

The Analysis of the Impact of Modal and Specific Memory on the Success of Mastering the Curriculum by Primary School Pupils

Buzhinskaya S.N. Ph.D.,

Associate Professor,

Department of Pedagogy and Psychology

of Public institution "Kharkiv Humanitarian and

Pedagogical Academy" of Kharkiv Regional Council

The article deals with the peculiarities of modal and specific forms of memory and their influence on the cognitive development of primary school pupils. The paper presents the results of theoretical and methodological analysis of the literature on the issue of the research. Based on the analysis of scientific sources, the role of this type of memory in the functioning of the cognitive mentality subsystem and the lack of investigation of all its varieties were identified.

The structure of the developmental programme, aimed at the development of modal and specific memory as a factor of cognitive activity of primary school pupils was presented and described. The experimental verification of multiple embodiments of the structure of the developing programme has identified that the most significant is the effect which is carried out on the educational success of primary school pupils as a result of interaction of two factors, such as the intensity of the presentation of development exercises and the awareness about participation in the programme.

As a result of the empirical research, the scientific understanding of the impact of modal and specific forms of memory on the cognitive development of primary school pupils was revealed and deepened. The influence of this type of memory on the successful mastering of the curriculum by primary school pupils has been proved. The analysis of the structural matrices of modal and specific indicators of memory made it possible to conclude that the change in the level of mastering the curriculum by primary school pupils is largely determined by actual systemic effects and mechanisms of integration of modal and specific forms of

memory (not only by the level of the development of individual indicators, although this also takes place). Both the number and strength of connections between them are increasing.

Thus, the implementation of programme of targeted development of modal and specific forms of memory among primary school pupils allowed the author of the article to reveal the conditions of submission of development exercises that lead to the most successful mastering of the curriculum by primary school pupils. This condition justifies the use of developmental exercises with awareness of participating in the programme at the beginning of the implementation of developmental programmes.

The obtained results can be used in the practical work of a school psychologist as well as in the researches of the problems of developmental psychology of memory.

Keywords: modal and specific image memory, primary school pupils, development program success in mastering the curriculum.