

MEMORY AND ITS ROLE IN EDUCATIONAL LANGUAGE

MEMÓRIA E SEU PAPEL NA LÍNGUA EDUCACIONAL

LA MEMORIA Y SU PAPEL EN EL LENGUAJE EDUCATIVO

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ABSTRACT: Learning a language is one of the most critical issues that everyone has considered for a long time. Language is one of the most important or, better to say, the most important thing to pay attention to. Because through language, human beings communicate with each other and meet their needs. One of the factors that have a significant impact on language learning is memory. Now the role of memory in language learning is a topic that we will address in this article. The research method of this article is of the library type, which we will deal with by reviewing reliable sources and related books during a month. Eventually, we realized that a bit of knowledge of psychology is essential for all teachers. It can be concluded that the place of memory, especially initially in learning the language and recognizing the mechanisms by which memory operates, is essential.

KEYWORDS: Language. Communication. Memory. Language learning.

RESUMO: *Aprender um idioma é uma das questões mais críticas que todos consideraram por muito tempo. A linguagem é uma das coisas mais importantes ou, melhor dizendo, a mais importante a se prestar atenção. Porque por meio da linguagem os seres humanos se comunicam e atendem às suas necessidades. Um dos fatores que têm um impacto significativo*

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na aprendizagem de línguas é a memória. Agora, o papel da memória na aprendizagem de línguas é um tópico que abordaremos neste artigo. O método de pesquisa deste artigo é do tipo biblioteca, do qual lidaremos revisando fontes confiáveis e livros relacionados durante um mês. Eventualmente, percebemos que um pouco de conhecimento de psicologia é essencial para todos os professores. Pode-se concluir que o lugar da memória, principalmente inicialmente no aprendizado da língua e no reconhecimento dos mecanismos pelos quais a memória opera, é essencial.

PALAVRAS-CHAVE: Linguagem. Comunicação. Memória. Aprendizagem de línguas.

RESUMEN: *Aprender un idioma es una de las cuestiones más críticas que todo el mundo ha considerado durante mucho tiempo. El idioma es uno de los aspectos más importantes o, mejor dicho, lo más importante a lo que hay que prestar atención. Porque a través del lenguaje, los seres humanos se comunican entre sí y satisfacen sus necesidades. Uno de los factores que tiene un impacto significativo en el aprendizaje de idiomas es la memoria. Ahora bien, el papel de la memoria en el aprendizaje de idiomas es un tema que abordaremos en este artículo. El método de investigación de este artículo es del tipo biblioteca, del que nos ocuparemos revisando fuentes confiables y libros relacionados durante un mes. Finalmente, nos dimos cuenta de que un poco de conocimiento de psicología es esencial para todos los profesores. Se puede concluir que el lugar de la memoria, especialmente inicialmente en el aprendizaje del idioma y en el reconocimiento de los mecanismos por los que opera la memoria, es fundamental.*

PALABRAS CLAVE: Lenguaje. Comunicación. Memoria. Aprendizaje de idiomas.

Introduction

For students majoring in 017 «Physical Culture and Sports» stress is not an unusual phenomenon, but rather a reaction to a combination of problems, to the endless process of dealing with everyday difficulties. Qualified athletes, in order to improve their results in sports, constantly adapt to high physiological and psychological stress. To achieve the goals of sports and in a high level of competitiveness, athletes are forced to overcome a wide range of stress-factors, both internal and external.

Student life is full of stressful situations, which are a source of constant change, which often causes stress. These changes sometimes lead to difficulties in the interaction of student youth with both the inner and outer world. Stress affects a young person's ability to work, his health, relationships with others and close relatives.

It has long been known that art has a positive effect on the development of the nervous system, emotional sphere and aesthetic feelings. The use of art techniques in working with students promotes the development of self-realization and self-improvement, increase motivation to study in higher educational establishments, leads to successful professional development (Atamanchuk, 2015).

The urgency of using a creative approach in the fight against depression, chronic fatigue, youth stress is obvious. Fatigue, lack of sleep, these are just a few reasons that cause these conditions. Art techniques for students majoring in 017 «Physical Culture and Sports» is an immersion in creative activity (from a non-standard solution to the creation of a new product), creative self-expression, ingenuity, creativity, initiative, the ability to relax, get rid of negative emotions, express yourself from the other side, create your own product, learn something new, do your favorite thing (hobby) or learn a previously unknown skill.

In this regard, the problem of studying the manifestation of stress in students majoring in 017 «Physical Culture and Sports» and the impact of creativity on overcoming it becomes important.

The problem of stress in student youth has been studied by such scientists as: E. Alekseeva, I. Ivanova, S. Karyakina, O. Kokun, K. Kraeva, T. Kruzheva, O. Lozgacheva, I. Menshykova, A. Pyetunova, O. Serhyeyeva, A. Faustova, M. Khutorna, L. Shantanova, Yu. Shcherbatykh, D. Bright, J. Greenberg, F. Jones, S. Gerrold et al.

Researchers like V. Voronova, T. Petrovska, G. Gorska and P. Kvashuk, pay great attention to the study of the influence of personal factors on the achievements of the athlete.

The analysis of the classifications of stresses developed by scientists gives grounds to claim that stresses are the result of influence of stress-factors which cause different reaction at different people and differ in the content, force and duration.

We agree with the opinion that only such a reaction of an individual that reaches the threshold levels of his psychological and physiological capabilities can be stressful (Kulish, 2015).

In general, stress is a non-specific component of adaptation, which plays a mobilizing role and determines the involvement of energy and plastic resources for the adaptive restructuring of the body.

We understand stress as an emotional state of a person that occurs under stress, mainly in extreme situations.

Stressful events usually cause a person extremely strong emotions, to survive under the pressure of trauma, protective mechanisms begin to activate. Mechanisms of psychological protection are both automatic (unconscious person) and such as coping strategies (formed and conscious human ability), which are human actions aimed at combining cognitive, emotional and behavioral strategies that are used to cope with the demands of everyday life (Lazarus & Folkman, 1984; Plutchik, 1962).

Playing professional sports carries a significant number of stressful situations, and therefore requires an adequate response to them. The reaction of a young person to the surrounding reality is associated with individual psychological characteristics, acquired experience, established values, beliefs, etc. Significant in overcoming stressful situations are the features of a young person's ideas about himself, attitude to himself.

Manifestation of behavioral reactions is largely due to the stress-resistance of the individual. The problem of stress-resistance of the individual has been studied by such scientists as: M. Bilova, N. Brezhneva, S. Gaponova, G. Dubchak, V. Korolchuk, V. Krainyuk, R. Kupriyanov, Y. Kuzmina, T. Sereda, O. Lozgacheva, Y. Shcherbatykh et al.

Our observations suggest that the student age is an important stage in the development of stress-resistance of the future highly qualified athlete. The basis of student stress-resistance is self-control, which as a system-forming component of self-regulation of personality affects all mental phenomena and goal setting, information analysis, decision making and implementation of the plan.

Exploring the problem of human self-control, G. Nikiforov stressed the importance of the processes of mental self-regulation, self-control in identifying the emotional stability of the individual (Abolin, 2011; Lazarus & Folkman, 1984; Momot et al., 2020; Plutchik, 1962; Petrovskaya, 2014).

According to L. Abolin, a person's emotional stability is the ability to resist emotional factors under the action of various stressors, ensuring the successful performance of activities (Abolin, 2011).

V. Gorska believes that in the process of sports athletes face such a kind of stress as «organizational stress», by which the researcher understands «the athlete's reaction to the organizational factors of training in training and during performances at competitions» (Gorskaya, 2012).

O. Karpova notes that the athlete's stress-resistance is characterized by «the ability to control their emotions, maintain high performance, perform extreme activities without tension and as a result of adaptation development, due to which the body acquires a new quality, namely adaptation in the form of fortitude or resistance to stress» (Petrovskaya, 2014).

We agree with the opinion of T. Petrovskaya, who states that emotional intelligence is: «It is a personal resource to increase adaptability to psychological stress and performance in sports. The development of emotional intelligence in athletes and the ability to recognize other people's emotions have a positive effect on reducing stress during competitions» (Petrovskaya, 2014).

Summarizing the above, stress resistance (individual sensitivity to stress) is understood as a combination of personal personality traits, which allow to transfer stressful situations without unpleasant consequences for human activity and its environment.

Student youth is in a state of lack of time, constant contact with people, which requires significant emotional expense. Art techniques are an important means of working with student youth, as they are based on art as an activity that conveys reality in concrete-sensory images. The use of art techniques promotes the expression of emotions, feelings, experiences, the disclosure of creative potential, the development of teamwork skills. Thus, professionals can actively apply art techniques in the educational space (Yalanska & Atamanchuk, 2017).

Following scientists have paid considerable attention to the study of the influence of creativity on the emotional development of the individual: A. I. Arzhanova, I. P. Voropaeva, V. G. Nechaeva, R. V. Ovcharova et al.

Let us define the advantages of using creativity as a means of increasing the stress resistance of a student of a higher education institution (HEI): promotes the attraction of internal resources; helps to understand their own hidden states, forms of behavior that are little manifested in life (Atamanchuk, 2015); art creates conditions for the rapprochement of student youth, understanding each other through the perception of created images, empathy (Kopytin, 1999); allows you to look at problems differently and find a way to solve them.

Thus, creativity has a positive effect on the cognitive (awareness of themselves, their actions, the realization of creative opportunities) and emotional (allows you to relax, focus, express negative and positive emotions, reduce anxiety, overcome fears, improve interpersonal relationships) sphere.

Thus, in connection with the constant action of stressors on students HEI, there is a need to develop stress-resistance of young people as one of the most important professional characteristics of the future specialist. At the same time, the positive influence of creativity on student youth has been scientifically proved, which led to the choice of the purpose of our research.

The aim of our study is a theoretical substantiation and empirical research of factors of development of stress and a resource of increase of stress resistance at students of a specialty 017 «Physical culture and sports».

Materials and methods

The aim of the study is a theoretical substantiation and empirical research of factors of development of stress, means of its overcoming in students of a specialty 017 «Physical culture and sports».

We conducted a study in 2020–2021 on the basis of the National University «Poltava Polytechnic named after Yuri Kondratyuk». It was attended by 70 second-year students (who had time to adapt to study in HEI) of the Faculty of Physical Culture and Sports.

We conducted the empirical study in four stages. We used the following methods: theoretical: deductive – description of the researched problem; inductive – establishing patterns, systematization based on the results of empirical research; empirical: determining the causes of learning stress – test for learning stress by Yu. V. Shcherbatykh; assessment of the level of stress resistance of student youth (stress-resistance self-assessment test by S. Cowhen and G. Willianson); interpretive – explanation of the researched problem on the basis of theory and empirical results.

Results and Discussion

The first stage of the study was aimed at identifying the causes of stress in students majoring in 017 «Physical Culture and Sports». Students were asked to draw a circle of sectors. Each sector had a specific statement to evaluate on a 10-point scale. The results of the answers of the subjects are presented in Figure 1.

Thus, the main causes of stress in students are high workload, fear of the future, which is probably due to low orientation in ways of acquiring knowledge (methods of independent acquisition of knowledge, ways of self-regulation of educational work, rational organization of the educational work).

Lack of cognitive motives leads to difficulties in overcoming difficulties in educational work, suppression of cognitive activity and is a stress-causing factor. Quite powerful causes of student youth stress are unwillingness to study or frustration in the profession and incomprehensible, boring textbooks. Obviously, this is due to the fact that students do not have a clear idea of the content of future professional activities. The emergence of stress causes the severity of teachers, which can be explained by the imbalance between the demands of teachers and the ability of students to predict the implementation of the requirements in conditions where it is impossible to fulfill. Problems in personal life have a great influence on the formation of stress in young people, irregular diet, inability to organize their daily routine, meaning subjective assessment of the threat or adverse effects and assessment of opportunities to overcome stress are created by students themselves. In

some students, stressors are inconvenience, shyness, too serious attitude to learning, which is an individual reaction of young people to the new environment and causes increased anxiety, constant nervous tension and mental fatigue. The stressor for some students is living away from their parents. The least stressful for students are the problem of cohabitation with other students and group conflict, ie interpersonal problems.

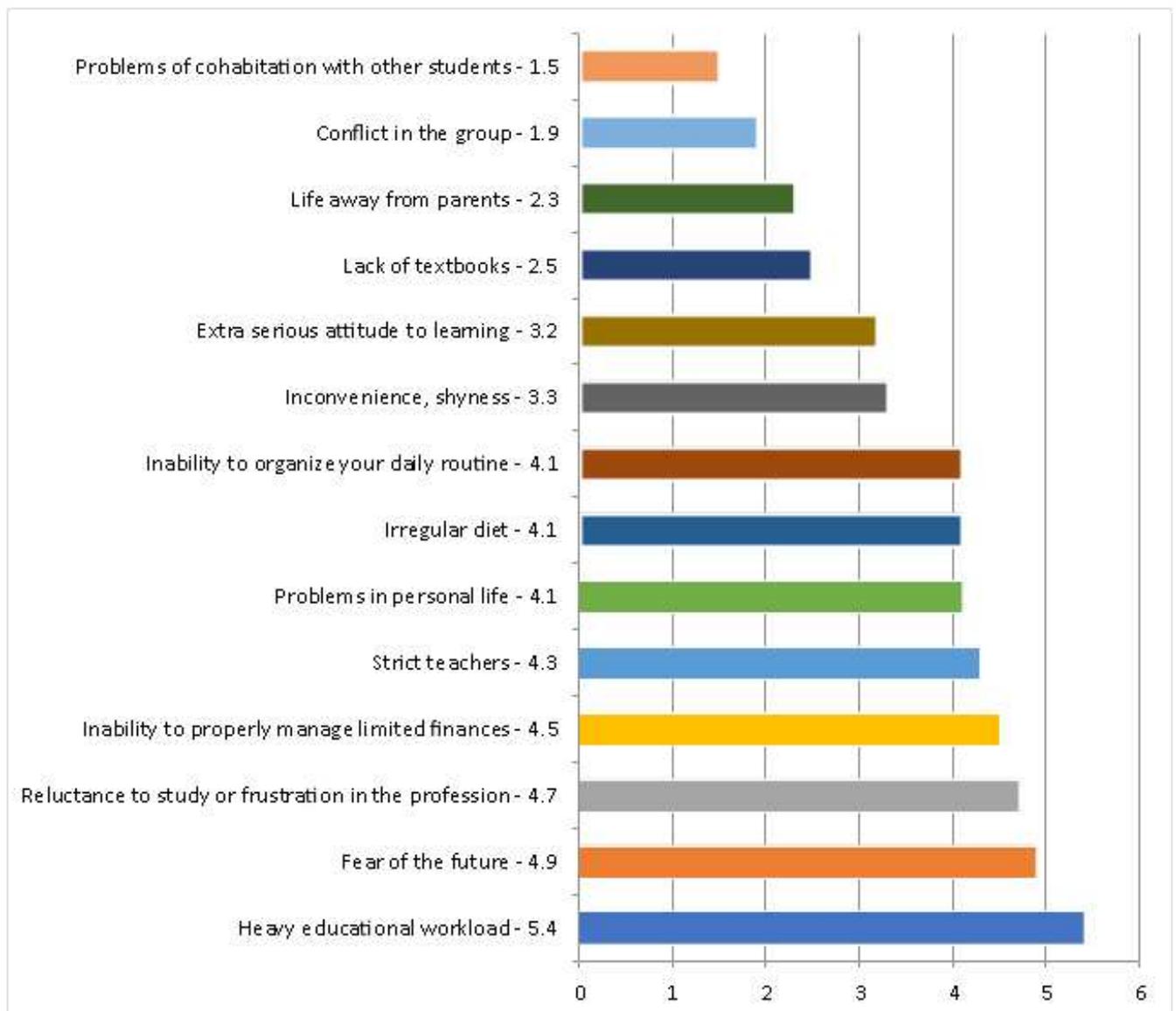


Figure 1. Causes of stress in HEI students (average point)

It is extremely important to know which events and in which cases are stressful for student youth. This will come in handy, because it will help mitigate the negative

consequences, and possibly get rid of the unwanted condition. In the course of the survey we found signs of stress in students (Fig. 2).

The highest sign of stress for students majoring in 017 «Physical Culture and Sports» is haste, a feeling of constant lack of time – 4.9. This is due to the fact that the pace of life of student youth is extremely fast. In addition to classes, students attend sports sections. To become a competitive professional, a student must always be focused, efficient and effective. Significant signs of stress are: increased distraction, poor concentration – 4.7; bad mood, depression – 4.7.

Due to the accelerated pace of life, students increase the level of anxiety, there is a state of stress. Lack and inability to properly manage their own time are the reasons for: bad sleep – 4.4; impossibility of getting rid of extraneous opinions – 4.2; low efficiency, increased fatigue – 4.2; irritability, resentment – 4.1; fear, anxiety – 4.1; feelings of helplessness, inability to cope with problems – 3.9; headache – 3.9; loss of confidence, decreased self-esteem – 3.4; violation of social contacts, problems in communication – 2.5. Physiological indicators are less stressful for students, since following was noted by us: rapid heartbeat, heart pain – 2.3; problems with the gastrointestinal tract – 1.6; difficulty breathing – 1.5; muscle tension or tremor – 1.2. Thus, the stress of students is caused by constant overloads associated with the peculiarities of learning in HEI.

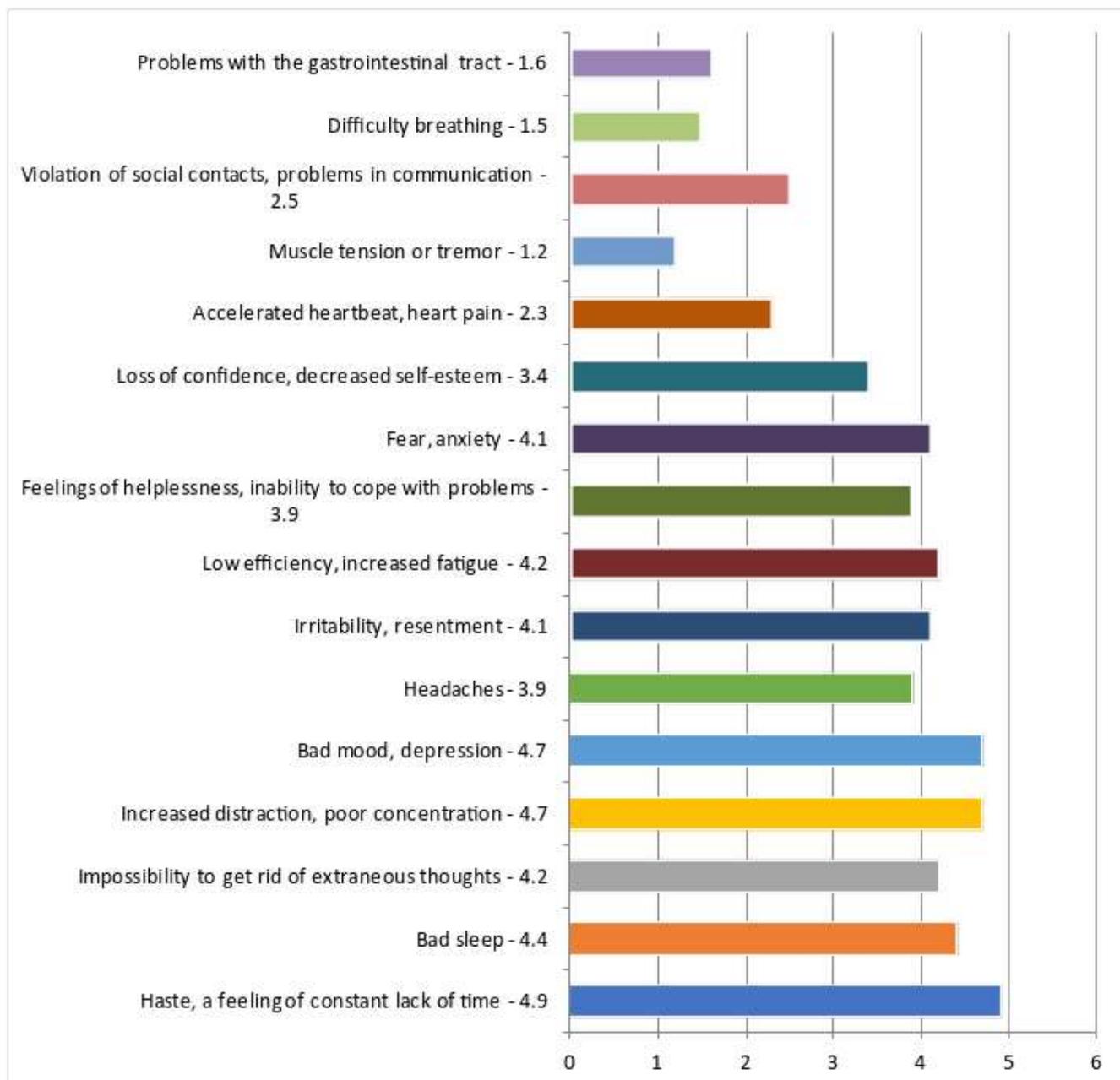


Figure 2. Signs of HEI student stress (average points)

Thus, the stress of students majoring in 017 «Physical Culture and Sports» is manifested mainly at the psychological level, which affects reduced efficiency, increased distraction, poor concentration, bad mood, depression. Biological signs of stress in most subjects are present in small numbers.

During the second stage of the study, self-assessment of students' stress-resistance was determined. The stress self-assessment test allowed students to assess their level of stress resistance (the level can be assessed as excellent, good, satisfactory, bad, very bad). The results of the answers of the subjects are presented in Table 1.

Students majoring in 017 «Physical Culture and Sports» assess the level of their stress-resistance as follows: «satisfactory» – 56 %; «good» – 30 %; «bad» – 10 %; «excellent» – 4 %; «very bad» – 0 %. The results indicate that the subjects have an underdeveloped level of self-confidence, self-esteem, which significantly affects the manifestation of personal stress-resistance.

Stress-nonresistant students are those who find it difficult to tolerate even small stresses, adapt poorly to educational and sports activities, are immediately irritated or nervous because of problems. As a rule, these are not psychologically flexible people who easily panic. Thus, the connection of stress resistance of student youth with their individual psychological characteristics as subjects of educational and sports activities can be traced.

Table 1. Indicators of self-esteem of students majoring in 017 «Physical Culture and Sports» on stress-resistance (in % of the total number of subjects)

Self-assessment of stress-resistance				
Excellent	Good	Satisfactory	Bad	Very bad
4	30	56	10	0

Thus, the results of a study of the level of assessment in stress-resistance of students majoring in 017 «Physical Culture and Sports» indicate that most of them are prone to stressful situations. Students do not always know how to find a way out of an unpredictable situation and feel anxious. Therefore, they need to increase the level of stress resistance. To increase the level of stress resistance requires self-improvement of the individual and self-organization of their own time.

We believe that creativity provides an opportunity to reflect and reduce emotional stress, see the prospects of their own activities, get rid of feelings of insecurity and fear, which will significantly increase the stress resistance of future professionals in physical culture and sports. Art increases the stress resistance of students, which is one of the conditions for effective educational and sports activities.

The third stage of the study. In order to increase stress resistance, a number of art techniques were conducted with students (at the beginning and at the end of the second year). The creative process was aimed at reducing emotional stress and psychological fatigue. Before conducting art techniques, we tried to create a favorable psychological atmosphere, in particular: acquainted students with the purpose of activity (disclosure of creative potential, creativity, the opportunity to express themselves on the other side, to create their own unique

work of art, to immerse themselves in a favorite thing (hobby) or learn a new one); acquainted with the tasks of activity (emotional reset, reduction of psychological fatigue, stress through creative expression in activity); emphasized students' attention to the fact that the activity can be carried out both individually and in groups (search for the necessary materials, methods of making a creative product); answered students' questions to avoid misunderstandings during the activity.

Students majoring in 017 «Physical Culture and Sports» were offered art techniques, namely: «Bridge: «I'm a student» – «I'm a professional» (by Svetlana Yalanska); «Creating an art diary My emotional states» (by Victoria Nazarevich and modified by Nina Atamanchuk); «Creative contribution» (by Svetlana Yalanska); «Word of occupation» (by Nina Atamanchuk); «Black square» (by Victoria Nazarevich); «Soap bubble of stress» (by Victoria Nazarevich) etc.

In working with students used the components of the «Program for the development of tolerance of student youth», in particular art-therapeutic techniques: «Path to Success» and «Collage» (Yalanska & Atamanchuk, 2017).

Conducting art techniques with students did not solve all their internal and external problems, but their emotional tension decreased significantly. Importantly, some students opened up from another, unknown side.

The fourth stage of the study was conducted by analogy with the second determined the self-esteem of students' stress-resistance after conducting art techniques. The results were analyzed and interpreted, their quantitative and qualitative analysis was performed (Tab. 2).

Positive dynamics was observed in students' assessment of the level of their stress-resistance as «excellent» (from 4 % to 12 %). Almost half of students (from 33 % to 62 %) after psychocorrection rated the level of their stress-resistance as «good». The level of students' assessment of their stress-resistance as «satisfactory» had also changed significantly (from 56 % to 25 %). Students' self-esteem of stress-resistance as «bad» decreased significantly (from 7 % to 1 %). Students who rate their stress resistance as «satisfactory» and «bad» lack of self-confidence have inadequate self-esteem. Yes, students with low self-esteem show a higher level of fear or anxiety in a threatening situation, they often perceive themselves as having low ability to cope with the situation, so they are less energetic, tend to obey the situation, try to avoid difficulties.

Table 2. Indicators of self-esteem of students majoring in 017 «Physical Culture and Sports» on stress-resistance (in % of the total number of subjects)

Self-assessment of stress-resistance									
Excellent		Good		Satisfactory		Bad		Very bad	
BUA	AUAT**	BUA	AUAT	BUAT*	AUAT**	BUA	AUAT	BUA	AUAT
T*		T*	**			T*	**	T*	**
4	12	33	62	56	25	7	1	0	0

* Before using art techniques. ** After using art techniques.

Artistic creativity helps to better identify and evaluate their feelings, memories, images of the future, to understand themselves (Atamanchuk, 2015). Creativity as one of the resources to increase stress resistance helps students to plan time effectively; be optimistic about solving problems; be able to relax; understand your emotions; increases self-esteem and positive mood. Thus, the purposeful creative development of student youth helps to increase resilience in stressful situations, which will significantly change the way and quality of their lives.

Conclusions

Stress in students majoring in 017 «Physical Culture and Sports» is manifested mainly at the psychological level, which affects reduced efficiency, increased distraction, poor concentration, bad mood and depression. A significant number of students are prone to stressful situations. Students do not always know how to find a way out of unpredictable situations and feel anxious. Therefore, they need to increase the level of stress-resistance.

Under stress, which is the result of living conditions, the student needs to change behavior, thoughts, feelings to more positive. To maintain your mental health, you need to have a high level of stress-resistance, one of the ways to overcome stress is creativity. The use of art in the educational process allows you to switch the attention and type of student activity, which helps to reduce their internal tension and stress. Art plays an extremely important role in relieving stress in students, namely: gives the opportunity to express themselves creatively; get rid of negative emotions and thoughts; to harmonize the psycho-emotional state; distract from internal tension; to increase the success of educational and sports activities; find ways out of difficult situations faster and more efficiently; reduce aggression; increase self-esteem, the level of claims; to perceive one's own efficiency positively, to activate one's potential, etc.

In the future it is necessary to study the role of art techniques in the formation of a positive resource of the image of «I», which will help in the fight against chronic fatigue, stress in sports.

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