

Psychological Principles of Organization of the Deductive Process at the English Lessons at Secondary Schools

Психологічні принципи організації дедуктивного процесу на уроках англійської мови в закладах середньої освіти

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ABSTRACT

The aim of our article is: to characterize a phase character of the educational activity at secondary schools, to describe a cognitive sphere of the person, which has a fundamental load in terms of constructing a model of the world, modeling the stages of logical memorization, to distinguish some routes of cognitive process according to psychological principles of providing deductive techniques, to propose psychological principles, which are the basis of providing deductive models at the English lessons at secondary schools.

Methods of the research. The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.

The results of the research. Educational activity has a phase character. The first phase is characterized by awareness of the situation, the general consciousness increases to perform a long period of mental activity. In the measures of the second phase there is a process of unstable adaptation – the system of motives, needs and interests in close interaction with volitional activity having been created the preconditions for further adaptation to the whole process of educational activity. The third phase is a period of stable adaptation, when the goal is fully realized and conditions for its realization appear, the entire system of levels of the activity comes in line with the main goal of learning.

It was shown that emphatic types of memory are motion, emotional, verbal-logical, sensory (visual, auditory, olfactory), figurative, mechanical, logical, long-term, short-term, involuntary, non-voluntary, etc. All of them, one this way or another one, are involved into the process of perception and processing the information. Sometimes the classification is used by different types of the analyzers: visual, auditory, motion, mixed, etc. It should be fixed in mind that the efficiency of logical memory is twenty times higher, better than mechanical one. In the article it was proposed the authors' own vision of the stages of logical memorization.

Conclusions. Cognitive motivation is recommended by us to be formed on the basis of the following psychological principles, which are the basis of providing deductive models at the English lessons at secondary schools: with the

help of specially organized didactic actions; by creation of problem situations; by introduction of special forms and methods of active learning, in which the principle of problem education is realized; by development of cognitive motivation in communication between a teacher and pupils, as well as schoolchildren with each other; by revitalization of teacher's pedagogical skills, his / her ability to organize correctly the activities of pupils.

Key words: *deductive process, didactic actions, a cognitive sphere of the person, cognitive motivation, a communication, creation of problem situations, forms and methods of active learning.*

Introduction

Educational activity has two subsystems. The first subsystem is understood as the act of cognition and it is realized by pupils through the assimilation of existing personal experience. The second subsystem is activity training, which has the aim of ensuring the conditions for successful cognition of any educational material pupils have studied.

Thus, learning is a system of organizing ways of transferring to a person's knowledge, skills and abilities, types and modes of his / her activity. Usually training takes place in the form of cooperation, joint activities of pupils and teachers (Гончарук & Онупрієва, 2018). Learning as the type of the activity takes place where human actions are guided by the conscious aim of learning knowledge, gaining skills and abilities. Training places certain demands on cognitive processes: memory, flexibility of mind, intelligence, attention, etc.

In the process of cognitive activity, the pupil acquires the knowledge which is necessary for solving problems. Knowledge is a set of concepts which are organized into the whole, harmonic system. Knowledge is easy to use if it is stored in the person's memory as a system. In pedagogical practice, knowledge is used in three most important meanings: the results of the assimilation of content, as the content of learning and as a science. Each of these values corresponds to specific forms of the person's cognition. Thus, the content of learning is the result of

scientific analysis by scientists and educators in order to reflect the branch of their science in each discipline (Hadley, 1993).

Skills are actions that are formed by repetition and characterized by a high degree of assimilation and the lack of conscious regulation and control. The general law of skill development consists in the fact that when we faced with a new problem or a task, a person initially attempts to use those techniques of the activity which have already been possessed (Dubin & Olshtain, 1991). The ability is a human assimilated way of performing the action, provided with a combination of knowledge and skills having been acquired. Skills are formed through exercises, which help to distinguish elemental skills and abilities that carry one or another degree of some skill (Honcharuk & Onufrieva, 2018).

So, **the aim** of our article is: to characterize a phase character of the educational activity at secondary schools, to describe a cognitive sphere of the person, which has a fundamental load in terms of constructing a model of the world, modeling the stages of logical memorization, to distinguish some routes of cognitive process according to psychological principles of providing deductive techniques, to propose psychological principles, which are the basis of providing deductive models at the English lessons at secondary schools.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.

Results and their discussion

Educational activity has a phase character. The first phase is characterized by awareness of the situation, the general consciousness increases to perform a long period of mental activity. In the measures of the second phase there is a process of

unstable adaptation – the system of motives, needs and interests in close interaction with volitional activity having been created the preconditions for further adaptation to the whole process of educational activity. The third phase is a period of stable adaptation, when the goal is fully realized and conditions for its realization appear, the entire system of levels of the activity comes in line with the main goal of learning.

One of the fundamentals of personality psychogenesis is the knowledge and transformation of the person to the world which is around him / her. Own experience, success and mistakes, joys and grief, by which a person forms a model of the world are the central part of his / her mental life. This model is usually described in the form of the interaction of such large blocks as mental functions, the structure of values, censorship and the system of psychological protection or barriers (Mykhalchuk & Koval, 2019). Cognition is the process of reflection and reproduction of reality in the process of thinking, the interaction of the subject and the object, as a result of which there is absolute new knowledge about the world. One of the main elements of sensual-acoustic activity is living contemplation, which is carried out in such forms as feeling, perception, imagination, the concept.

In such a way cognitive sphere of the person has a fundamental load in terms of constructing a model of the world. Among the cognitive processes we'll distinguish the sensation and perception, memory, thinking and imagination, also attention. The scientific and psychological approaches require the analytical review of the processes of cognition, but in real mental life all these processes are merged, united and depend on the structure and the content of the person, his / her motives, the global goal and so on.

A person provides a cognitive activity, because he / she actively sets goals, tries to achieve them. Cognition is not a passive process, it is always combined with the transformations of studied material. In the paradigm of knowledge we distinguish

two degrees so-called sensory reflection and abstract theoretical ones. To the first degree the feelings belong which are directly related to the influence of objects or the senses. Physiologically, this knowledge is provided by the activity of the first signaling system.

Feelings, perceptions and representations exist both in men's and animals' consciousness. However, these forms of sensory reflection are not identical. The activity and speech have shaped specifically human sensations and perceptions that are different in their meaning, by basic physiological mechanisms, and are placed in the process of cognition. As for animals, this is usually the highest form of orientation, and for humans it is the initial form of knowledge (Vovk, Emishyants, Zelenko, Drobot & Onufrieva, 2020).

The second level of knowledge is logical one – it is peculiar for a man. It includes thinking and imagination. Thinking is based on sensory knowledge and is preceded in the form of both images and concepts, highlighting the essential links between objects and phenomena. The imagination helps to create images of objects and processes that people do not perceive, which may not exist in the surrounding environment (Celce-Murcia &

Hilles, 1988). Thinking and imagination are the basis of specifically human knowledge, the transformative function of human intelligence, the means of productivity and creative activity of the person. Memory provides the integrity and the development of the person, takes a central position in the system of his / her cognitive activity. This is evident from Fig. 1.

Consequently, the intellectually creative, cognitive sphere of the person provides the process of dynamic reflection of our reality and its transformations, the formation of the experience, the construction of a model of the world, the regulation of the subject's activity. In this paradigm, there are specifically interacting mental processes, providing a single flow of a coherent consciousness reflective and transformative productive activity.

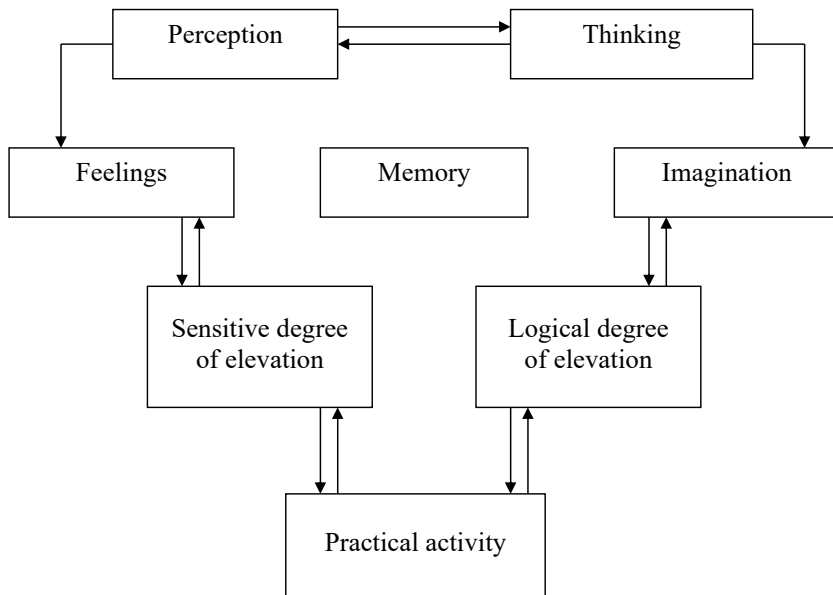


Fig. 1. The structure of the cognitive sphere of the person

Under the senses we understand the reflection in the cerebral cortex of certain properties of objects and phenomena of the surrounding world with their direct effect on the sensory organs. We believe that the sensation is a «primary mental cognitive process» (Mykhalchuk & Kryshevych, 2019). By feelings, the person opens up colors and sounds, incenses and tastes, weight, kindness or coldness of things which surround us. In addition, feelings give different information about changes in our own body: a person feels a disorder in the functioning of the internal organs, the positions and movements of his / her body and its individual parts. In accordance with this the main organs of the sensation are: visual, auditory, olfactory, taste, tactile, motor, organic, vibration, sense of equilibrium, etc. The learning process should be structured in such a way that the pupils' activities have to include auditory,

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motor, visual, touch and other senses. This improves a great success in learning new material or information.

More complex and advanced than it is sensation, but a closely related form of sensory knowledge of the world is perception, in contrast to our senses. Perception is a coherent reflection in the cerebral cortex of objects and phenomena with their direct influence on the sensory organs. This reflection is accompanied and mediated by the conceptual apparatus, that it is denoted by the word, the name of which the person perceives. When a person is surrounded by ordinary things, it forms holistic images of surrounding us objects. We mean when we see things, hear their sounds, touch them. Perception depends on the emotional state of a man, his / her purposefulness, vulnerability, imagination. In the process of learning perception goes into comprehension, understanding, allocation of essential and important elements, causal relationships and interactions. The motivational orientation of mental activity involves active understanding as the important prerequisite for the deep learning of knowledge. The language expression of understanding means a final act of the person's mental activity.

At the centre of the classification of different types of perception, as well as sensations, there are the differences in the analyzers (sensory organs) that take part in the process of perception. In accordance with what analyzer plays the main role in the perception, we distinguish auditory, visual, motor, olfactory, taste types of perception. Usually, the process of perception is carried out by a number of interacting analyzers. In contrast to the sensations in which certain characteristics of the stimulus are expressed, perception reflects the subject as a whole, in aggregate of all its qualities. In this case perception is not limited to the sum of certain individual sensations, but represents a qualitatively new degree of sensory knowledge with its peculiarities. In the process of perception the organization and consolidation of individual feelings into the whole images of things and events take the main place.

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Perception of a man is closely connected with thinking, with understanding of the content of the subject. To understand and consciously to perceive the object means to call it mentally, that is to refer perceived subject to a certain group, a class of objects, to generalize it by one word. Even with the appearance of an unfamiliar subject we try to find in it the similarity with the objects which are familiar to us, to attribute it to a certain category. Thinking is one of the leading cognitive processes, it is considered to be the highest degree of cognition. Reflection at the stage of thinking differs from the perception that thinking reflects the reality indirectly, with the help of a system of means, such as thought operations, speech and human knowledge, etc.

Perception depends not only on the irritation, but also on the subject having been perceived. To perceive the same insulting eye, not an ear itself, but a particular person means to percept everything by one way or another with the purpose to identify the features of the person's perceiving, his / her relationships to what he / she perceives, needs, in what the subject is interested in, his / her aspirations, feelings.

The next important cognitive psychic process is attention. The most important feature of the course of cognitive processes is their selective, clearly directed character. From a large number of influences of the surrounding world a person always perceives something that imagines what he thinks, argues. This feature of consciousness is associated with its characteristic, as attention, which is a form of organization of mental activity of a man and consists of the orientation and concentration of consciousness on objects that provide their expressive reflection. Attention is always closely related to human activity, it provides a conscious character, as well as it is stimulated and regulated. The tension of the activity is always associated with an appropriate tension of attention. The attention serves the internal conditions of the person's mental activity, due to the sensory reflection of objects of the outer world, which is ex-

ploded in the mind of the subject, and each act of purposeful activity reaches consciousness. It is from the focus of attention that determines the completeness, clarity of our perception, presentation and solution of everyday problems.

Among high cognitive processes, in which the specifically manifested human nature of the activity belongs to the person's imagination any active process involves imagination. It creates images of the result of our activity, and also provides the development of different strategies of the activity, in particular they are mental, in situations which are uncertain and probable. Therefore, creative imagination is the psychological basis of many types of creative activity, which is also characterized by the novelty of both the process and the resulting product.

One of the forms of reflection of the world on the level of the person's cognition is the higher level of communication – the understanding associated with the use of the language. Understanding means to have some information about a correct concept, to reproduce mentally this or that fragment of the reality with its actual internal connections. Everything that a person directly reflects through the processes of sensation and perception, is fixed, arranged, stored in his / her brain, forming the individual experience, and, if it is necessary, is used in subsequent activities. The experience is a rational element of the cognition that provides a harmonious perception of objects of the reality and gives the process of displaying dynamic characteristics. Without preserving the traces of previous impressions every feeling and perception would have been experienced as having been originated for the first time.

Memory is the most important mental process that has a direct bearing on learning activities in general and the effectiveness of learning exclusively. Memory is a form of mental reflection of our reality, associated with the memorization, storage and reproduction of the person of his / her experience.

In accordance with the purpose of the activity we distinguish two types of processes of remembering: spontaneous and arbitrary ones. With involuntary memorization, the selection of facts is carried out without much volitional effort. Random memorization, on the contrary, requires volitional effort to memorize the educational material. In addition, the goal must be set: what needs to be memorized and to what extent. To achieve this goal different techniques and methods of productive memorization are used.

Emphatic types of memory are motion, emotional, verbal-logical, sensory (visual, auditory, olfactory), figurative, mechanical, logical, long-term, short-term, involuntary, non-voluntary, etc. All of them, one this way or another one, are involved into the process of perception and processing the information. Sometimes the classification is used by different types of the analyzers: visual, auditory, motion, mixed, etc. It should be fixed in mind that the efficiency of logical memory is twenty times higher, better than mechanical one. We'll propose our own vision of the stages of logical memorization (Fig. 2).

The opposite for memorizing is the process of forgetting. Deductions will take a place after a certain time in the absence of repetition (repayment), under the influence of new information (interference) and in a number of other cases. The main and widely used method to achieve memorization is the repetition.

The effectiveness of pedagogical activity is largely determined by the function performed by the pupil in the process of acquiring knowledge: passive or active perception and the assimilation of information. The task of a teacher is to maximize the revitalization of cognitive activity of schoolchildren, to develop active, independent creative thinking, to instruct the necessary techniques and methods.

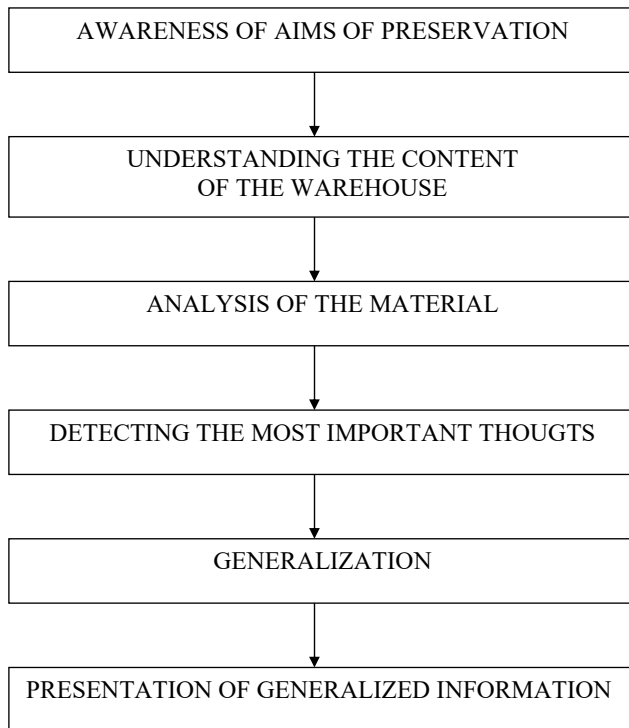


Fig. 2. Stages of logical memorization

The need for creative activity, according to psychologists, has a biological character and is incorporated in general. But, like every other quality, it varies considerably under the influence of social norms and specific conditions. Therefore, the realization of a need for seeking knowledge depends not only on the appropriate conditions and education, but also on the level of teacher training, the creation of teaching and psychological conditions for the formation of pupils' motivation.

A real determinant of the motive is the need. The set of needs and motives which motivate a person to provide professional activity, we call motivation. Every purposeful activity

should be motivated. Only under such conditions it is the activity of studying. Motivation process of learning includes three groups of motives: external ones (promotion-punishment), competitive motives (success in comparison with someone or with oneself), internal ones (as a field of productive activity of the individual). Internal motives provide the most sustainable interest in learning. As the most effective means of activating the cognitive activity of pupils, one should emphasize the novelty of teaching methods, involving schoolchildren into their experimental forms.

The word «*deductive*» comes from the English variant – the one that points to something what we mean. The deductive component is related how the information is perceived by a person and how he / she understands this information. After all, according to psychologists, a person is not a machine that blindly reacts to internal factors or events in the outside world (Mykhalchuk & Kryshevych, 2019; Vovk, Emishyants, Zelenko, Drobot & Onufrieva, 2020). On the contrary, the mind of a man has much more characteristics: to analyze information about surrounding us reality, to make comparisons, to make decisions, to solve the problems which face us every minute. With the help of a deductive component, one can see and investigate mistakes that are arisen in the process of learning activities, as well as to find that allow us to influence effectively a cognitive sphere of the person, trying to make the training material well received and memorized. All these cause pupils' readiness for doing actions.

According to theoretical material and psychological principles of providing deductive techniques into the process of studying English at secondary schools, we'll propose different possible paths of learning. The essence of each of the routes is to pass the input information through each component of the model, while fulfilling the original functions. We distinguish some routes of cognitive process according to psychological principles of providing deductive model or techniques (Fig. 3).

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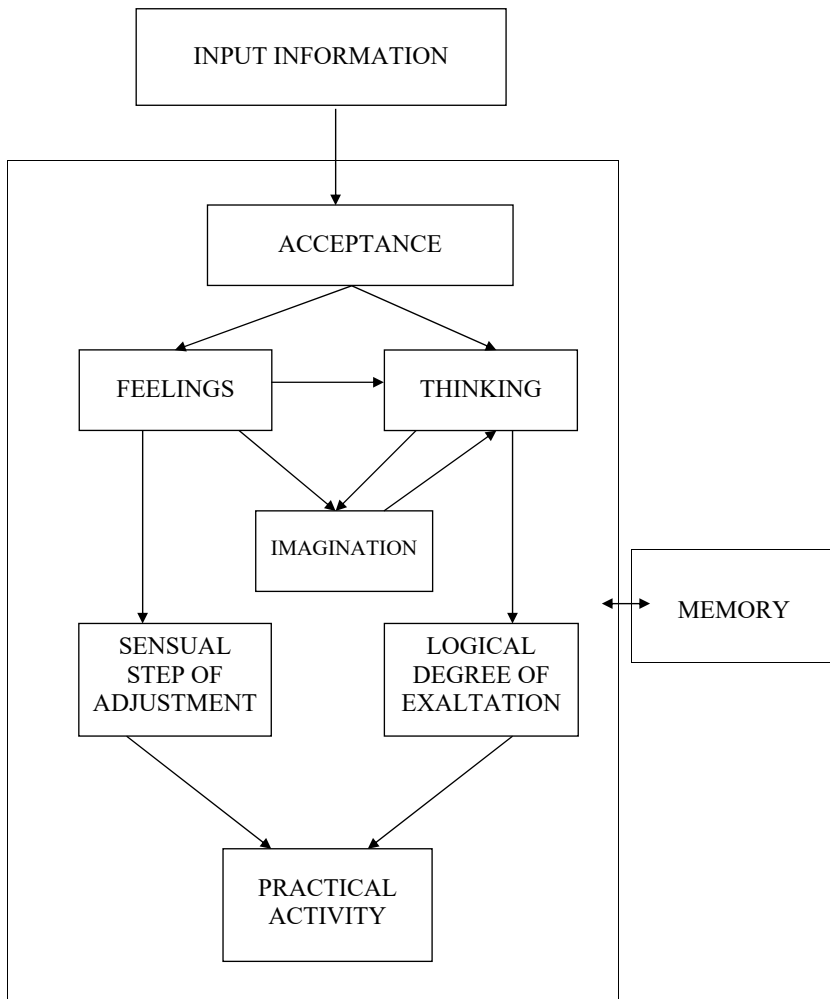


Fig. 3. Deductive model of education

For example, look at the first route:

Input information – perception – sensation – sensory degree of elevation – practical activity

The principle of the route will be the following. In the case of input information let's take a story about France, a romantic country, where people are lovers of its cultural and architectural monuments, for example, the Eiffel Tower.

After perceiving information of this type involuntarily there is a feeling: «I want to fall in love and visit the Eiffel Tower with my beloved person, to feel all the romance of Paris». According to our model, on a sensual level of elevation we feel that French have been culturally rich, learned a lot about their country. Since the information is interesting and useful, it is crocheted in our memory, it will definitely be useful in any practical type of the activity.

Look at, for example, how a cognitive process proceeds according to our model and above the route at the English language lessons at school. At secondary school pupils learn a lot about some country. The teacher has to build an introductory lesson about England in such a way that each pupil will find something interesting and useful, such as his travelling around England. Teacher should pick up colorful, vivid facts about this country. Perceiving the story, each pupil will have his / her own feelings: he / she wants to go to London, the capital of England, to see the Queen, the famous Big Ben, to visit the Westminster Abbey, where prominent scholars, poets, writers of the country are buried.

In the process of entering the input information about the country, you should use vivid illustrations of some particular place. Interesting, fascinating teacher's story will not leave indifferent the most subtle movements of children's sensations. After the lesson each pupil will feel how useful the lesson is, will appreciate the traditions and mentality of the people, will feel how strengthened consciousness has been under the influence of the heard information. The most of pupils in order to bring their desires and feelings to surrounding reality (to learn more about England to visit it in the future) will be more in-

sistent when doing practical types of the activity (in our case, studying English).

Look at the second route:

Input information – perception – feeling – imagination – thinking – logical degree of elevation – practical activity

In order to trace the course of the cognitive process according to this route, we will accept information about a country like Egypt, for example. Today there are plenty of television programs that provide detailed information about any country in the world with all its charms and beauty. So, hearing and receiving information of this type, we begin to think over what we hear. Egypt is perceived by many people as a country of sun with loose sand and pyramids. We have already experienced the bright rays of the sun that gently nourish our fragile skin. We can not imagine ourselves as tourists who thoroughly study all the delights of the country they are offering.

From imagination there is a transition to thinking; we plan what and how we will do when we arrive to Egypt; we try to simulate somehow our behavior, the algorithm of our stay in this country and so on.

Being on the next component of the route of our model, on a logical level of elevation, we'll summarize the information we have heard, feel some satisfaction, to emphasize the level of cultural enrichment, feel that our consciousness has substantially strengthened. Colorful and interesting information will necessarily be useful for any further practical activity or when planning a rest.

At the English lessons at secondary school the information about cities having been studied can be presented in such a way that it is perceived by pupils in such a way as we perceive the information about Egypt as we'd like to see the transfer to this country. So, let's consider how the cognitive process on this route takes a place under the influence of information, for example, about Kyiv – the capital of Ukraine, at the English lessons.

Pupils perceived information after the teacher's story about the glorious city of Kyiv. The story could not but affect the sensual sphere of schoolchildren: they are proud of their country, of the capital – the city of Kyiv, which looks like a real European city today. Every pupil imagines how he / she is walking along the renewed Khreshchatyk, the central street of the city, enjoying the beauty and majesty of the capital. Having received the information, schoolchildren think that you can see everything they hear with their own eyes, make sure about the veracity of said by yourself, that there is an idea to visit Kyiv and to learn even more new, unknown, and the new information told by the teacher will be useful and has its practical application.

Conclusions

Cognitive motivation is recommended by us to be formed on the basis of the following *psychological principles*, which are the basis of providing deductive models at the English lessons at secondary schools:

- with the help of specially organized didactic actions;
- by creation problem situations;
- by introduction of special forms and methods of active learning, in which the principle of problem education is realized;
- by development of cognitive motivation in communication between a teacher and pupils, as well as schoolchildren with each other;
- by revitalization of teacher's pedagogical skills, his / her ability to organize correctly the activities of pupils.

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Івашкевич Едуард, Коваль Ірина. Психологічні принципи організації дедуктивного процесу на уроках англійської мови в закладах середньої освіти

АНОТАЦІЯ

Мета статті – охарактеризувати фазовий характер навчальної діяльності в закладах середньої освіти, описати пізнавальну сферу особис-

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тості, яка має фундаментальне навантаження з точки зору побудови моделі світу, окреслити етапи логічного запам'ятовування, виокремити деякі маршрути пізнавального процесу за психологічними принципами організації дедуктивної моделі навчання, запропонувати психологічні принципи, що є основою впровадження дедуктивних моделей на уроках англійської мови в закладах середньої освіти.

Для розв'язання поставлених у роботі завдань використано такі теоретичні **методи дослідження**: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення.

Результати дослідження. Зазначено, що навчальна діяльність має фазовий характер. Перша фаза характеризується усвідомленням ситуації, і таке усвідомлення зростає з огляду на тривале виконання мисленнєвої діяльності. На етапі актуалізації другої фази відбувається процес нестабільної адаптації – есплікується стійка система мотивів, потреб та інтересів у їх тісній взаємодії з вольовою діяльністю особистості, що створює неабиякі передумови для подальшої адаптації учня до всього процесу навчальної діяльності. Третя фаза – це період стійкої адаптації, коли мета повністю реалізується і з'являються позитивні умови для її реалізації, а вся система рівнів пізнавальної діяльності чітко узгоджується з основною метою навчання.

Показано, що емпатичні види пам'яті – рухова, емоційна, словесно-логічна, чуттєва (зорова, слухова, нюхова), образна, механічна, логічна, довгострокова, короткочасна, мимовільна тощо – так чи інакше беруть участь у процесі сприйняття й обробки інформації. Наголошено, що для класифікації видів пам'яті нерідко використовуються різні типи аналізаторів: зоровий, слуховий, руховий, змішаний тощо. Зазначено, що ефективність логічної пам'яті в двадцять разів більша, ніж механічної. У статті запропоновано власне бачення авторами етапів логічного запам'ятовування.

Висновки. Зазначено, що когнітивну мотивацію до навчання слід формувати на основі таких психологічних принципів, які є основою впровадження дедуктивних моделей на уроках англійської мови в закладах середньої освіти: за допомогою спеціально організованих дидактичних дій; шляхом створення проблемних ситуацій; шляхом запровадження спеціальних форм і методів активного навчання, в змісті яких реалізується принцип проблемного навчання; з огляду на розвиток пізнавальної мотивації у спілкуванні вчителя й учнів, а також школярів між собою; через

активізацію педагогічної майстерності вчителя, його вміння правильно організувати діяльність учнів.

Ключові слова: дедуктивний процес, дидактичні дії, пізнавальна сфера особистості, когнітивна мотивація, спілкування, створення проблемних ситуацій, форми і методи активного навчання.

Ивашкевич Эдуард, Коваль Ирина. Психологические принципы организации дедуктивного процесса на уроках английского языка в заведениях среднего образования

АННОТАЦИЯ

Цель статьи – охарактеризовать фазовый характер учебной деятельности в заведениях среднего образования, описать познавательную сферу личности, которая имеет фундаментальные нагрузки с точки зрения построения модели мира, определить этапы логического запоминания, выделить некоторые маршруты познавательного процесса с учетом психологических принципов организации дедуктивной модели обучения, предложить содержание психологических принципов, которые являются основой для внедрения дедуктивных моделей на уроках английского языка в заведениях среднего образования.

Для решения поставленных в работе задач использованы следующие теоретические **методы исследования:** категориальный, структурно-функциональный, анализ, систематизация, моделирование, обобщение.

Результаты исследования. Указано, что учебная деятельность имеет фазовый характер. Первая фаза характеризуется осознанием ситуации, и такое осознание повышается с учетом довольно длительного выполнения учениками мыслительной деятельности. На этапе актуализации второй фазы происходит процесс нестабильной адаптации – эксплицируется достаточно устойчивая система мотивов, потребностей и интересов в их тесном взаимодействии с волевой деятельностью личности, что создает серьезные предпосылки для дальнейшей адаптации ученика ко всему процессу обучения. Третья фаза – это период устойчивой адаптации, когда цель полностью реализуется и появляются положительные условия для ее реализации, а вся система уровней познавательной деятельности четко согласуется с основной целью обучения.

Показано, что эмфатические виды памяти – двигательная, эмоциональная, словесно-логическая, чувственная (зрительная, слуховая, обоня-

тельная), образная, механическая, логическая, долгосрочная, кратковременная, произвольная и т. д. – так или иначе участвуют в процессе восприятия и обработки информации. Отмечено, что для классификации видов памяти нередко используются различные типы анализаторов: зрительный, слуховой, двигательный, смешанный. Подчеркнуто, что эффективность логической памяти в двадцать раз больше, чем механической. В статье предложено собственное видение авторами этапов логического запоминания.

Выводы. Отмечено, что когнитивную мотивацию к обучению следует формировать на основе таких психологических принципов, которые являются основой для внедрения дедуктивных моделей на уроках английского языка в заведениях среднего образования: с помощью специально организованных дидактических действий; путем создания проблемных ситуаций; путем введения специальных форм и методов активного обучения, в содержании которых реализуется принцип проблемного обучения; учитывая развитие познавательной мотивации в общении учителя и учащихся, а также школьников между собой; через активизацию педагогического мастерства учителя, его умение правильно организовать деятельность учащихся.

Ключевые слова: дедуктивный процесс, дидактические действия, познавательная сфера личности, когнитивная мотивация, общение, создание проблемных ситуаций, формы и методы активного обучения.

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