

Розділ II. РОЗВИТОК ОСОБИСТОСТІ В НАВЧАЛЬНО-ВИХОВНОМУ ПРОЦЕСІ

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PSYCHOLOGICAL PHENOMENA OF PERSONALITY IN LEARNING FOREIGN LANGUAGE

Bondar S. I. Psychological phenomena of personality in learning foreign language. The article deals with the psychological characteristics of the individual, namely cognitive styles of personality and its relationship with educational activity of students in the process of foreign languages learning. The analysis of the range of research topics is made. The attention is paid to the psychological characteristics of teaching the reading as one of the most important aspects of learning a foreign language. It is noted that the cognitive style of personality and process of reading have a common denominator: reading – is a processing information, and cognitive style is a way of processing information. A hypothesis about the prevalence of certain cognitive styles of students in individual characteristics in the process of interaction with the text is offered. Cognitive styles of personality typical for processing text information, such as field-dependence, field-independens and impulsivity, reflexivity are pointed out. The methods of obtaining and processing information on the results of reading activity in different groups of students depending on their cognitive styles of personality are described. The relationship between the reading speed and cognitive style of personality is experimentally proved. It is shown the methods of processing information basing on cognitive style of personality. The examples of practical exercises to improve reading activity in each grope of students depending on their cognitive style of personality are proposed. The conclusion about the necessity to consider the features of cognitive styles such as field-dependence, field-independens and impulsivity, reflexivity in teaching reading in a foreign language is made.

Keywords: cognitive style of personality, impulsivity, reflexivity, field-dependence, field-independence, teaching reading, processing information, experimental research, interaction with text

Modern globalization of all phenomena associated with the life of the individual leads to the ceaseless development of each individual and provides continuous updating educational thesaurus. In modern society there are particularly important aims of sustainable development including the separately allocated series of educational in the framework of the 70th UN General Assembly session. For example, in 4.7 goal it is stated: “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development” [15]. Such requirements in achieving educational goals directly related to the knowledge of foreign languages because with it help a person receives much more opportunities of exploring the world cultural values, achievements of world science, advanced economic achievements. The above said means that educational institutions must make significant efforts in providing educational services in the field of learning foreign languages. In this respect, there are the involvement of all the available forms, methods and means of learning foreign languages and use them in the learning process.

Formulation of the problem. One of the main components of learning foreign languages is a problem of learning to read in foreign language, because in the absence of language environment reading is actually becoming a foreing language environment. The search for solutions to the problem

of reading in a foreign language led us to the so-called cognitive styles of personality, which are studied by D. Broverman G. Klein, R. Gardner, H. Kahan, G. Witkin [5; 6; 8; 12; 13].

Analysis of the research. The issues of cognitive styles of personality are the items of interesting such domestic researchers as M. Yehorova Y. Sokolov, M. Holodna, H. Kutsenko, N. Chepeleva [1; 2; 4]. Recently, the issue of psychological phenomena of personality is the subject of many studies of young scientists who have devoted their work to the interrelations of cognitive and style characteristics with training activities, the process of understanding the text, with particularity of younger pupils development as well as intellectual potential of future specialists and so on. Despite the fairly wide range of discussed topics, it should be noted that cognitive and style features of personality are not elaborated issue and remains one of the important questions of modern psychology [3].

The main material and research results. It is known from psychological and pedagogical sources that cognitive style and reading have a common denominator: reading - is a processing information, and cognitive style of personality is a way of processing information. Studies show that among the many of cognitive styles of personality "field-dependence - field-independence" and "impulsivity - reflexivity" cognitive styles are often in information processing. We hypothesize the prevalence of the possibility of a cognitive styles of students in individual characteristics of its interaction with the text.

The goal of the research. In our research we set a **goal** to identify the ways of obtaining and processing information under the results of reading activity. In the first stage of the study we measured students' cognitive styles of personality "field-dependence" – "field-independence" using the test "masked figures", developed by H. Witkin as well as "impulsivity" – "reflexivity" using the H. Kahan's test "Comparing the similar pictures" [7; 8; 12] In the result of the testing of 135 students there are 38 field-dependended students, 28 field-independent students, 33 impulsive and 36 reflexive students. For further testing the hypothesis, a series of experiments aimed at identifying reading technology and operational competence of students as the main components of information processing are carried out. During research such components of reading as speed, alpha-sound correspondence, prosody are tested. We are interested in whether the reading speed of certain cognitive groups affects the processing text information; how successfully students pronounce text because false pronunciation of words prevents their recognition and consequently - understanding; how and to what extent the speed of reading the text is related to the cognitive style of personality

The results of the research show that the highest speed of reading is demonstrated by the impulsive students, although there is a small number of insufficiently high speed of reading among them. High speed of reading is demonstrated by the field-independended students.

Comparatively low speed of reading have reflexive students according to the intra indicators as well as to the intergroup indicators. The lowest reading speed have field-dependent students.

Differences in speed of reading of students can be explained by the fact that, the time solving the problem includes two components: 1 - psychodynamic features of the subject; 2 - delayed decision, which forms on the basis of previous experience and serves as the ability to warnings in the situation of decision making.

But only the pronunciation of the text is not reading in its psychological sense. Apart from speed of reading we have also identified typical for each cognitive style of personality mistakes in pronunciation. They are:

- the delay at the stage of correlation and recognition of letters for the field-dependent students;
- fast and false identification of matching letters - the one and the other lead to mistakes when reading for the impulsive students;

- the delay in correlation letters leads to a more accurate reading them for the reflexive students;
- we have not identified typical mistakes when reading by field-independent students because they read at a normal rate and make a few mistakes. Their inherent features of style to analyze and reach analysis through synthesis contributes to the efficiency of reading activity.

The relatively high speed of reading the text describes impulsive students. They do not ask questions about the right - wrong reading, they read confidently, but with the same percentage of errors as the field-dependent students, they mistakenly pronounce the words, they incorrectly reproduce the prosody of the sentence. have fast The visual perception of impulsive students rather than the other groups of students make their auditory-motor implementation, albeit erroneous, ineffective. Provided that they know how to read, while pronouncing the rapid text, they usually do not have time to associate the rule of reading with print painted signs.

Thus, our studies confirm that the optimal speed of reading is characterized field-independent students, the second position is occupied by reflective students because they are able to vary the speed depending on the complexity of syllables, words, phrases. Increased speed of pronouncing the text of impulsive students in most cases means the correct reading, and field-dependent students show poor assessment in reading.

It was also found that the field-dependent readers have a narrow field of reading, they must make a stop after reading of 2-3 words. This is due to the weakness of anticipation and forecasting processes. This group of students does not obtain elaborated skills of pronunciation, and an optical image of the word does not cause corresponding speech and sound images. The interference pattern of letters of native language even more prevents studying a foreign language characters for them as well as for impulsive students. The field-dependent students do not have any visual associations with auditory-motor, for example, slow reading is correlated with the wrong dubbed letters, words, phrases, lack of sentence prosody. It is obvious that the field-dependent students are not able to classify and synthesize sound similar matching. When reading the field-dependent students often ask the question "How does it read?" "Am I reading correctly?", indicating their bearing in another person's mind.

In general, we notice that not all students have good technical operations in reading. Under this condition it can not be successful reading activity with a full understanding of text. Because getting information is caused by thinking processes that take place in the reading activity and lead to the solution of cognitive tasks.

The first cognitive task is mastering the technique of reading. It demands a careful, thorough study of the rules of reading in a foreign language, the ability to recognize letters of the foreign alphabet, the ability to articulate foreign words at syntagma level. As noted earlier, field-dependent and impulsivity students have special difficulties in working with text. These students are especially affected by the difficulties associated with the unsatisfactory reading technique: their mechanisms of recognition of foreign alphabet letters as well as its sounding are not designed and shaped.

To formulate for the students the educational problem we offer them a series of exercises aimed at the mechanism of recognition letters. We designed a set of exercises for developing reading technique to increase the volume of short-term memory, reducing the number of fixing and regressive eye movements, extension of reading, increase the speed of sounding perception.

We need to achieve such level of reading that the reader's attention focuses on the content of the text, and speech form is perceived subconsciously, intuitively.

- This requires the following skills;

- Graphic skills of perception, differentiation and identification of the printed symbols, their synthesis into words, words into phrases, sentences in the text;
- Immediate recognition grammar skills and adequate understanding of grammatical forms;
- Lexical skills to identify words and phrases as well as its semantization.

1. The process of mastering the technique of reading includes the following tasks:

a) mastering the configuration of letters in a foreign alphabet in receptive and reproductive plans, namely: visual perception, recognition and identification letters - on the one hand; restore all functional variants of letters - large and small, handwritten and printed - on the other;

b) mastering sound-alpha and alpha-sound relationships (not the name of the letter, which does not help, but only provides information).

2. Developing the ability to perform automated transaction analysis that is the synthesis of the material of isolated words, the result of which should be fast and accurate visual perception, proper sounding, adequate understanding of the perceived value of the word.

3. The gradual assimilation of the basic rules of reading vowel and consonant letters and their combinations.

Taking into account the fact that we use texts in English in our study, it should be noted the complexity of the spelling system (compared to other foreign languages). Therefore, in the process of methods of reading formation we have to combine different methods that are used in the practice of teaching reading, such as: phonetic (sound), analytical and synthetic method as well as method on teaching of keywords, methods of the rules of reading, methods of whole words, and the the method of text.

The learning process for of reading covers two successive stages: 1) learning to read aloud; 2) learning to read "to himself." Survey results show that the technique of of reading should be taught above all those participants in the experiment, which showed unsatisfactory ratings in this kind of activity, that is, that show impulsive and field dependent cognitive style. The learning process has consistently held the material of isolated words, phrases, sentences, groups of sentences and texts.

We use the exercises on repetition of alpha-sound relationships and recognition of configurations of letters and repetition of sound options of presented words which meanings were learned before.

An essential component of of reading technology - speed of operation of visual perception and identification of the graphic image of words with the images stored in the memory of the reader. Working hours of reading techniques carried out in parallel with the execution of all these objectives of reading.

The task of forming reading skills is complicated by teaching reading in a foreign language and choose exercises based on the circumstances of each particular group of surveyed students: field dependent, field independent, impulsive, reflexive.

From the psychological sources, we know that field-dependent persons are oriented to visual perceptions, and field-independent – to the kinesthetic one. The lack of success defines the field-dependent personality, the success defines the field independent personality [1; 3].

Field-independence decreases in a situation of the absence of success. In the process of thinking is a micro-development of inherited to an individual of thinking parameters, primarily the motivational and rational component in the successful situations. The failure of activity leads to the greater dependence on the field.

Reflexivity provides faster, scrupulous and systematic choice of information. The opposite pole to the reflectivity is impulsivity. The impulsive students have problems with reading and processing information in the result of reading information.

We tried to form students' ability to use the properties of his/her cognitive style when reading text. The impulsive and field-dependent students should direct their activities towards field-dependence and reflexivity because the quality of these cognitive styles of personality contributes to the success of the readers.

The tasks to overcome the shortcomings that were identified at baseline were recommended to students distributed into a group belonging to a cognitive style.

The tasks are differentiated depending on cognitive style of personality. The field-independent students have tasks for determination the non-essential parts of the text aiming at the reduction of globalization. The reflective students show a slower reading activity, because the excessive control so they are offered the tasks which exclude detail. The tasks for the field-dependent students contribute the anticipation, association, generalization processes. The impulsive students need the tasks related to the differentiation, increasing control over their own operations, so they are recommended the exercises for the allocation of significant and minor details.

When performing tasks field-dependent students frequently receive the positive evaluation of their actions (as in a situation of failure they can stop working). In this way students gain confidence in their actions, and they lose the need to focus on the environment. They also received recommendations: 1) "You read the word, learn its meaning. Try to imagine an object or object property, search for the associative links with other known words. Do not begin to explore other word phrases until follow these steps" 2) "It is not enough to see the form of the word for remembering it, it is necessary to see "the meaning" 3) "Try to read each word by 1 sec."; 4) "Accelerate the pace of reading up to 50-60 W / min."

Recommendations for impulsive students are: 1) "divide the word into syllables before reading it"; 2) "Remember the rules of reading"; 3) "Check the dictionary."

Conclusions. When comparing the data of forming and ascertaining experiments, we found that students with different cognitive styles of personality have more success in mastering the technical components of reading if the learning process tailored to suit individual cognitive styles. The conclusion is: it is necessary to consider the features of cognitive styles of personality field-dependence, field-independence, and impulsivity, reflexivity in teaching reading in a foreign language.

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Бондар С. І. Психологічні феномени особистості у процесі вивчення іноземної мови. У статті розглядаються психологічні особливості особистості, а саме когнітивні стилі особистості та їх зв'язок з навчальною діяльністю студентів під час вивчення іноземних мов. Проаналізовано спектр досліджень з дотичної тематики. Приділяється увага психологічним характеристикам навчання читанню як одному із важливих аспектів вивченні іноземної мови. Наголошується на тому, що когнітивні стилі та читання мають спільний знаменник: читання – це переробка інформації, а когнітивні стилі – це спосіб переробки інформації. Висунуто гіпотезу

про переважання певних когнітивних стилів студентів у індивідуальних особливостях взаємодії з текстом. Виділено характерні для переробки текстової інформації когнітивні стилі особистості, а саме: імпульсивність, рефлексивність, полезалежність, полenezалежність. Описано способи отримання та переробки інформації за результатами читацької діяльності. Експериментально доведено взаємозв'язок швидкості читання та когнітивного стилю особистості. Показано методи роботи з текстом з урахуванням когнітивного стилю особистості. Наведено приклади практичних вправ для поліпшення читацької діяльності з урахуванням когнітивних стилів особистості імпульсивності, рефлексивності, полезалежності, полenezалежності. Зроблено висновок про необхідність врахування особливостей когнітивних стилів полезалежності, полenezалежності, імпульсивності та рефлексивності при навчанні читанню іноземною мовою.

Ключові слова: когнітивний стиль особистості, імпульсивність, рефлексивність, полезалежність, полenezалежність, навчання читанню, переробка інформації, експериментальне дослідження, взаємодія з текстом.

Бондарь С. И. Психологические феномены личности в процессе изучения иностранного языка. В статье рассматриваются психологические особенности личности, а именно когнитивные стили личности и их связь с учебной деятельностью студентов во время изучения иностранных языков. Проанализированы спектр исследований по касательной тематики. Уделяется внимание психологическим характеристикам обучения чтению как одному из важных аспектов изучения иностранного языка. Отмечается, что когнитивные стили и чтение имеют общий знаменатель: чтение - это переработка информации, а когнитивные стили - это способ переработки информации. Выдвинута гипотеза о преобладании определенных когнитивных стилей студентов в индивидуальных особенностях взаимодействия с текстом. Выделены характерные для переработки текстовой информации когнитивные стили личности. Описаны способы получения и переработки информации по результатам читательской деятельности. Экспериментально доказана взаимосвязь скорости чтения и когнитивного стиля личности. Показано методы работы с текстом с учетом когнитивного стиля личности. Приведены примеры практических упражнений для улучшения читательской деятельности с учетом когнитивных стилей личности импульсивности, рефлексивности, полезависимости, полenezависимости. Сделан вывод о необходимости учета особенностей когнитивных стилей полезависимости, полenezависимости, импульсивности и рефлексивности при обучении чтению на иностранном языке.

Ключевые слова: когнитивный стиль личности, импульсивность, рефлексивность, полезависимость, полenezависимость, обучение чтению, переработка информации, экспериментальное исследование, взаимодействие с текстом.

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ПРОБЛЕМА РОЗВИТКУ СПІЛКУВАННЯ ТА ВЗАЄМОДІЇ ДІТЕЙ З ДОРОСЛИМИ І ОДНОЛІТКАМИ В УМОВАХ ПСИХІЧНОЇ ДЕПРИВАЦІЇ

Девіс Л. А. Проблема розвитку спілкування та взаємодії дітей з дорослими і однолітками в умовах психічної депривації. Науковці зазначають, що досвід спілкування з людьми виступає основним джерелом, під впливом якого у дітей формується система