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Impact of Typological Peculiarities of Nervous System Properties Manifestations and Temperament on Successfulness of Teaching Activity

Many scientists underline the dependence of teaching activity successfulness on typological peculiarities of nervous system properties manifestations and temperament of the students, but some scientists, psychologists stand up for the absence of such dependence, explaining the role of typological peculiarities which form the style of activity, due to this it provides the same successfulness of the students with different typological peculiarities in educational activity.

The discrepancy of the results and judgments can be explained by many reasons and first of all, the motivation of studies if the students have it or not. Conditions of the students' knowledge control can play a great role in educational process and also their attitude to grades and psychological climate in the classroom. All this can disguise the influence of these or those typological peculiarities on the effectiveness of mental educational activity. And such influence takes place and cannot be neglected because of the fact that cognitive processes (attention, memory, perception), as many data and experiments show, these processes are connected with typological peculiarities of nervous system properties manifestations and temperament. The consideration of the facts how typological peculiarities manifest themselves in different mental operations and actions, how the students react in the educational process highlights this question. As all the people are different with different peculiarities of nervous processes some important facts should be taken into account and teachers should also take into consideration that there are different students with their different nervous system properties manifestations. And teachers should adapt the teaching style, conditions of knowledge control considering different typological peculiarities of nervous system manifestations.

There are two criteria of successfulness of the educational activity: rapidity and accuracy of the tasks' accomplishment. One can suppose that the successfulness of the tasks' accomplishment according to these criteria will be connected with typological peculiarities of nervous system properties. For example, as M.R. Shchukin (1963) showed that persons with inertness of nervous processes tend to assimilate information slowly, in learning they often demand to repeat instructions. However, losing in rapidity, the inert can work more accurately, accomplish the tasks thoroughly. It was found out that semantic processing of information is better realized by people with high lability. People with mobile nervous processes tend to be communicative, active at the lessons especially during discussions opposing to people with inert nervous processes. E.P. Guseva and I.A. Levochkina (1988) found out that among gifted students-mathematicians people with strong nervous system have higher intellectual indicators. People with strong nervous system can cope with difficult tasks easier. It can be explained that such people are calm, phlegmatic, rational and realistic. These features can help them in problem solving. Nervous system manifestations influence the accomplishment of tasks. People with mobile properties of nervous system manifestations are active during the lessons; they are sociable, eager to join a discussion that is good for learning foreign languages.

Mentioned above facts obviously confirm the necessity of taking into account the typological peculiarities of nervous system manifestations of the students with the aim of getting the biggest effect of learning. Knowing these typological peculiarities teachers can use the methods facilitating the process of learning. Many psychologists, researchers mentioned certain rules for the teachers to apply in their work with the students with weak nervous system that can be useful, e.g. not to put "the weak" in the situation of unexpected questions and fast answers, it is better to give a student enough time for thinking and preparation; it is desirable to demand the answer in the written form; it is much more better to divide the material into parts and give it step by step. Dealing with "weak" students teachers should evaluate them

cautiously, because they take it painfully. Teachers should take into account that there are types of tasks which can be done by students with weak nervous system manifestations and the teaching will be successful. Such students cope with monotonous tasks when they have to do a lot of single type tasks at the lesson and to do similar exercises; it is easier for them to do exercises by schedule, step-by-step, they like situations requiring planned work, they do the tasks in strict sequence, they learn the material deeper that is why they have advantages in situations where understanding and knowledge of the subject are needed, they are prone to systematize knowledge that provides a great depth of learning, they control the accomplishment of the tasks and check the gained results.

Working with the students with inert nervous system manifestations teachers should keep in mind the following limitations: not to demand immediate involving in work, as their activity at the lesson increases gradually; and avoid asking such students at the beginning of the lesson, and also it is better to avoid situations when a fast answer is needed and do not insist on improvisation.

Applying different teaching methods in educational activity considering typological peculiarities of nervous system properties manifestations will improve effectiveness of the teaching activity.

Literature

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