

component of almost all activities in which students are involved, both in the learning process and outside learning activities. With all the different approaches to the problem and according to different scientists, well-developed critical thinking is an integral part of successful learning. The central task for students is to learn to find knowledge effectively and think critically, working with texts of different genres. Properly chosen methods of critical thinking increase cognitive interest while working with a text, but each individual element of technology works out a certain facet in mental activity, and together increases mental potential.

Critical thinking technology is an experience of practical implementation of personality-oriented approach to learning. The use of this technology is aimed at developing the skills of thoughtful work with information and text.

The goals of critical thinking development technology meet the goals of education at the present stage, form intellectual qualities of personality, equip students and teachers with ways to work with information, methods of organizing learning, self-education, designing their own educational route.

Key words: home reading, foreign language communicative competence, critical thinking, techniques, development technologies.

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THE PROBLEM OF INDIVIDUAL METHODS OF STUDENTS' EDUCATIONAL ACTIVITY WITHIN THE RESOURCE APPROACH

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ПРОБЛЕМА ІНДИВІДУАЛЬНИХ СПОСОБІВ НАВЧАЛЬНОЇ РОБОТИ УЧНІВ У РАМКАХ РЕСУРСНОГО ПІДХОДУ

Objective. *The objective of the article is to analyze and identify the concept of «students' individual methods of educational activity» within the resource approach during the educational process at school; describe structure of individual methods of educational activity, existing approaches to the classification of general educational skills, individual differences in the implementation of interaction with information in different people.*

Methods. *Solving the tasks is carried out by means of such methods as: analysis and generalization of scientific and educational-methodical literature on didactic problems; system analysis; a combination of historical and logical methods in the study; isolation of subsystems of complex objects and their system analysis, integral, integral approach to the study of pedagogical phenomena.*

Results. *Individual resources of a personality is a set of biogenetic, physiological, psychological properties necessary for the implementation of various processes in which a person is involved. The most closely related to the educational process are the psychological resources of the individual which is a system that has a complex multi-level structure, including subsystems of various levels. Its «structural units» are cognitive, operational, emotional-volitional, motivational, reflective and value-orientational components. The analysis of the concept of «individual methods of educational work» made it possible to consider them as one of the types of psychological resources of a person generated in the process of learning. Three components are distinguished: operational, emotional-volitional and reflexive in the structure of individual methods of educational activity. The development of individual methods of educational activity can be ensured through the effective use of the basic resources of students, in the capacity of which the study considers psychological properties that reflect the features of their interaction with information, namely: the leading representative system, the prevailing means of coding information, the cognitive type, reflecting the degree of field independence*

Key words: *resource approach, individual resources, individual methods of learning*

Problem statement. In defining the concept of «individual methods of educational work» we use the logical scheme «from the general to the particular» and consider the content of the following concepts: «method», «methods of activity», «individual methods of activity».

The analysis of pedagogical, psychological and philosophical literature did not reveal a clear definition of the term «method». When talking about how to do a job, problem solving usually means the steps, stages, actions to be performed, their sequence and features, that is, in general, the way that will lead to the desired result. In the Ukrainian language, «method» is interpreted as «a way of acting, a way of doing something»; «action or system of actions applied in the implementation of something» [14].

Consider further the concept of «*methods of activity*». In the psychological and pedagogical dictionary, the method of activity is interpreted as *a component of the dynamic structure of activity, a set of techniques and methods of activity that ensure its result* [12, p. 419]. Turning to the concepts «technique» and «method», we encountered the fact that in their interpretation, the concept of «way» was again adopted as a basis. So, for example, in the explanatory dictionary S. Ozhegov and Yu. Shvedov «method» is interpreted as «a way to act, to act in some way, technique», «technique», in turn, is «a way to do something». Thus, this definition contains a hidden tautology and does not fully reflect the essence of the concept under study.

The objective of the article is to analyze and identify the concept of «students' individual methods of educational activity» within the resource approach during the educational process at school; describe structure of individual methods of educational work, existing approaches to the classification of general educational skills, individual differences in the implementation of interaction with information in different people.

Analysis of recent research and publications. To identify the essence of the concept of «methods of activity», we turned to the psychological literature. The concept of «method» is used by many authors who have conducted research on the problem of activity. (T. Habai,

Yu. Kuliutkyn, A. Leontiev, A. Petrovskiy, H. Sukhobskaya, B. Teplov, V. Shadrykov, etc.). A. Leontiev, for example, distinguishes actions in the structure of activity (processes that obey goals, and operations) those methods by which an action is carried out. The peculiarity of operations is that they «correspond not to the motive and not the goal of the action, but to the conditions in which this goal is given» [5, p. 362].

The outline of the main research material. R. Nemov also names actions and operations as the main components of the structure of activity. Action is a part of an activity that has an independent goal. An operation is a way of performing an action. The nature of the operation depends on the conditions for performing the action, on the skills and abilities available to the person, on the available tools and means of performing the action [7, p. 150].

T. Habai, analyzing the structure of activity, distinguishes a procedure in it and uses the «method of activity» as one of the synonyms for this term: «The procedure of activity is a technology, (method) of obtaining the desired product», and «the subject of activity is a person who is informed about an adequate way of working». At the same time, according to T. Habai, the procedure of activity should be distinguished from the process of activity, since the process is a real movement, «simultaneous functioning and, therefore, a change in the subject, object, means and external conditions of activity», and the procedure is the characteristic of this movement, «a way of changing all these material structural moments, which leads to the desired result» [3, p. 46–47].

Therefore, in various cases, the synonyms of the word «method» are the words path, method, operation, technique, strategy, procedure, technology. Considering an activity as a set of actions, and given that the way of performing an action is an operation, the way of acting can be considered as a certain set of ways to carry out actions, that is, operations. In this sense, the following definition is close to our understanding of the mode of activity: *a method is a certain system of sequentially performed operations (procedures) leading to the achievement of a goal* [9, p. 12].

However, this definition does not take into account the place of action in the structure of the mode of activity. In our opinion, the mode of activity is determined not only by the sequence of operations, but also by the composition of the actions. Figuratively speaking, the mode of activity is one of the ladders, moving along which one can achieve the set goal, actions are the steps in this ladder, and operations are the features of the «device», the structural elements of these steps. When determining the methods of activity, one more point should be taken into account, which is important, as it seems to us, for identifying the essence of this concept: «the way of activity» initially implies the presence of a choice, contains information about a possible alternative, about the existence of other modes of activity. Obviously, different types of activity require different methods, that is, the type of activity, of course, determines a certain range of methods of its implementation. On the other hand, there are different ways of doing the same kind of activity. Their existence is ensured by the so-called «zone of operational uncertainty». As B. Teplov wrote «there is nothing more lifeless and scholastic than the idea that there is only one way to successfully perform any activity: these methods are as diverse as human abilities are diverse» [19, p. 22].

Summarizing all that has been said by the *methods of activity we will understand the possible sets of actions and operations that ensure the achievement of the goal.*

Let's consider further the concept of «individual ways of activity». Individual is personal, peculiar to a given individual, distinguished by characteristic features from others, peculiar, unique. Many ways of the subject's activity are the result of mastering generalized, socially developed ways of activity. However, socially developed methods of activity are transformed when they are used by each specific subject. As noted by R. S. Nemov, «any methods are good only when they are suitable for a given person, when he chose them for

himself, invented or adapted them based on his own tastes and life experience» [102, p. 254]. It is possible to talk about individual methods of activity when, during its implementation, the uniqueness of a person (the subject of this activity) is steadily manifested in the actions and operations performed. That is, individual modes of activity are peculiar modes of activity that are independently developed by the subject as a result of the coordination of social and subjective experience, based on their own preferences. Individual methods of activity are a mechanism for adapting the subject to the requirements of various types of activity, on the one hand, and a means of self-realization, on the other. They reflect not only the composition of specific operations that ensure the receipt of the result, but also the conscious, emotional-value attitude of the subject to the process of activity.

It is obvious that individual methods can be developed by the subject for each type of activity carried out by him, including educational. Their formation is significantly influenced by the individual psychological and physiological characteristics of students. Individual methods of educational activity reflect the individual student's selectivity in the choice of actions and operations that must be carried out to achieve the goal.

It should be noted that in the pedagogical and psychological literature, the following concepts, close in terms of formulation, are often used — «methods of educational activity» (P. Pydkasystyi, T. Habai, V. Shadrykov, H. Selevko) and «methods of educational work» (I. Yakymanska, Ye. Bozhovych; I. Kaplunovych and others). The term «methods of educational work» is used by I. S. Yakymanska as a characteristic of the process of assimilation, and in this case, assimilation is understood as «the process of cognitive (educational) activity» [19, p. 21]. Therefore, we will consider the concepts «individual ways of educational activity» and «individual ways of educational work» equivalent, and then use the term «individual ways of educational work», since we agree with the interpretation of this concept contained in the works of I. Yakymanska.

In her opinion, the way of educational activity (a stable individual education, which includes the motivational and operational side of cognitive activity) characterizes the individual selectivity of the student in the study of educational material. I. Yakymanska distinguishes between the terms «technique» and «method» of educational work in such way, the method is not limited to the method of assimilation recommended by the teacher (textbook, methodological manual), in which the composition of actions is normatively set, the sequence of their implementation according to the rule, the sample ... «Unlike the rules, patterns, algorithms, techniques set by the teacher, the method is developed by the student independently in the process of his interaction with the outside world ... their agreement» [19, p. 24].

The method «accumulates in itself the subjective experience accumulated by the student in the course of learning and in life practice. It reflects the individual characteristics of the course of cognitive processes (sensation, perception, attention, memory, imagination), the peculiarities of the student's cognitive style, his preference for the type of material (verbal, graphic, sign-symbolic, mixed), individual strategies in information processing (analytical, synthesizing) and other features of educational work. It is in the implementation of individual methods of educational work that the student acts as a subject of learning, as an individual» [20, p. 108].

Summing up the above, we will give the following definition: individual methods of educational work of schoolchildren are a kind of set of actions and operations independently developed by students as a result of the transformation of social experience under the influence of their psychological and physiological characteristics.

Try to reveal the structure of individual methods of educational work. One of the models of their structure was described by O. Bozhovych. In her opinion, the individual way of educational work includes three components:

- indicative;
- operational and executive;
- emotional-volitional.

The indicative component reflects the predominant orientation of students towards certain signs of the phenomena being studied. The operational component of the method of educational work is the composition of operations that are part of the main educational activities. The emotional-volitional component includes, firstly, the student's selective attitude to the educational material, problem situation, a specific task based on this material; secondly, an evaluative attitude to the process and results of one's own work with this material; thirdly, volitional characteristics of the process of working with material: persistence in finding a solution, the need to continue or stop work [7, p. 51–52].

Analysis of I. Yakymanska's works makes it possible to distinguish three components in the structure of the method: emotional-need, operational and volitional. As she notes, the way of educational work reflects «the emotional-needful attitude of the student to the acquisition of knowledge; mastering the system of actions (operations) that ensure the fulfillment of tasks; volitional regulation, including reflection on the result and the process of one's work» [20, p. 108].

Considering the presented models, we, in a certain part, do not agree with either the first or the second. On the one hand, we do not single out the indicative component as a separate one, but consider the operational component of the method of educational work, in which indicative and executive operations are presented in unity. On the other hand, we believe that volitional regulation of activity and reflection are the content of various components, therefore we consider the reflexive component as an independent one. Thus, the model of the method of educational work used by us in this study includes *operational* (tentative-executive), *emotional-volitional* and *reflexive* components.

The *operational* component of the individual way of educational work reflects the specific composition, ratio and features of the operations performed by students in the implementation of educational work.

The *emotional-volitional* component of the method of educational work reflects the emotional response to the content of the educational material, the value attitude to the process of educational work and its volitional regulation.

The *reflexive* component reflects a conscious and evaluative attitude towards the process and the result of one's own educational work.

Figuratively speaking the operational component reflects the answer to the questions of *what and how* a particular student is doing, in the process of educational work, the emotional-volitional component answers to the question of how he relates to *what* he is doing, and the reflexive component answers to the question of how the student relates to *how* he is it does.

Depending on the characteristics of each component of the structure of individual methods of educational work, various levels of their development can be distinguished. At the same time, speaking about the level of development of individual methods of educational work, we mean a complex characteristic reflecting the peculiarities of the student's educational work as a whole.

The presented structure of individual methods of educational work allows us to interpret them as one of the subsystems of the system of person's individual resources. In this case, individual methods of educational work can be considered as one of the types of resources generated under certain conditions in the course of educational work. There is a problem of identifying the basic resources of this process.

The student's educational work can be considered as a set of many different sub-processes: cognitive, communicative, informational, etc. each of which can act as a generator

of a certain type of skills and abilities. Learning skills are one of the types of basic resources, and their consideration is of interest from the point of view of the classification of individual ways of educational work.

In didactics, learning skills and abilities are divided into two groups: special and general. Special skills are formed by means of specific academic disciplines and are the subject of private methods.

General learning skills are formed within the framework of various academic disciplines and different years of study and ensure the development of the logical foundations of thinking, speech culture, the preparedness of schoolchildren for self-education and independent labor activity.

Consider the existing approaches to the classification of general educational skills.

H. Loshkarova divides them into three main groups: 1) the skills of educational work, 2) the ability to work with a book and other sources of information, 3) the ability to speak and write [61, p. 95–99].

A. Usova, A. Bobrov presents and substantiates another classification of general educational skills. The authors call them generalized skills; understand them as skills with the property of broad transfer. These are the skills that schoolchildren can use not only in the framework of the subject in which the formation of this skill was carried out, but also in lessons in other subjects, as well as in a variety of practical activities. Classifying educational skills by the nature of the activity, the authors distinguish the main types: cognitive, practical, organizational, self-control and evaluative [16].

Yu. Babanskyi classified the basic skills of educational work based on the structural elements of educational activity: planning tasks and methods of activity, motivation, organization of actions, self-control. Revealed educational-organizational, educational-informational, educational-intellectual skills. A little later, this classification was replenished with a group of educational and communication skills [1].

H. Selevko classifies general educational skills as follows:

1. Learning skills of planning educational activities.
2. Learning skills of organizing their educational activities.
3. Learning skills of working with various sources of information.
4. Learning skills of mental activity (methods of mental actions).
5. Learning skills to evaluate and comprehend the results of their actions [13, p. 9].

Based on the existing classifications of learning skills, it is possible to distinguish the following groups of individual methods of student learning that are formed on their basis.

Individual methods of mental actions reflect the features of such processes as comprehension of educational material, highlighting the main thing; problem statement (task); hypothesis construction; argumentation; formulation of conclusions, inferences, etc.

Individual ways of working out educational material. We include individual ways of working out educational specific subject material (individual ways of solving problems, equations, graphing, etc.), as well as individual ways of interacting with various sources of educational information to this group;

Individual ways of managing educational work. There we included individual methods that reflect the peculiarities of management, both personal's educational work and the educational work of other students (when organizing work in a group). These should include:

1. Individual methods of planning educational work;
2. Individual ways of organizing educational work;
3. Individual methods of monitoring and evaluating educational work;
4. Individual methods of analysis and correction of educational work.

As already noted, learning skills are only part of the basic resources, «transformed» by external resources (rules, patterns, techniques set by the teacher). Another part of the basic resources, reliance on which is necessary, and, at the same time, practically not carried out in the educational process, are the various psychophysiological characteristics of students. Our task was to identify the most important of them, which are necessary for the implementation of the process of educational work and affecting its success.

In identifying such characteristics, we relied on the fact that, in essence, the educational work of students is a unity of the process of processing educational information and the organization of this process.

Information is the link that mediates the interaction of a teacher and a student in the educational process as V. Orlov says [8].

The author considers the essence of the information aspect of the educational process in detail. In his opinion, in a real educational process, the information component includes not only the actual content of learning, but also other information elements that form, together with the content of learning, the scope of information exchange between its participants, and serve the assimilation and practical application of this content. That is, educational information (which he calls substantive educational information) is an organic unity of the actualized educational content, on the basis of which the teacher and the student interact, and various content elements of pedagogical communication, organizational, managerial, communicative, technical and emotional plan, ensuring their interaction and movement of the educational process [8].

V. Orlov distinguishes three types of information in the educational process: perceptual, verbal, perceptual-logical. In the learning process, objects (processes and phenomena) and their images provide perceptual information. The term «perception» in modern psychology means perception, direct reflection of objects by the senses.

The carriers of verbal information are oral and written speech of the teacher and student, educational or computer text, etc.

The information carried by a conventional designation, a diagram has a perceptual-logical character, if they not only perform the function of a sign, but also explain some externally observable properties of the designated objects (contour map, sketch, image of the external outlines of objects, etc.) or provide visibility, at least conditional, of essential internal connections of objects and relations between them (diagrams, graphs, dependency formulas, mathematical models, musical notations, etc.) [8].

Educational information constitutes the content side of the educational process in its specific course, when the content of learning from the state of fixed knowledge (in the memory of the teacher, textbook, manual, etc.) is translated into the actualized content of education and becomes the object of educational knowledge of the student as a subject.

During the learning, the teacher assembles and presents the learning information to the students using the appropriate teaching aids and methods. His own strengths (physical and spiritual) are also among the teaching aids. The term «assembles» means a process of real, concrete in content and form of compositional construction of substantial educational information.

When a student independently obtains knowledge from various sources, he himself assembles (selects, mentally arranges in a certain way) and assimilates the information necessary to solve the educational task set by the teacher, also using certain means and methods. Moreover, his own strengths (physical and spiritual) belong to the means of learning.

Thus, in the educational process, there is a continuous interaction of its subjects with information. At the same time, speaking about interaction with information in the

educational process, we mean only that which occurs consciously and purposefully. In this case, information processing can be considered as a special type of activity as part of educational work. Like any activity, it has an object, is carried out by the subject, has a motive, is caused by a certain need, is aimed at achieving a goal and has a certain result (product). The subject of the activity for the processing of educational information can be both a teacher and a student. The subject is directly educational information presented in one form or another, «external» in relation to the subject. The product of this activity is also information transformed by the subject and recorded by some way (both directly by memorization and on external media).

Analysis of the literature makes it possible to single out in the dynamic structure of information processing activities such stages as reception (perception of «external» information); assessment of the adequacy, value of information; transformation (comprehension, «recoding» using various means); fixing the converted information; broadcast; storage and use in accordance with some purposes. Note that the activity of processing educational information can contribute to memorization, that is, the assimilation of information, but assimilation is neither the main goal nor the main product of this activity. You can clarify the meaning of the last sentence using the following example: before solving the problem, the student, first of all, processes the information contained in the condition: reads the condition, transforms it (comprehends, «translates» into a language convenient for himself), fixes (makes a short record, diagram, drawing, or simply keeps in memory), only then the student proceeds directly to the solution of the problem, using the information obtained as a result of processing. Thus, the result of the information processing activity is, first of all, the possibility of using the processed information, that is, the possibility of continuing educational activities.

Understanding is also not a product of information processing activity, it is a necessary condition for carrying out this activity. As V. Yakunin notices, understanding of information is determined by accessibility, which depends on the language (code), form and method of presenting information. If educational information in the course of learning turns out to be inaccessible for comprehension by students, then the cognitive process will not take place. Thus, the information must be presented in a code (language) known to the recipient. An important factor determining the availability of information is the form of its presentation. The latter should be such that it facilitates the process of isolating and assimilating the meaning of the transmitted message (190, 49).

Thus, the process of information processing is a kind of «core» included in all other processes as part of educational work. Therefore, one of the most important types of basic resources of students necessary for the implementation of educational work, in our opinion, are psychophysiological properties that ensure the implementation of the information processing process.

The latest research in the field of pedagogy, psychology, neurophysiology, neuropsychology, neurosurgery contains a large amount of information concerning individual differences in the implementation of interaction with information in different people. At the same time, there are facts indicating the relative stability of the features of interaction with information inherent in one person. Individual characteristics of information processing are largely due to physiological characteristics. As I. Prigogine and I. Stengers note, «the process of individual perception and processing of information, the isolation of its significant fragments (quanta), is influenced by the neurophysiological configuration of the brain structures of interconnected neurons responsible for information processing» [11, p. 59].

Four areas are responsible for the production and processing of information in the human brain. For one reason or another, different lobes of the cerebral cortex can be

developed to varying degrees. As a result, a person will perceive information selectively. As D. Dubrovskiy, an external source of information is a source of countless influences on the inputs of a self-organizing system. Only a certain part of the entire spectrum of external influences is associated with the formation of a signal, the rest of the influences are either outside the resolution of the input, or are actively ignored by it. The input of a living and, in general, a self-organizing system is an organ of discretization of the surrounding world, functioning within genetically determined limits and within these limits is capable of widely varying by signal formation [4, p. 127]. However, in addition to physiological barriers, there are also semantic «filters». That is, the perception and transformation of information by a person is carried out on the basis of knowledge, values, norms already in his mind. In general, the consciousness of a person who perceives and processes information can be represented as a kind of filter that passes some messages relatively completely, significantly deforms others, and completely discards others [2, p. 59–61].

Based on the analysis of literature and experimental data to describe the basic resources of the information processing process (hereinafter referred to as «basic resources»), we have identified three parameters that characterize the features of working with information:

- 1) the leading representational system: auditory, visual, kinesthetic;
- 2) the prevailing means used to «encode» information in the process of its perception, transformation and fixation: figurative, sign-symbolic, verbal;
- 3) cognitive type, reflecting the nature of the process of interaction with information: field-dependent — field-independent.

The value of each parameter is a certain property that affects the success of the implementation of the information processing process by a particular student. Let's consider in more detail the essence of each of them.

Perception, transformation, storage and reproduction of information in humans provide sensory-representational systems (modalities), actually making the information «assigned» and subjective. There are three sensory-representational systems:

- visual — the ocular analyzer, the corresponding neural pathways and sections of the cortex;
- auditory — the auditory analyzer and the bones of the skull, perceiving sound vibrations, associated neural pathways and sections of the cortex;
- kinesthetic — all sensory analyzers, associated neural networks and cortex centers, i.e. it is gustatory, olfactory information, tactility, micro- and macromotorica, vestibular information.

As L. Stoliarenko notes, any of the three representative systems is directly related to the operations of receiving, processing, storing and outputting information. Each person has his own leading representational system, with the help of which he receives the greatest amount of information, orients himself in the world around him, shows his attitude to what is happening in thoughts, words, feelings, actions. «The communication process begins with perception. Our senses are like five doors that we open to collect information about the surrounding reality. Our consciousness opens these «doors» in turn: for one person, first for pictures, then for smells, for another — first for sounds, then for touches. It is a very fast sequence, but a sequence nonetheless» (148, 649–650). In this case, what the information input begins with will determine the further sequence of «sensory recording» of any experience. We can say that the leading sensory-representational system is a kind of «filter» of our perception. Consequently, the filter through which more information will pass per unit of time will ultimately provide the completeness and character (visual, auditory, kinesthetic) of the «sensory recording» [10, p. 43–75].

Theoretical and experimental data show that different people have different sensory-representational systems leading. The influence of the leading representative system on the process of receiving and processing information can be expressed in the preference for certain forms of information presentation, as well as a tendency to visualization or verbalization in the process of receiving, transforming and fixing information.

The influence of the leading representational system on the process of receiving and processing information can be expressed in the preference for certain forms of information presentation, as well as a tendency to visualization or verbalization in the process of receiving, transforming and fixing information.

According to B. Ananiev, in the mental development of a person, as in the spiritual development of humankind, two tendencies are closely connected: the translation of all images of any modality into visual schemes (the tendency to visualize sensory experience) and the development of the designating (significative) function of speech through the abstract and generalized work of thought. Because of this development of speech, the verbalization of all life experience occurs (5). The existence of such a tendency is confirmed by practical research. So, according to one of the experiments of O. Khomskaya and her colleagues, revealed differences in the strategies used by the subjects when performing the «anagram» test (from a stimulus word offered by ear, for example, «space», it is necessary to form new words using only the letters contained in it). When asked how this task was carried out, some of the subjects answered that they tried to «visually» represent the original word, and then, by recombining letters, compose a word-answer. Other subjects tried to keep the sound image of the word by constantly pronouncing the stimulus word in order to give the necessary answers. Thus, some subjects used visual support, visual representation, others — phonetic, nevertheless, the results (the number of words composed) were approximately the same [18, p. 127].

The second parameter of the description of basic resources, considered by us, reflects the subjective means of encoding information. There are various approaches to classifying these funds. Thus, J. Bruner identifies three ways of subjective presentation of information: in the form of object actions, visual images and linguistic signs. L. Vekker identifies the symbolic-verbal, figurative-spatial, tactile-kinesthetic «languages» of information processing [17].

M. Kholodna also distinguishes three groups of coding methods: in the form of signs (verbal and speech method of coding information); in the form of images (visual-spatial way of encoding information); in the form of sensory-sensorial impressions (sensory-sensorial method of coding information) [170, p. 12–16].

These classifications combine both the means of encoding information and its form, which we consider as a separate parameter. An analysis of the literature on various aspects of information coding makes it possible to distinguish the following groups of «means» of coding:

- linguistic (verbal) means are oral, written and «internal» speech;
- sign-symbolic means are symbols, conventions, diagrams, etc.;
- visual means are graphic and sensual images.

The predominance of certain coding means in the process of information processing by a particular student is the value of the second parameter. We consider the so-called cognitive type as the third parameter. At the same time, we use the term «cognitive type» instead of the more common term «cognitive style» in the scientific psychological literature.

The cognitive style reflects stable individual differences in cognitive activity that are not related to its content side. That is, as Y. Tykhomirova notes, cognitive style is a formal, dynamic, instrumental characteristic of activity, reflecting individual preferences in the methods of information processing (69).

In the literature, individual differences in cognitive styles are characterized by a number of oppositions: «field independence — field dependence», «extraversion — introversion», «impulsivity — reflexivity», «analyticity — synthetics». In this case, the term «cognitive style» can be used in different meanings. Some psychologists understand style as stable individual differences according to one of these characteristics (H. Witken, J. Kagan), others (F. Holtzman, J. Klein, H. Schlesinger, R. Gardner) as a system of various characteristics [15].

One of the most fully and comprehensively studied features of cognitive styles is associated with the way information is processed according to the principle of dependence — independence from the field. Its indicators, diagnosed by fairly reliable methods, are associated with the individual characteristics of mental activity at different levels. The concept of field dependence means that the whole dominates in the perception of information, and the parts are perceived insufficiently differentially. Field independence, on the other hand, means that the parts are perceived separately, and the whole is perceived as a structure.

Initially, the phenomenon of field dependence — field independence was discovered in a situation where visual and vestibular information contradicted each other. Some subjects gave preference to visual information, others to vestibular information. The former were called field-dependent (meaning the visual field), the latter field-independent. H. Witken associated field independence with the ability to overcome the visual context, the organized visual field in order to highlight its part. Later, the connection between field independence and the success of solving creative problems with the analytic factor was traced. Analytical abilities make it possible to highlight key details, to separate the essential from the secondary, but the ability to synthesize gives an advantage where it is necessary to see a holistic picture that is common in various phenomena.

The style of impulsiveness-reflexivity characterizes the strategy for performing activities and making decisions. Reflexivity and impulsivity correspond to the two main types of individual style of activity identified in Russian psychology. The first is characterized by the fact that tentative operations, in the main, precede executive ones, a detailed mental plan of action is drawn up, during which control operations are often used; the second type (impulsivity) is characterized by a short-term preliminary orientation, a holistic nature of the mental plan with clarification in the process of execution due to frequent orientation operations, control operations are rare.

There is currently evidence that these characteristics are not completely independent. Data have been accumulated on the presence of correlations between indicators of various characteristics (for example, field dependence and field independence are interpreted by some authors as the predominance of synthesis or analysis in the course of thought processes, that is, they are identified with synthetics — analyticity; there is also evidence that reflexivity correlates with field independence).

Therefore, we will consider the differences in one of the considered characteristics are field dependence — field independence as the values of the third parameter and call this parameter by the term «cognitive type». The use of this characteristic is due to both the relative simplicity of its diagnosis and the strongest, in our opinion, its influence on the success of the process of processing some types of educational information.

Conclusions. Individual resources of a personality is a set of biogenetic, physiological, psychological properties necessary for the implementation of various processes in which a person is involved. The most closely related to the educational process are the psychological resources of the individual which is a system that has a complex multi-level structure, including subsystems of various levels. Its «structural units» are cognitive, operational, emotional-volitional, motivational, reflective and value-orientational components.

The analysis of the concept of «individual methods of educational work» made it possible to consider them as one of the types of psychological resources of a person generated in the process of learning. Three components are distinguished: operational, emotional-volitional and reflexive in the structure of individual methods of educational work. The development of individual methods of educational work can be ensured through the effective use of the basic resources of students, in the capacity of which the study considers psychological properties that reflect the features of their interaction with information, namely: the leading representative system, the prevailing means of coding information, the cognitive type, reflecting the degree of field independence.

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Мета. Метою статті є аналіз та виявлення поняття «індивідуальні методи навчальної роботи учнів» у рамках ресурсного підходу під час навчального процесу в школі. Охарактеризовано структуру індивідуальних методів навчальної роботи, окреслено існуючі підходи до класифікації загальнонавчальних умінь, індивідуальні відмінності у здійсненні взаємодії з інформацією у різних людей.

Методи. Розв'язання завдань здійснюється за допомогою таких методів, як: аналіз та узагальнення наукової та навчально-методичної літератури з дидактичних проблем; системний аналіз; поєднання історичних та логічних методів у дослідженні; виділення підсистем складних об'єктів та їх системний аналіз, цілісний, цілісний підхід до вивчення педагогічних явищ.

Результати. Індивідуальні ресурси особистості — це сукупність біогенетичних, фізіологічних, психологічних властивостей, необхідних для здійснення різноманітних процесів, у які втягується людина. Найтісніше з навчальним процесом пов'язані психологічні ресурси особистості, що є системою, що має складну багаторівневу структуру, що включає підсистеми різного рівня. Їх «структурними одиницями» є когнітивний, операційний, емоційно-вольовий, мотиваційний, рефлексивний та ціннісно-орієнтаційний компоненти. Аналіз поняття «індивідуальні методи навчальної роботи» дав можливість розглядати їх як один із видів психологічних ресурсів особистості, що формуються в процесі навчання. У структурі індивідуальних методів навчальної роботи виділяють три компоненти: операційний, емоційно-вольовий та рефлексивний. Розробка індивідуальних методів навчальної роботи може бути забезпечена шляхом ефективного використання основних ресурсів студентів, у якості яких у дослідженні розглядаються психологічні властивості, що відображають особливості їх взаємодії з інформацією, а саме: провідна репрезентативна система,

Ключові слова: ресурсний підхід, індивідуальні ресурси, індивідуальні методи навчання.