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PECULIARITIES OF THE NEED FORMATION TO ENHANCE MNEMONIC ACTIVITY OF FUTURE FOREIGN LANGUAGE TEACHERS

У статті представлені результати теоретичного аналізу проблеми розвитку мнемічної діяльності студентів. Розглянуто підходи сучасних учених до проблеми залежності мнемічної діяльності від активізації формування потреби в її розвитку. Проаналізовані відповіді студентів на анкетування з приводу розуміння ними важливості розвитку мнемічної діяльності та способів її активізації. Визначено причини, чому студенти молодших та старших курсів мають низьку ефективність власної мнемічної діяльності. Запропоновано методи вирішення проблем мнемічної діяльності студентів та активізації формування потреби в її розвитку. Визначено шляхи покращення учбової діяльності з метою формування у студентів бажання самостійно займатися славними мнемічними навичками.

Ключові слова: мнемічна діяльність, мнемічні навички студентів, учбова діяльність, навички аудіювання, запам'ятовування, збереження та відтворення інформації.

В статье представлены результаты теоретического анализа проблемы развития мнемической деятельности студентов. Рассмотрены подходы современных ученых к проблеме зависимости мнемической деятельности студентов от активизации формирования потребности в её развитии. Проанализированы ответы студентов на анкетирование по поводу понимания ими важности развития мнемической деятельности и способов её активизации. Определены причины, по которым студенты младших и старших курсов имеют низкую эффективность своей мнемической деятельности. Предложены методы решения

проблемы мнемической деятельности студентов и активизации формирования потребности в её развитии. Определены пути улучшения учебной деятельности с целью сформировать в студентов желание самостоятельно заниматься своими мнемическими навыками.

Ключевые слова: *мнемическая деятельность, мнемические навыки студентов, учебная деятельность, навыки аудирования, запоминание, сохранение и воспроизведение информации.*

The article deals with the results of the theoretical analysis of the problem of the mnemonic activity of the individual in the late adolescence. The formation of this phenomenon in this period of ontogenesis has its own specifics. Taking into account this specificity in the learning process the author tries to specify its impact on students' memorizing new material and characteristics of this impact for the development of mnemonic activity. Besides, the peculiarities of the formation of students' need for revitalization of their mnemonic activity are described as well. In addition, the need for intensification of forming the mnemonic skills in using various learning means is outlined. Different points of view of modern scientists about the features of the mnemonic activity among students and its development are reviewed. An implementation of special courses and training for the enhancement of mnemonic activity is suggested.

Keywords: *mnemonic activity, mnemonic skills of students, learning activity, remembering, storage and reproduction of information, listening skills.*

Problem statement in general terms. The results of the theoretical analysis of the problem of mnemonic activity of the individual in the late adolescence showed that the formation of this phenomenon in this period of ontogenesis has its own specifics. Taking into account the above-mentioned specificity in the learning process it is necessary to specify its impact on students memorizing new material in the English listening and identifying characteristics of this impact with the means of listening to the development of memory, and on the basis of development and implementation in the educational process it is important to create special programs for the improvement of the mnemonic activity of the students.

The complexity and ambiguity of scientific approaches to the above-mentioned problems necessitate experimental study of this phenomenon in the unity of its basic structural components: memorizing, processing and storage of information, and production. Peculiarities of formation of the main structural components of mnemonic activity of the students and this phenomenon as a whole are largely conditioned by the fact that the future teachers of foreign languages must have in-depth knowledge of the content and peculiarities of this phenomenon, the need for intensification of forming their own mnemonic skills and practical skills in using various means of such activities.

Analysis of last researches and publications. The problem of the mnemonic activity of students is not new. The study of its characteristics in terms of professional training in a foreign psychology and a national psychology is described in many works of scientists. For instance, G.Katon [4], I.Bentov [1] K.Lashley [6] K.Pribram [8] emphasize the special role of proper organization of the material in the process of mnemonic activity of the students.

In the context of the activity approach to the problem of mnemonic there are special studies of P. I. Zinchenko [12], A.O.Smironov [10] and others. Also A.O.Smyrnov identifies special mnemonic operations as those that contribute to a better understanding of the material and therefore memory as well.

In the works of H.K.Sereda [9] it is an emphasis on the research of the relations of memory and other phenomena of the human psyche in terms of implementation of various activities. F.D.Gorbov [2] and P.B.Nevelskiy [7] stress the importance of implementation of specific actions perceived as necessary conditions for the emergence of cognitive interest and, consequently, the desire for conversion and logical organization of their own activities, including the activity of memorizing learning material as well.

In their works the representatives of the active approach emphasize the idea that memory, logical particular, is closely related to other phenomena of the psyche, in particular, motivational sphere of personality, outlook, will, as the specifics of the formation of the data phenomenon which largely determines the ability of the individual to become a subject of their own activities concerning the

memorizing the important information and discovering and learning the best tools and techniques of memorization. For example, A.O.Smirnov notes that the integration of internal motives of individual and his work tasks greatly improves memorization.

In the context of our study it is necessary to mention the works of A.P. Krupskiy[5], who studied memory and its characteristics through factor analysis, studying the relationship between efficiency of mnemonic processes of the individual and psychological characteristics of personality; In addition, O.B. Stulika [11] investigated the figurative component of the mnemonic abilities of students of specialty "Pre-school education" Besides, A.V. Horev[3] studied emotional and motivational mechanisms of verbal and semantic memory of the students of 1st year.

Accordingly, the **purpose** of this article is to identify the characteristics of the formation of students' need of revitalization of their mnemonic activity.

Description of main content of investigation. To identify the characteristics of the formation of students' need of revitalization of their mnemonic activity we have developed the questionnaire. The questionnaire questions and the results of the research will be presented below.

Questionnaire to determine the needs of students concerning the improving students' mnemonic activity:

1. In your opinion, how important for the student is the ability to organize their own mnemonic activity effectively?
2. In your opinion, what benefits will a future language teacher receive, upgrading the skills mnemonic activity?
3. In your opinion, is it enough to learn a foreign language in terms of lectures and seminars for promoting mnemonic skills of students?
4. What ways and means do you know to improve the skills of students' mnemonic activity?
5. What books would you recommend to read for freshmen who have problems with storage, preservation and reproduction of information?
6. In your opinion, who should first work on improving mnemonic skills of the students-students, university professors, coaches of special training, or the student himself/herself?
7. If there were such a possibility would you like to read books on methodological and practical skills of development of students' mnemonic activity or participate in special training?
8. Do you use passive (the study of the special literature) or active (trainings) means of improving the skills of mnemonic activity? Which exactly?
9. In your opinion, does the students have free time to learn how remember, store and produce educational information better?
10. What do you know about your own level of skills to memorize, store and reproduce information effectively?
11. Do you find time in order to improve your mnemonic skills?
12. What do you do to memorize new information faster?
13. In your opinion, what should we do to improve the educational process in higher school, so it contribute to the development of students' skills to memorize, store and produce educational information better?

According to the results of the survey it was revealed that most students emphasize the high importance of development of the mnemonic skills. However, most students say that they do not have clear ideas about the content and structure of this phenomenon. The students hampered to answer the question what the specificity of mnemonic activity is in terms of learning a foreign language.

All students believe that the development of the mnemonic skills will enhance the success of their training activities. The understanding of this phenomenon by 1- 2 year students about the specific benefits, they can obtain by improving their mnemonic activity, is blurred. Thus, according to their answers, improving skills of mnemonic activity contributes to the improvement of all language skills. However, students do not know what mnemonic skills are necessary to improve lexical, grammatical

skills, listening and speaking skills. Instead, respondents of the 3 - 4 years of studying indicate that activation of mnemonic skills promotes the development of all speech abilities, but they feel the greatest need of revitalization of own mnemonic activity in terms of listening. Thus, analysis of the survey enables students to state dynamic representations about the role of mnemonic activity in terms of learning a foreign language: from abstract and vague understanding to a clear understanding that, the success of learning most depends on the level of mnemonic skills.

Awareness of student's success depends on listening skills as an important type of verbal activity of the future teacher of foreign language and mnemonic activity necessitates the organization of independent work of students with the targeted activation of this phenomenon. Therefore, in order to identify perceptions of students who, in what circumstances and by what means, should implement appropriate development activities of mnemonic skills, we have included into the questionnaire relevant issues. The respondents of the 1-2 years of studying indicate that university studies adequately promote mnemonic skills and other additional ways and means to enhance mnemonic skills of students are not required. Instead, the students of the 3-4 years that have already had teaching practice, realize the poor formation of mnemonic activity can lead to a failure in terms of skills training for the effective functioning of modern foreign languages teacher. The most students stress the need to improve their own skills of mnemonic activity for successful organizing and conducting various types of educational tasks for children. This necessitates the formation of mnemonic activity of students in the early stages of training and clear understanding of the need can intensify their own mnemonic activity and the need for independent organization of such work since the formation of mnemonic skills in terms of traditional teaching in universities is not enough.

A necessary condition for students to work on their own mnemonic skills development activities is that they must have knowledge of the ways and means of such work. Therefore, the content of the questionnaire had the question "What ways and means do you know to improve the skills of students' mnemonic activity?" According to the survey the students of 1-2 years say they do not have a thorough knowledge of the ways and means of improving their skills of mnemonic activity because they do not pay much attention to this problem. Only a few respondents said that they had tried to use their own associative method, visualization and other techniques of mnemonics, which they had discovered by accident with the media. Instead, senior students showed slightly greater awareness of the ways to enhance their own mnemonic activity. In particular, most respondents note that they have read different books on the subject, but because of the absence of such systematic work, external control and the inability to get advice in case of difficulties, this knowledge has not caused significant changes in their mnemonic activity. Thus, we can say that in general students' knowledge about ways to improve their mnemonic skills is little and bad - structured, it has been picked up randomly from different sources. This demonstrates the need for implementation of special teachers and

Psychologists for university students regarding the forming a system to study the above-mentioned phenomenon.

Regarding the question of the special literature that the respondents may recommend others to improve memory, storage and retrieval of information, junior students could not clearly name the specific authors and works on the subject. Thus, the respondents from the 1-2 years of studying say that few were interested in thematic literature, explaining that this problem had not been necessary to pass the tests and examinations of professional disciplines successfully in terms of training.

Graduate students were able to name some of the authors and books on memory. However, the available literature mainly relates to entertaining publicistic style than the scientific. In our opinion, such results have been obtained due to the fact that, in practice, during 3 and 4 years of academic study at the university academic load increases significantly. Therefore, students need to develop new ways and means of effective processing of large amounts of information in volume. This motivates some students to acquire certain mnemonic skills. Overall, the students' answers on the issue make it possible to state that most students do not have information about the study which deals with professional scientific and

methodical literature that is the most conducive to enhance capacity for storing, preservation and reproduction of information. Answering the question of who must improve mnemonic skills of students - teachers or students - junior students noted that this problem must first be taken care by teachers, since freshmen expect methodological assistance and professional advice, which will contribute to better assimilation of educational information.

Instead, senior students, including 4-year of study, note that they clearly understand the importance of good mnemonic skills to achieve good results in life. Accordingly, they make their own efforts to improve their mnemonic activity and they ask teachers in order to receive more advice than expect their teachers will teach them on purpose how to remember correctly, store and reproduce information. However, analysis of the responses of the respondents makes it possible to state that, in general, knowledge of students to enhance their skills of mnemonic activity are insufficient. This necessitates the development of special training to enhance all major structural components of mnemonic activity for students and this phenomenon as a whole, and its subsequent implementation under the teaching of the subjects of psycho-pedagogical cycle or during extra – curriculum hours.

The majority of the respondents say that they are willing to study effective and interesting methodical and practical literature on development of mnemonic skills. In addition, students of all years of study expressed their readiness to take an active part in special psychological training to improve their mnemonic apparatus. According to most respondents, due to the fact that in the classroom enhancement of mnemonic skills receives little attention, appropriate implementation of the curricula or special programs is a nice idea. As the participants of the experiment said, this work would not only boost their mnemonic skills, but also it would help to encourage students to work more to improve their own mnemonic activity after the training.

When they were asked about the use of passive and active means of improving their own skills of mnemonic activity the students of 1 and 2 years of studying indicated that they almost did not use active means as they did not have clear ideas about the meaning of "mnemonic activity" and were not sure of the need for such work. Some respondents indicate that they have read some books on memory, but they do not notice any changes in their mnemonic activity afterwards.

Unlike junior students the interviewees from the 3 and 4 years of study noted that they have read and continue to read literature on this issue but they have done it in their native language. However, the attempts to use active means to enhance their own mnemonic skills were used only by a few senior students, but almost all senior students expressed the wish to make this work in a specially organized conditions. Thus, according to the analysis the results of the questionnaire revealed that most junior students and some senior students under the survey did not have an awareness for the need for practical use of passive and active means of improving their own mnemonic activity. Most respondents from senior students realize the need to enhance their own mnemonic skills, but besides, using passive means, most of them did not attend special training to improve their skills on mnemonic activity.

It was revealed that junior students indicate that they can use their free time to improve their abilities to memorize, store and play educational information. However, in practice due to undeveloped self-discipline, their ability to organize their leisure and preparing for classes, students from 1 and 2 years of study rarely find time to work independently on the development of mnemonic activity. Instead the respondents from 3 and 4 years claim that they understand their responsibility for their level of mnemonic skills and they note that every conscious student should use their free time effectively, namely: for learning how to memorize, store and reproduce educational information better. However, in practice not all senior students make independent efforts to address the improvement of their skills effectively to memorize, store and reproduce the information if it is not part of their work on professional disciplines.

Asked whether the students know their own level of skills to memorize, store and reproduce information effectively the younger respondents noted that they did not have such information, as previously, none of them seriously had been engaged with this issue except for some respondents who during the schooling participated in relevant psychological tests. Most from the surveyed students of 3

and 4 years of study responded that they could imagine only superficially their level of formation of mnemonic skills. The senior students say that often they face specific problems related to the reproduction of heard information but they do not know their causes. Thus, we can say that in general the students have some ideas about the level of development of their skills to memorize, store and reproduce the information effectively but they make no special efforts to search for the relevant psychodiagnostic methods and further self-study to identify peculiarities of their mnemonic activity. In the allocation of time to improve their own mnemonic system younger respondents respond that due to the large academic load they have to exert much effort to learn the learning material. According to this they have hardly any time left for their leisure and other activities such as the development of certain skills. Instead, the students of 3 and 4 years of study say that they sometimes use an arsenal of tools of mnemonic activity, which has been picked by them from the scientific and journalistic literature, for instance associative method. Even older respondents realize the importance of improving their own mnemonic apparatus, but they often do not allocate special time to develop their mnemonic skills. Accordingly, we can say that in general, most respondents do not allocate the time for regular and methodical improvement of their mnemonic devices that makes it possible to ascertain the need to introduce a system of professional training for future philologists a special training that would help to enhance students' skills of effective information processing and motivate them for further improvement of their skills on their own memory, storage and retrieval of information.

According to the analysis of the responses of respondents to the question of how they work to remember the information efficiently and accurately, most students say they do not know the specific methods besides the mechanical memorization. Due to the fact that in the process of schooling most students do not get sufficient knowledge about the latest ways of mnemonic tools, their ideas about methods to improve their skills of mnemonic activity are often reduced to memorize mechanically during the process of learning a foreign language. Some senior students also noted that their attempts to conduct a certain self-study of their own mnemonic activities that had not proved big effectiveness. Therefore, if available, students expressed their readiness to take an active part in training to improve their mnemonic skills in terms of listening, because practical exercises with this type of speech activity cause them the greatest difficulties. Accordingly, it can be concluded that most students do not have the modern practices, which would facilitate a better memorization of information in terms of listening skills concerning a foreign language, which necessitates the introduction into the educational process some relevant programs of active psychological training.

Accordingly, the question on how to improve the educational process in higher school regarding the students' ability to memorize, store and reproduce the information effectively most respondents noted the expediency of practical training or special training course for depth and details about students to the peculiarities of their own mnemonic functioning and mnemonic activities regarding modern methods of improving skills in the process of learning a foreign language.

Conclusions and perspectives of further investigations in this direction. Thus, the analysis of the survey carried out with the students makes it possible to conclude the presence of some knowledge of mnemonic problems among students, particularly in terms of language learning. However, as noted most students said that their knowledge in this area are superficial, little structured and derived from occasional references. In this experiment younger participants expect special teachers of universities forming their mnemonic skills when learning a foreign language. Instead, senior students mainly demonstrate internal locus control of revitalization of their own mnemonic activity that confers responsibility for the results of the process. Therefore the respondents among senior students try to use passive and active means of activating their own mnemonic activity. However, due to various objective and subjective factors (lack of time, lack of confidence in the effectiveness of various books and practical exercises, the inability to get advice in case of difficulties etc.) such attempts are often unsuccessful. Therefore, most senior students note that they have insufficient formation of mnemonic skills, they do not have an objective information on the characteristics of the formation of this phenomenon.

All this makes it possible to make assumptions about the lack of formation of mnemonic activity as a whole and the individual components of this phenomenon in students. Since activation of mnemonic activity, particularly in terms of listening, is an important prerequisite of studying professional disciplines by future philologists and, as a result, the formation of their professional competence, it also determines the need for detailed experimental study of the main components of mnemonic activity, criteria, levels and characteristics of the formation of the above mentioned phenomenon as a whole in future philologists at various stages of their study.

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