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**CONSIDERING THE PSYCHOLOGICAL CHARACTERISTICS  
OF COLLEGE AGE IN THE PREPARATION OF FUTURE TEACHERS  
OF UKRAINIAN LANGUAGE**

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Considering the Psychological Characteristics of College Age in the Preparation of Future Teachers of Ukrainian Language

The paper analyzes the features of adolescence, says that during this period the most active is the formation of most mental functions, the rapid development of intelligent human capabilities, the formation of character, outlook of young people; outlines the typical features of a modern young generation, relying on their own strength and capabilities, the desire to acquire highly educated in the future and provide an opportunity to assert self identification; determined that the psychological criterion of transition from adolescence to adolescence is a sharp change in internal positions, changing attitudes to the future, which is a major dimension; emphasizes the importance of taking into account professional thinking in preparing future teachers of the Ukrainian language, then noted that the high level of professionalism associated with the theoretical, creative, often intuitive thinking and developed practical intelligence; noted the importance of forming the abilities of scientific thinking; characterized by the development of student speech as physiological system, speech, cognitive, creative, philosophical, spiritual personality traits that provide some level of content, social significance and value, expressiveness, linguistic perfection, communicative appropriateness of expression in general its efficiency; much attention is given to analysis of the characteristics of memory that reaches the highest level of development at this age, attention and professionalization of artistic and scientific imagination.

*Keywords:* adolescence, mental functions, mental processes.

Throughout human history, the process of growing up is longer with increasing requirements (professional, legal, moral, etc.) that apply to a member of society, and given society capacity to bear the additional costs of long-term maintenance and education of the younger generation. Adolescence evolved recently and as universal phenomenon, which covers boys and girls, all segments of society, it became only the

late nineteenth century. It is due, on the one hand, by the development of industrialization and urbanization [6, p. 469], on the other – the process of intensifying research in pedagogy and methodology of teaching in higher education [12, p. 352].

Thus, older adolescence or student age is a special age during the transition from high school age to adulthood, a bridge between childhood and adulthood; an integral part of society that has typical of today's youth characteristics and features [12, p. 352 – 353].

The problem of the study of adolescence investigated in his writings known psychologists, educators and scientists L. Vasilenko, V. Vitvitska, A. Goncharuk, D. Dubravskaya, M. Yevtuh, G. Kostiuk, A. Lazurenko, S. Maksimenko, R. Pavelkiv V. Polishchuk, V. Fishing, V. Romenets, M. Glow, V. Skuratovskyi Y. Trofimov, T. Turkot, J. Tsekhmister and others.

The purpose of the article: analyze the psychological characteristics of student age and value of their consideration in the preparation of future teachers of the Ukrainian language.

The characteristic features of adolescence is maximalism of judgments some kind of self-centeredness, bringing their theory, the student often behave as the surroundings has to submit their theories, not theories of an objective reality. The desire to prove their independence and identity may be accompanied by typical behavioral reactions, particularly dismissive attitude to the advice of parents or teachers, mistrust and criticisms of the older generations. And at the same time youth is characterized by suggestibility and conformity relative influence of peers, which determine the uniformity of interests, tastes, and behaviors (slang, music, fashion, etc.).

In the social position of the student, as observed S. Vitvitska, recently there have been significant changes, they became critical, active, strives to efficiently use their training time, effort and material resources. The student suggests he may express his own dissatisfaction of teacher qualification; stability, which was based on the relationship between senior and junior, experienced and inexperienced become

lost. Students feel the burden of the loss of moral standards, and therefore would like to see in the teacher model of positive and life-affirming individual strategy that overcomes [2, p. 112 – 113].

M. Savchin stresses that during adolescence person reaches a high level of intellectual development, mental enriching experience for the first time looking at a large scale his inner world, their identities, forms an integral self-image, self-determination in life and professionally, intelligently directs his gaze to the future, indicating that the transition to the stage of adulthood [10, p. 257]. The young man has a problem of choice of values. Youth seeks to form an internal position in relation to itself ("Who am I?", "How should I be?"), in relation with other people and moral values. In his youth a young man deliberately chooses its place among the categories of good and evil [6, p. 268].

Thus, during adolescence is formed: identity as a coherent picture of yourself, emotional attitude to their own "I", self-esteem of their appearance, behavior, cognitive, volitional, integrity, awareness of its positive and negative features, which arise from individual motives of improving; ideology, as a system of beliefs, knowledge, his own philosophy of life, based on the earlier system was studied knowledge and ability to abstract and theoretical thinking; identity, which finds expression in creating their own theories of the meaning of life, love, happiness, etc. [12, p. 355].

One of the features of the learning process in higher education is that its content is in the public process, but in form – personal and individual, directly related to the individual teacher and student. The student is the subject of educational activities. The results of the teacher materialize as knowledge of university graduates, orientation of the individual, professional skills, traits and more. The originality of the student as an object of teaching is apparent in the fact that it is simultaneously the subject of: member of teaching and learning, research, communication activities, and also has its own purpose in life, how to achieve it, the possibilities. And on how the teacher will know the individual characteristics of the student and to consider them in the learning process depends on the interaction of the system "teacher – student", and

the end result is a higher education institution – the level of professional training future teachers of the Ukrainian language, the development of its graduates [12, p. 351].

Thus, one of the best expressions of personality is her individuality – a unique combination of psychological characteristics of man as a character, temperament, peculiarities of mental processes (perception, memory, thinking, speech, feelings, will), especially its motivational sphere [5, p. 361 – 363].

According to the psychologists, the characteristic level of cognitive development in adolescence – formal logic, formal operational thinking. This abstract, theoretical, hypothetical-deductive thinking, not linked to specific environmental conditions, existing at some point.

One of the important intellectual sphere in adolescence, according to psychologists, is the development of theoretical thinking [6, p. 289]. It consists of three main components: theoretical analysis (helps identify internal substantial basis, property objects and phenomena, and abstract from minor external characteristics); semantic reflection (providing search and review essential tasks of their actions, that helps a person mentally analyze their own actions, consider the means and methods used, in terms of their compliance with the conditions of the problem and their structure); planning (internal plan, which is expressed in the human ability to mentally search, build a system of possible actions and determine the optimal actions to meet the essential requirements of tasks [8, p. 281 – 282].

In our opinion, it should draw attention to the existence, along with theoretical practical minds. It aims to solve practical problems, or transformation practical situations. Its main purpose – preparing the physical transformation of reality: setting goals, preparation of plans, drawings, diagrams. In other words, the mental act that gives practically effective results.

Y. Trofimov, V. Rybalko, P. Goncharuk stress that sometimes practical intelligence is associated with the solution of problems mainly due to the practical (rather than verbal imagery and that can not be eliminated entirely, but their weight relatively lower). Actually, it is the superiority of effective visual-thinking

patrychnomu intelligence, preferential use of material and tools for solving problems materialized (real objects of labor, symbolic and symbolic objects – algorithms, plans, etc.) and related actions with them [8, p. 283].

In the second half of the twentieth century in connection with the objective intellectualization of labor, the need to establish a professional widely used started the concept of "professional thinking", which allows to update knowledge, improve skills, critical thinking and find new and original means of solving professional problems, well oriented in the flow of information, overcome "abnormal" extreme situations. Very important is the ability to saturate own subjective intellectual labor processes that perceive, highlight problems in the work creatively and solve them. The specificity of professional thinking mostly related to with specialist in the subject of the activity, as well as the instruments used, means of influence on this subject, with the technology side of professional activity [8, p. 288 – 289].

High level of professionalism associated with the theoretical, creative, often intuitive thinking and developed practical intelligence. Preparation requires mandatory professional analysis of the specific professional goals and strategies for their solution [8, p. 288]. Future teachers of Ukrainian language with this type of thinking determine the basic linguodidactic principles of training, selects and argue they can predict the outcome, make their own decisions.

Great relevance in psychological research of students, as remarked V. Romenets, is the question of forming the abilities of scientific thinking – creative mastery of professional disciplines [9, p. 115].

According to psychologists, the main and usually the most developed type of thinking adult, including teacher of Ukrainian language is verbal and logical. It is thought that embodied in concepts, logical structures (judgment, reasoning) and is characterized by the use of linguistic resources. The prevalence of verbal thinking is quite natural, because today we live in a verbal culture (books, newspapers, verbal communication). However, experts believe that some changes can make a significant spread computer that he, along with TV (Videos) contain some elements of communication in the images. Man operates using words generalized concepts,

establishing general laws, but the word can not convey the richness of the image [8, p. 279].

Therefore, all human thought as emerging and developing activities. The content and activities organized according promote the comprehensive development of the individual qualities of thinking [5, p. 148 – 149].

One way of thinking is speech. As the G. Kostiuk, between thought and speech are common and controversial relationship. Speech is a means of thinking, but a complete mastery of it is only possible in the process of thinking man's knowledge of objective reality. Interrupting the knowledge, word goes blank and loses its force. And during learning it loses power and importance in the development of student's abilities when remembering past verbal forms of knowledge, remembering that complex cognitive activity, which results in this knowledge [4, p. 324].

Some manifestations of speech (speech act) are classified according to various criteria (degree of arbitrariness speech, the complexity of physiological mechanism, etc.). But often in the literature on the basis of shared broadcasting exteriority and interiority. This was determined external (oral (monological and dialogical) and written) and internal speech. The content and level of inner speech determined by the level of thinking and external speech. It serves as a planning [3, p. 131 – 135].

Language development in adolescence, according to V. Polishchuk, characterized by the following features: the ability to adequately express opinions abstract content; try to improve speech; mastering complex structures; changes in the dynamics and structure of inner speech (short inner speech is the basis of thinking actions [7, p. 182].

Since broadcasting is an integral factor of total human development, improvement requires above it and in accordance with the principles of worldview based on the organic unity of the left and right hemispheres of the brain, the same relationship to the world, the unity of word and deed. Therefore, it is speech development, which can be viewed and characterized as procedural aspect and as a result of this process [11, p. 20].

We were impressed with the idea of L. Skurativsky that speech development as a process is a system of informational, instructional, educational tools aimed at: identifying and nurturing physiological traits of personality of the teacher of Ukrainian language, memory, thought, imagination, will, emotive areas articulation expression, the volume of voice etc. mastering the language system, language norms, language etiquette, speech enrichment lexical and phraseological, stylistic means, leading to such as speech, as relevance, precision, accuracy, consistency, wealth, credibility, sonority; mastering skills to learn to find, process, evaluate, store and use information in preparing their own statements, to achieve a coherent personal and social benefits; forming an integrated, open, optimistic world view, based on the one hand, on scientific principles, on the other – reflects universal moral and ethical values, and the third – ethical values.

Speech development as a result is a system for physiological, speech, cognitive, creative, philosophical, spiritual personality traits that provide some level of content, social significance and value, expressiveness, linguistic perfection, communicative appropriateness of expression in general efficiency [11, p. 21].

Speech personal development can be seen in two planes – and as a result of a process. If we consider the development of speech as a result, the most important factors that have a real impact on broadcasting, divided into those with: psycho physiological (indicators of mental development (knowledge, their consistency, level of mental development), memory formation reproductive and productive imagination, the degree of sensory-emotive sphere); linguistic (language performance, the degree of formation types of speech activity), personal and evaluative nature (level of personal formation, the national identity of the individual, the individual level value choice, consistency speech act of universal moral and ethical and aesthetic patterns [11, p. 27].

There are special requirements for certain attitude to broadcast each specialist – future teacher of Ukrainian language. It should not just be logically and stylistically perfect, but compelling, emotional, imaginative, evidence-based and influential.

Properties professional speech made easy for acquisition of practical experience, and also require its own self, the desire to improve their own speech [5, p. 269].

To successfully operate concepts and ideas at the level of thought, they must be ordered and stored in a mobile state, because new developments in mental development is always based on past development. Thus, the activity of the future teacher of Ukrainian language largely depends on the wealth of memory [8, p. 217].

According to psychologists, college-age is characterized by the following types of memory: 1) whichever memorable (figurative, verbal and logical) [8, p342]. Verbal-logical (verbal) associated with memory storage and playback results of mental activity: concepts, judgments, scientific formulation, transmitted verbal signs and symbols connected texts and others. Verbal memory is a necessary condition for a generalized, systematic learning in the learning process, and any activity that requires theoretical analysis, synthesis and abstraction: activity scholar, teacher and more. Verbal and logical memory is based imagery. Both types of memory are in constant interaction. Research psychologists argue that memorizing abstract material is facilitated by the use of visual aids in teaching, and vice versa, storing visual image provides higher efficiency when naming their word and use different methods of systematization [1, p. 51 – 52]. These memories should be considered in the selection of training aids;

2) for the duration of securing and preserving material (long term, short-term, sensory and operational) [1, p. 58 – 59; 5, p. 340 – 342; 8, p. 221 – 225]. Long term memory – an information base of system standards that play a role in recognizable objects in the evaluation and selection of new incoming information, originality of images which are formed. Short-term memory is used to store information for short-lived minutes. Sensory memory is a reception and storage of incoming sensory input in person for a split second. In the visual sensory memory processing the primary understanding of information its selection (filtering) scan. Memory enters and displays information from long term memory [1, p. 63 – 64];

3) depending on how the processes of memory included in the structure of how they are related to its objectives and methods (involuntary, random) [8, p. 340 – 342].



Random memory associated with self-control and self-conscious subject of his mnemonic action specifically aimed at storing and playback. This form of memory is of particular importance for adult education (students) who have independently solve many educational and professional mnemonic problems [1, p. 49];

4) knowledge content of memory material (semantic, mechanical) [8, p. 340 – 342]. To effectively prepare future teachers of Ukrainian important consideration semantic memory because it, as remarked S. Bocharova, based on the formation of bonds, reflecting significant and legitimate relationship between objects. Semantic processing material provides efficiency as spontaneous and arbitrary memorization [1, p. 85].

S. Bocharova stresses the account of the species (genetic) and individual (acquired) human memory. Species memory determines the presence and expression of basic primary needs: defense, orientate, research, social communication that underlie the formation of complex behaviors and activities. This type of memory acts is the basic foundation for building motivation. Individual memory is the basis for learning, skills, social norms of behavior produced and ways of life that plays a leading role in identity formation [1, p. 63 – 64]. Speaking of individual memory, we have designed taking into account the individual characteristics and memory.

Along memory essential for theoretical and methodological training of future teachers of the Ukrainian language has attention because of the many which surrounding a person it identifies what is necessary for purposeful activity at some point, depending on it giving each object certain value. In interaction with the environment consists of selective reflection mind objects and phenomena that are provided with care. [8, p. 252].

One of the important characteristics of attention in the student's age is mindfulness connection with the activities and direction of the individual. At a certain [8, p. 261] stage of development man begins increasingly select objects that are directed voluntary attention, eventually reaching free forms. Items that identifies the entity in relation to the purpose and content of gradually dominates in his mind. Manufactured habit deeper interest, increases motivation for certain activities. The

accumulation of relevant experience focuses on every detail of objects and phenomena, which are not recognized by non-specialists. It develops professionalization account that begins to form at school. [8, p. 261 – 262].

Reflecting the objective reality, people do not just perceive that it operates at a certain point, or imagine that it acted before. Life needs of man creation of images of objects, which it is not perceived notion events witnessed it is, predicting the consequences of their actions and the actions of its programming, etc. [5, p. 366]. Therefore, it is a development of the imagination of the future teacher of the Ukrainian language.

The development of imagination in the student's age characterized by the following features: improvement of reproductive and creative imagination; critical attitude to the works of their own imagination, self-amplified for her work; correlation of images of the imagination, especially their dreams with reality and their own abilities [7, p. 182].

In our opinion, for characteristic of the features of college age have such kind of imagination, fantasy and science fiction imagination. Artistic imagination is predominantly sensory (visual, auditory, tactile, etc.). Images extremely vivid and detailed. The scientific imagination turns to build hypotheses, conduct experiments in generalizations that they make when creating concepts. Imagination plays an important role in planning the research, construction of experimental situations in predicting the course of the experiment. During the construction of a scientific system of imagination is needed to supplement missing, failed to find a link in the chain of evidence [5, p. 374 – 375].

So deep psychological analysis of psychological and linguodidactic literature suggests that the basis of highly Ukrainian language teachers lies such psychological factors, thinking, language, imagination, attention, memory and more. They help to organize a proper account of methodical preparation of students choose system of exercises and assignments.

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Рускуліс Л. В.

Урахування психологічних особливостей студентського віку в процесі підготовки майбутнього вчителя української мови

У статті аналізуються особливості юнацького віку, зазначається, що у цей період найактивніше відбувається формування більшості психічних функцій, швидкий розвиток інтелектуальних можливостей людини, становлення характеру, світогляду молодих людей; окреслюються типові риси сучасного молодого покоління: покладання на власні сили та можливості, прагнення здобувати висококваліфіковану освіту, що в майбутньому забезпечить можливість самостверджуватися та самореалізовуватися; визначається, що психологічним критерієм переходу від підліткового до юнацького віку є різка зміна внутрішньої позиції, зміна ставлення до майбутнього, яке стає головним виміром; підкреслюється важливість урахування професійного мислення у процесі підготовки майбутнього вчителя української мови, відтак наголошується, що високий рівень професіоналізму пов'язаний із теоретичним, творчим, часто інтуїтивним мисленням і розвиненим практичним інтелектом; зазначається важливість формування здібностей до наукового мислення; характеризується мовленнєвий розвиток студента як система психофізіологічних, мовленнєвих, когнітивних, креативних, світоглядних, духовних якостей особистості, що забезпечують певний рівень змістовності, суспільної значущості та цінності, виразності, мовної довершеності, комунікативної доцільності висловлювання, у цілому його ефективності; відводиться значна увага аналізу особливостей пам'яті, що досягає найвищого рівня розвитку в цьому віці, професіоналізації уваги та розвитку художньої й наукової уяви.

*Ключові слова:* юнацький вік, психічні функції, психічні процеси.

Рускуліс Л. В.

Учет психологических особенностей студенческого возраста в процессе подготовки будущего учителя украинского языка

В статье анализируются особенности юношеского возраста, отмечается активное формирование большинства психических функций, быстрое развитие интеллектуальных возможностей человека, становления характера, мировоззрения молодых людей; определяются типичные черты современного молодого поколения: возложение на собственные силы и возможности, стремление получать высококвалифицированное образование, что в будущем

обеспечит возможность самоутвердиться и самореализоваться; определяется, что психологическим критерием перехода от подросткового к юношескому возрасту является резкое изменение внутренней позиции, отношения к будущему, которое становится главным измерением; подчеркивается важность учета профессионального мышления в процессе подготовки будущего учителя украинского языка, отмечается, что высокий уровень профессионализма связан с теоретическим, творческим, часто интуитивным мышлением и развитым практическим интеллектом; отмечается важность формирования способностей к научному мышлению; характеризуется речевое развитие студента как система психофизиологических, речевых, когнитивных, креативных, мировоззренческих, духовных качеств личности, которые обеспечивают определенный уровень содержательности, общественной значимости и ценности, выразительности, языкового совершенства, коммуникативной целесообразности высказывания, в целом его эффективности; отводится значительное внимание анализу особенностей памяти, которая достигает наивысшего уровня развития в этом возрасте, профессионализации внимания и развития художественного и научного воображения .

*Ключевые слова:* юношеский возраст, психические функции, психические процессы.

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