлення моделі. Для досягнення цієї мети проаналізовано психолого-педагогічні умови, які здатні забезпечити ефективність навчальної роботи студентів. Технології та методи розвитку психологічних ресурсів мнемічних функцій розробляються та апробуються в системі навчальної роботи. Перевірено ефективність програми розвитку психологічних ресурсів мнемічних функцій у процесі навчальної роботи студентів.

Ключові слова: Психологічні ресурси; мнемічні функції; навчальна праця студентів.

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