Differential-Psychophysiological Types of Educational Activity

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Abstract: The representational features of nervous system manifestations and the influence of temperament on the achievement of educational activities are discussed in this article, as well as what operations and techniques of interaction educators use with various descriptive characteristics, including what techniques of gaining knowledge operations trainees or even what pedagogical approaches are most beneficial for learners with diverse descriptive features.

Keywords: The training program, mental action, cognitive activity, behavior, nervous system, labile, differential, psychophysiological;

Typological features and success of various mental activities

The training program of a learner grows throughout occur as a consequence of all past acts (manipulation, subject, play), as well as the knowledge of having access to it. A training program is focused on the student. During the educational process, the child not only acquires knowledge but also gets how to apply it.

Every activity, including education, seems to have its subject. The person is the subject of this essay. If involves learning for an elementary school student is to be considered, the child should focus on self-transformation as well as acquiring the essential formal and mental action methods appropriate to their culture when learning to write, count, read, and so on. He makes comparisons between his former and present selves. On the other hand, at the level of success, changes are tracked and nurtured.

The most crucial aspect of any learning program is to analyze for oneself, to notice new accomplishments and changes. The child must be both a component and an object of the change. A youngster is psychologically involved in educational activities if he or she can develop himself or herself using sophisticated ways of the learning program in support of accomplishing the strategy.

All learning activities begin with a reflection on change and the teacher's assessment of the child and the child learns to self-assess. Assessing the outcome as an external action helps the child to recognize himself as a subject of change.

D. B. Elkonin proposed the important features of educational activity, which have a distinctive structure:

1) training task - this is what the learner is supposed to learn, a study plan;
2) cognitive activity - what the learner should perform to establish and reproduce a pattern of integrated activities;
3) control action - a comparison of repeated activity to the sample

4) The objective of this investigation is to establish how far the pupil has progressed and the extent to which the youngster has changed.

This is how his lengthy and mature kind of instructional action is structured. However, instructional activities will identify the correct structure, which is a long way off for a primary school student. The youngster may attempt to appropriately evaluate their accomplishments, comprehend the assignment, or take standard precautions at times. It all depends on how learning activities are organized, the makeup of the digesta, and the child's unique traits. As a result, when a kid learned how to read, teaching and learning activities are taught to emphasize the basic syllable reading method. The need for control activities is emphasized when learning to write. Different disciplines in primary school necessitate the utilization of various elements of learning activities. All of the disciplines work together to help the child grasp the elements of the teaching process and obtain emotional access to it through time.

The student's intentional learning method, which he constructs in line with the universal principles inherent in him, is the true aim of the teaching process. Initially, the adult-led learning activity will become a student-led activity in which he constructs the instruction, implements the learning, and controls activities, i.e. perform the assessment. The training program becomes self-education as a result of the child's self-reflection.

Actions are mostly performed utilizing ideal objects in learning activities, such as letters, numbers, and sounds. The teacher assigns learning actions to the learning activity's objects, and the kid imitates and repeats these actions. He then takes control of these movements by transforming them into new higher mental activities.

Man's psychological essence is made up of a variety of internal human relationships. This transfer necessitates the participation of both an adult and a kid. Both the teacher and the student are involved in the educational process. A necessary stage in the development of mental functions in each individual is the cooperative action of a person with high mental functions (mainly a teacher in the broadest sense of the word) and a person who executes these functions (student in the broadest sense of the word). The foundation of learning activities is participation in learning activities and the dispersion of movement patterns.

Relationships in a peer group are formed depending on the type of synchronous communication (opposite diachronic). Qualities like the ability to grasp others' points of view or how a peer engaged in solving problems grow in children's synchronous, symmetrical connections. The way a scientist defines the outcomes of his research through relevant generalizations, generalizations, and theoretical notions is comparable to how a teacher thinks in the classroom. Simultaneously, information about other "higher" kinds of social consciousness has the same potential for holistic reproduction - artistic, moral, and legal cognition all conduct operations linked to theoretical knowledge.

The youngster learns to compare his behaviors to those he has allocated to master the recommended knowledge and instructional acts. Simultaneously, the child participates with peers - in the end, the peer's actions are more similar to his or hers, as general synchronization aids in the exploration of learning activities.

During the study process, students must meet a variety of standards. As a result, predicting the specificity of the relationship between these acts and typological traits is difficult. This is supported by the findings of several researches, which should be analyzed in light of two success criteria for instructional activities: assignment speed and accuracy. It is thought that based on the typological qualities of the nervous system, the success of completing learning tasks utilizing these criteria will differ.

Individuals with the inertia of brain processes, for example, were slower to receive information for training and required repeated instructions, according to Shchukin (1963). Inert people who lose speed, on the other hand, can work more accurately and meticulously, according to various studies.

According to Suzdaleva (1975), the lability and mobility of the nervous system are related to the speed of associative and thinking processes (reading only words with meaning, identifying objects, so that the opposite value chooses animals, choose a name). Animals in their infancy). Iziumova (1988) showed that, according to Pavlov, individuals with high lability, a weak nervous system, and a preponderance of a second signalling system perform better in the semantic data processing.

In the performance of several mental operations, however, contrary typological traits predominate. People with a robust nervous system, nervous process inertia, and the preponderance of the first signalling system in the second signalling system are more likely to collect information effectively. People with a strong nerve system are faster at completing nonverbal intellectual tasks. High intellectual performance is recognized to belong to those with robust nerve systems among mathematically brilliant pupils, which is explained by the students' tranquility, endurance, logic, and realism.

Students with a poor nervous system, which is frequently accompanied by excessive neuroticism, clearly lose out to those who have a strong nervous system (time limits for assignments, etc.). The consequence of activity duration on learners with diverse thematic features of autonomic nervous embodiments leads to the identification conclusions: students with high nervous system lability spend less time challenging assignments, but their success does not differ significantly from students with nervous system inertia if the time to solve the problem is not limited.

The environment in the classroom can have a significant impact on the success of learning activities. One of them could be monotony, which is caused by repetitive work and is connected with boredom, decreased concentration, and activity. In addition, a study of mental activity achievement in a circumstance involving students' neuro-emotional stress levels found that conditions that do not generate acute stress boost attentional efficiency in people with a compromised nervous system, leading to typological variances.Under high levels of stress, individuals with a strong nervous system increase attention efficiency, while people with a weak nervous system decrease it. Threats lead to an increase in errors in both but are more common in people with weak nervous systems.

Thus, together with typological characteristics, the success of learning activities can be determined in two ways: by impacting mental abilities and by influencing the emergence of particular emotions by making educational approaches available to students who are influenced by certain factors

Students with a weakened nervous system should:

- Work in an environment where the teacher asks questions and requires oral responses;
- it is more convenient for students if the situation requires a written rather than an oral answer;
- The teacher asks questions at a high rate and is excited and unable to answer in situations that require an immediate response;
- Work in a situation that requires distraction or transition from one task to another (for example, when the teacher conducts a survey among students based on material passed at the same time during the explanation, using different didactic materials - maps);

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- Takes notes in a notebook, marks on a map, follow a textbook, etc.);
- Working in noisy conditions;
- After a harsh word from a teacher, after an argument with a friend, and so on.
- The work of an angry, unruly teacher;
- A situation where it is necessary to study material that is large in scope and content in the course.

For students with nervous system inertia:

- When the teacher gives the class different tasks in terms of content and methods of solving;
- When time is limited and failure to meet the deadline threatens a bad sign;
- Frequent distractions (teacher's words, etc.);
- When a teacher asks an unexpected question and demands a quick answer;
- When it is necessary to move quickly from one task to another;
- When you need to execute tasks at a high rate of work;
- When you need to assess the success of learning the topic in the early stages of education.

It should be mentioned that the existing course system and student dialogues are mostly geared toward students who have a strong and labile nervous system. This can be explained, on the one hand, by the abundance of teaching materials, which forces the teacher to always be "on the program," and on the other hand, by the instructor's professional training. Teachers that match these criteria are always "strong" and "flexible." As a result, teachers may inadvertently set a high work rate for themselves. As a result, for the duration of educational activities, every school education is a specific competition.

Typological features and educational achievements

Conducting this type of research means that there are three types:

a) is closely related to the development of general abilities (intelligence as an integral part of an expression), which is manifested in all types of learning activities;

b) the presence of partial general properties of the nervous system, not an analyzer;

c) The relationship of intelligence to the general characteristics of the nervous system.

However, none of these rules can be said to have removed all the problems.

When comparing intellect to the typological aspects of the neurological system, no clear conclusions emerge. Intellect and activity have a shaky relationship: persons with a weak nervous system have higher intelligence, whereas people with high lability have higher total intelligence. There is no evidence in the literature that there is a link between nervous system strength and general school development.

The psychological stability of students, which occurs in difficult conditions, is another aspect that obstructs the discovery of the truth (surveys, exams, etc.). People with a weak nervous system are more susceptible to mental stress and, as a result, may perform poorly on a survey, test, or exam. They are, on the other hand, more concerned, and this trait leads to a greater sense of responsibility for the cause. As a result, the "weak" ratings may be higher (which is to some extent confirmed by the better performance of girls with higher anxiety than boys). The lack of separation of data analysis of boys and girls is, by the way, a shortcoming of most studies on tying the course of labour with typological traits.

To summarize, all of the evidence suggests that development is linked to the nervous system's strong lability. The remaining characteristics do not provide a complete picture. This is not coincidental, as numerous things might influence a student's grades. Although typological characteristics influence intellectual growth, hoping that progress is directly tied to it is fruitless. There is a long history of many geniuses' upbringing. On the other hand, it was discovered that in vocational training, there is a steady association between success and the typological elements of the neurological system, which may be linked to a good incentive to get a career. The creation of students' learning styles is linked to positive training motivation.

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