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Diploma research of the educational qualification level «Bachelor Degree»

«Principles of use of the Direct Method of Teaching English»

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SUMMARY

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In the research paper a deductive model of educational process was developed and psycholinguistic mechanisms of its realization were investigated. It is noted that the deductive techniques of training largely actualize the mnemonic activity of the individual due to the interactive influence not only in this, the actual moment of communication, but also through the stimulation of personally significant experience of the individual.

The direct component is related to how information is perceived by a person and how it understands this information. It is inherent in the human mind to analyze information about real reality, to make comparisons, to make decisions, to solve the problems that face it every minute. With the help of a direct component, one can consider and investigate mistakes that arise in the process of learning activities, as well as finds that allow you to effectively influence the cognitive field of students, trying to make the training material well received, memorized, and cause readiness for action by students.

The psychological and pedagogical principles of the cognitive process are investigated and illuminated; modern pedagogical experience was analyzed. The main approaches to the implementation of the educational process we adopted the theory of Herbart, Dewey and modern didactics.

A model of the cognitive process, which combines the advantages of the theories of Gerbart and Dewey, was developed.

The psycholinguistic mechanisms that serve as the basis of the direct model, and their interconnection are investigated and determined.

In order to approbate the developed model, an experiment was conducted in which the pupils of general educational institution Rivne Lyceum №7 were participated.

The organization of the experiment covered the middle-level teaching classes. We distinguished two groups of classes: control and experimental (the training was carried out in accordance with the developed direct model of training and psycholinguistic mechanisms for its implementation).

The main indicator of the effectiveness of the developed model and mechanisms is the increase in the effectiveness of the learning process. The main criteria for assessing such effectiveness are:

- V - number of statements and substantiations;
- PV - ability of students to form their own point of view;
- SS - readiness for independent solving of tasks;
- TU - the level of theoretical generalizations.

After calculating the formulas, we noticed that the figures in the experimental classes, where the training was conducted according to our model, are higher, compared with the control classes (according to the results of the final cut).

In research paper we confirmed the hypothesis of our study that the combination of creativity and active cognitive activity in the behavior of students, the acquisition of experience and practical skills (as foreseen by Dewey's theory), on the one hand, and the facilitation, counseling actions of the teacher, leading to the necessary conclusions, provide the necessary knowledge and theoretical generalizations (according to Herbart's approach), on the other hand, will increase the efficiency of the educational process, the quality and speed of mastering the material by the students, and also to a large extent extant improve their theoretical, methodological and practical training.

The direct model of education can be recommended for use in the learning process at the English lessons in the middle classes and at other subjects of the humanitarian cycle.

Key words: direct techniques, a direct model of education, a cognitive process, mnemonic activity, the process of communication.

Савюк Олеся Володимирівна (2025). Принципи використання прямого методу навчання англійської мови. Дипломна робота освітньо-кваліфікаційного рівню «Бакалавр». Рівненський державний гуманітарний університет. *Рукопис*.

У роботі розроблено прямий метод освітнього процесу та досліджено психолінгвістичні механізми її реалізації. Зазначено, що *прямі техніки навчання* великою мірою актуалізують мнемічну діяльність особистості завдяки інтерактивному впливові не лише у даний, актуальний момент спілкування, а й завдяки стимуляції особистісно значущого досвіду індивіда.

Прямий компонент пов'язаний з тим, як саме інформація сприймається людиною та як вона розуміє цю інформацію. Розуму людини притаманно аналізувати інформацію про реальну дійсність, проводити співставлення, приймати рішення, вирішувати проблеми, які постають перед нею щохвилини. За допомогою *прямого компоненту* можна розглянути і дослідити помилки, які виникають у процесі навчальної діяльності, а також знахідки, які дозволяють ефективно впливати на пізнавальну сферу учнів, намагаючись, щоб навчальний матеріал гарно сприймався, запам'ятовувався, викликав готовність до дії з боку учнів.

В роботі досліджено і висвітлено психолого-педагогічні засади пізнавального процесу, проаналізовано сучасний педагогічний досвід. Основними підходами до здійснення навчального процесу нами прийнято теорії Гербарта, Дьюї та сучасної дидактики.

Розроблено модель пізнавального процесу, яка об'єднує переваги теорій Гербарта і Дьюї.

Досліджено і визначено психолінгвістичні механізми, які слугують основою прямої моделі, та їхній взаємозв'язок.

З метою апробації розробленої моделі проведено експеримент, в якому брали участь учні Рівненського ліцею №7 та Рівненського міського колегіуму.

Організацією експерименту охоплено класи середньої ланки навчання. Ми виділили дві групи класів: контрольні та експериментальні (навчання в яких здійснювалося згідно розробленої нами прямої моделі навчання та психолінгвістичних механізмів її реалізації).

Головною ознакою ефективності розробленої моделі та механізмів є зростання результативності навчального процесу. Основними критеріями оцінки такої ефективності є:

- V – кількість висловлювань та обґрунтувань;
- PV – здатність учнів до формування власної точки зору;
- SS – готовність до самостійного розв'язання завдань;
- TU – рівень теоретичних узагальнень.

Здійснивши розрахунки за формулами, ми помітили, що показники в експериментальних класах, де навчання проводилося згідно нашої моделі, вищі, порівняно з контрольними класами (за результатами заключного зрізу).

В процесі роботи підтверджено гіпотезу нашого дослідження про те, що поєднання творчості та активної пізнавальної діяльності у поведінці учнів, у набутті досвіду та практичних навиків (що передбачаються теорією Дьюї), з одного боку, та фасилітативних, консультативних дій вчителя, які підводять до необхідних висновків, надають потрібні знання та теоретичні узагальнення (згідно з підходом Гербарта), з іншого боку, дозволить підвищити ефективність освітнього процесу, якість і швидкість опанування матеріалу учнями, а також значною мірою сприятиме підвищенню їх теоретико-методичної та практичної підготовки.

Пряма модель навчання може бути рекомендованою до використання в навчальному процесі на уроках англійської мови в середніх класах та з інших предметів гуманітарного циклу.

Ключові слова: прямі техніки, пряма модель навчання, пізнавальний процес, мнемічна діяльність, процес спілкування.

INTRODUCTION

Relevance of the problem of studying English using the Direct Method of Teaching English. According to the transformation of Ukraine into an independent state, education became the affair of the Ukrainian people. The development of the education system, its radical reformation becomes the basis for the reproduction of the intellectual potential of the people, the emergence of domestic science and technology to the world level, the emergence of national regeneration, statehood and democratization of society in Ukraine (Mykhalchuk & Ivashkevych Er., 2019).

The dynamism inherent in modern civilization, the growth of the social role of the individual, the humanization and democratization of the society, the intellectualization of labor, the rapid change of technology and technology around the world all require the creation of such conditions in which the people of Ukraine would become a constantly learning nation. The state and the nation without a high level of education are a society without a future.

In today's conditions of reforming the domestic economy, changing values priorities and the spiritual transformation of society, the role of education, in particular, philological knowledge, dramatically increases, which increases the requirements for teaching and pedagogical activity. The role of a teacher in the context of the implementation of a new educational policy is substantially increasing, to which requirements are higher than before. This is due to modern interpretations of the learning process, according to which the student is not a passive participant of this process, but his active subject, who actively participates in solving various didactic tasks (Mykhalchuk & Kryshevych, 2019).

Existing education in Ukraine does not meet the needs that are facing it in the conditions of the development of Ukrainian statehood, in the conditions of cultural and spiritual revival of the Ukrainian people. There is a need to improve existing approaches and techniques for teaching various disciplines and subjects, improving the

efficiency of the educational process, improving the quality of the learning process and basic knowledge that pupils receive.

This determines the actuality of our research, **the purpose** of which is to study the peculiarities of the implementation of Direct techniques in school education.

Achievement of the set goal has led to solving a number of **tasks**:

- to analyze scientific and theoretical literature, to study pedagogical experience;
- to study theoretical and methodological foundations of the cognitive process;
- to develop a Direct model of teaching and to substantiate its practical implementation in the educational process of modern secondary school;
- to outline and substantiate the relationship between psycholinguistic mechanisms for the implementation of the Direct model;
- test the Direct model we have developed on the example of the materials of the course "English for teenagers".

Consequently, **the object** of our research is the cognitive processes of the person at the lessons of a foreign language.

The subject of the research was the psycholinguistic mechanisms of the implementation of Direct techniques in school education.

At the beginning of the research **a hypothesis** was formulated that the combination of creativity and activity in the behavior of pupils, in acquiring the experience and practical skills (as foreseen by Dewey's theory), on the one hand, and the facilitative, counseling actions of the teacher, which lead to the necessary conclusions, provided the necessary knowledge and theoretical generalizations (according to Gerbart's approach), on the other hand, would increase the efficiency of the educational process, the quality and speed of material mastering by pupils, as well as substantially strengthen their theoretical and methodological and practical training.

The methods of our research were: the theoretical method of working with literature, the methods of practical implementation of the Direct model of training

in the classes, methods of statistical data processing (Pearson correlation coefficient ρ).

Methodological basis of the research was developed in psycholinguistics, the position on the essence of teaching methods (Kramsch, 2011; Larsen-Freeman & Cameron, 2008; Murphy, Melandri & Bucci, 2021), the latest learning on-line technologies (Hall, Cheng & Carlson, 2006; Matsuo, 2014), socio-psychological peculiarities of the introduction of Direct techniques into the educational process of the modern school (Christiansen & Chater, 2015; Fantini, 2010; Kecskes, 2014).

Scientific novelty consists in the formation of a Direct model of education and the definition of psycholinguistic mechanisms for its application in the modern secondary school.

Firstly, a Direct model of learning was developed, the main components of which are: input information, perception, sensation, thinking, imagination, existential and rational stage of prediction, practical activity, mnemonic activity of the person.

Secondly, the essence of the concept of psycholinguistic mechanisms of the application of Direct techniques was revealed, psycholinguistic mechanisms of their realization were investigated and determined.

Thirdly, the testing of the developed model of the particular and the Direct techniques in general on the materials of the educational process in the middle classes of secondary schools had been tested.

The theoretical significance of this research is that existing approaches to the content of the cognitive process have been developed, a deductive model of the educational process has been developed and the psycholinguistic mechanisms of its realization in the English language lessons in the middle classes have been researched.

The practical significance is that the theoretical, scientific and methodological provisions and the results of experiments can be implemented in the educational process in the teaching of various disciplines, which will increase the efficiency of

the educational process, promote the development of natural and acquired abilities of pupils, their active perception and assimilation of the material.

Specificity of the chosen topic and the goal set before us determined the structure of our research. The work contains of three sections. The first chapter deals with the theoretical and methodological foundations of the cognitive process. In particular, the concepts and principles of the organization of the cognitive process are investigated, the basic approaches to the implementation of the study are analyzed, the methods of the cognitive process are considered and their classification is given.

In the second chapter we present the Direct model developed by us as a basis for practical implementation and define the psycholinguistic mechanisms of its implementation.

The third chapter contains the organization of an experiment describing the research protocols and, directly, the results of approbation of our model in the educational process, in particular, in the secondary (seventh and eighth) classes of Rivne Lyceum №7.

The conclusions reflect the main theoretical, methodological and practical positions we received in the process of writing our research.

Approbation and implementation of the research results into the practice of general secondary school was carried out through discussion at the pedagogical councils of Rivne Lyceum №7, meetings of the Department of Theory and Practice of Foreign Languages and Teaching Methodology of Rivne State University of the Humanities, reported at the conferences on modern problems of teaching methods of foreign languages (Rivne, 2025). One article was published:

1. **Savyuk Olesya (2025). FORMS OF COMMUNICATION AT THE ENGLISH LESSONS.** Матеріали VI Всеукраїнської науково-практичної конференції здобувачів вищої освіти та молодих вчених *«Актуальні проблеми сучасної іноземної філології» (20 травня 2025 року).* Рівне: РДГУ. С. 368–370. С. 472–476.

CHAPTER 1.
THEORETICAL AND METHODOLOGICAL BASIS OF THE PERFORMANCE OF A PERSON IN THE DIRECT PROCESS OF STUDYING ENGLISH

1.1. PRINCIPLES OF THE ORGANIZATION OF THE DIRECT PROCESS AT THE ENGLISH LESSONS

Educational activity has two subsystems. The first subsystem is regarded as an act of cognition and is realized by students through the assimilation of existing experience. The second subsystem is activity training, aimed at ensuring the conditions for a successful cognition. Thus, learning is a system of organizing ways of transferring to a person knowledge, skills and abilities, types and modes of activity. Training takes place in the form of cooperation, joint activities of pupils and teachers (Величковский, 1982).

Learning as an activity takes place where human actions are guided by the conscious aim of learning knowledge, skills and abilities. Training places certain demands on cognitive processes: memory, flexibility of mind, intelligence, attention, etc. In the process of cognitive activity, the pupil acquires the knowledge necessary for solving problems (Mykhalchuk & Ivashkevych Er., 2021). Knowledge is a set of concepts that are organized in the system. Knowledge is easy to use if stored in memory as a system.

In pedagogical practice, knowledge is used in three most important meanings: the results of the assimilation of content, as the content of learning and as a science. Each of these values corresponds to specific forms of cognition. Thus, the content of learning is the result of scientific analysis by scientists and educators in order to reflect the branch of their science in each discipline.

Skills are actions that are formed by repetition and characterized by a high degree of assimilation and the lack of conscious regulation and control. The general law of skill development consists in the fact that when faced with a new problem or task, a person initially attempts to use those techniques of the activity that it already possesses (Rákosi, 2017). Ability is a human-assimilated way of performing an action, provided with a combination of knowledge and skills acquired. Skills are formed through exercises. Distinguish elemental skills and abilities that carry one or another degree of skill.

Educational activity has a phase character. The first phase is characterized by awareness of the situation, the general consciousness increases to perform a long mental work. In the second phase there is an unstable adaptation – the system of motives, needs and interests in close interaction with volitional activity creates the preconditions for further adaptation to educational activity. The third phase is a period of stable adaptation, when the goal is fully realized and conditions for its realization appear, the entire system of levels of activity comes in line with the main goal of learning.

One of the fundamentals of personality psychogenesis is the knowledge and transformation of the person of the world around him. Own experience, successes and mistakes, joys and grief, a person forms a model of the world, which is the central part of her mental life. This model is usually described in the form of the interaction of such large blocks as mental functions, the structure of values, censorship and the system of psychological protection – barriers (Sinha, 2009).

Cognition is the process of reflection and reproduction of reality in thinking, the interaction of the subject and object, as a result of which there is a new knowledge about the world. One of the main elements of sensual-acoustic activity is living contemplation, which is carried out in such forms as feeling, perception, imagination, the concept (Mykhalchuk & Khupavsheva, 2020).

Cognitive, that is, the cognitive sphere of personality has a fundamental load in terms of constructing a model of the world. Among the cognitive processes distinguish the sensation and perception, memory, thinking and imagination, attention. The

scientific and psychological approach requires an analytical review of the processes of cognition, but in real mental life all these processes are merged, united and depend on the structure and content of the person, his/her motives, the global goal, and so on.

A person carries out cognitive activity, because she actively sets goals, tries to achieve it. Cognition is not a passive process; it is always combined with the transformation of the learned. In the knowledge distinguish two degrees – so-called sensory reflection and abstract theoretical. To the first degree belong to the feelings, directly related to the influence of objects on the senses. Physiologically, this knowledge is provided by the activity of the first signaling system.

Feelings, perceptions and representations exist both in man and in animals. However, these forms of sensory reflection in them are not identical. Work and speech have shaped specifically human sensations and perceptions that are different in meaning, physiological mechanisms, and place in the process of cognition. In animals, this is usually the highest form of orientation, and in humans, the initial form of knowledge (Meyer, 2004).

The second level of knowledge is logical knowledge – it is peculiar to a man. It includes thinking and imagination. Thinking is based on sensory knowledge and proceeds in the form of both images and concepts, highlighting the essential links between objects and phenomena. The imagination is to create images of objects and processes that people do not perceive, which may not exist in the environment. Thinking and imagination are the basis of specifically human knowledge, the transformative function of human intelligence, productivity and creative activity of the individual. Memory provides the integrity and development of the personality of a person, occupies a central position in the system of cognitive activity. This is evident from Figure 1.1.

Consequently, the intellectually creative, cognitive sphere of the individual provides a dynamic reflection of reality and its transformation, the formation of the experience, the construction of a model of the world, the regulation of activity. In this area, specifically interacting mental processes, providing a single flow of a coherent

conscious reflective and transformative productive activity (Mykhalchuk, Levchuk, Ivashkevych Er., Yasnohurska & Cherniakova, 2021).

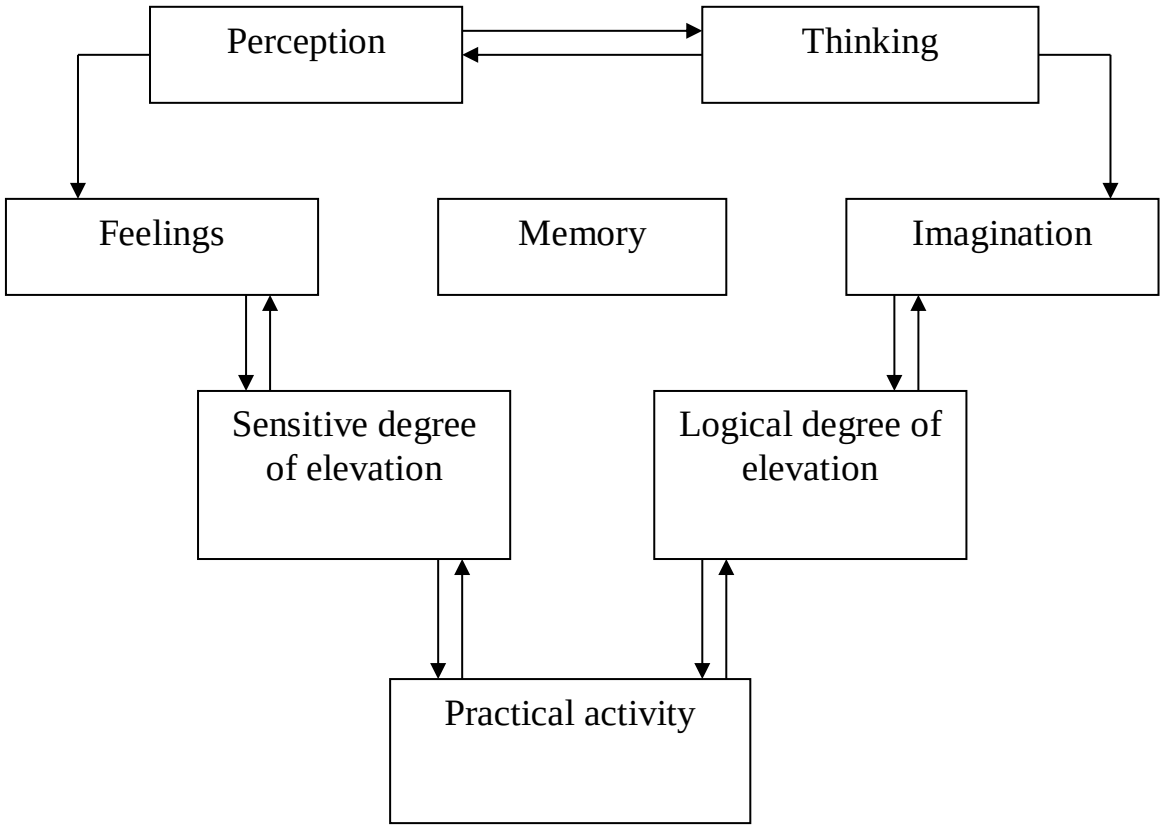

Fig. 1.1. The structure of the cognitive sphere of the person

Under the senses understand the reflection in the cerebral cortex of certain properties of objects and phenomena of the surrounding world with their direct effect on the sensory organs. It is believed that the sensation is a primary mental cognitive process (Skehan, 1998). In feelings, the person opens up colors and sounds, incense and taste, weight, heat or cold of things that surround him. In addition, feelings give information about changes in their own body: a person feels a disorder in the functioning of the internal organs, the position and movement of his body and its individual parts. In accordance with the main organs of the sensation there are different sensations: visual, auditory, olfactory, taste, tactile, motor, organic, vibration, sense of equilibrium, etc. The learning process should be structured in such a way that the pupils'

activities include auditory, motor, visual, touch and other senses. This improves the learning of learning material.

A more complex and advanced than sensation, but a closely related form of sensory knowledge of the world is perception. In contrast to the senses, perception is a coherent reflection in the cerebral cortex of objects and phenomena with their direct action on the sensory organs. This reflection is accompanied and mediated by the conceptual apparatus, that is, it is denoted by the word, the name of which the person perceives. When a person is surrounded by ordinary things, it forms holistic images of surrounding objects. She sees things, hears their sound, touches them (Mykhalchuk, Bihunova, Fridrikh & Vietrova, 2021). Perception depends on the emotional state of man, his purposefulness, vulnerability, imagination. In the process of learning, perception goes into comprehension, understanding, the allocation of essential and important elements, causal relationships and relationships. The motivational orientation of mental activity involves active understanding as an important prerequisite for the deep learning of knowledge. The language expression of understanding means the final act of mental activity (Mykhalchuk & Ivashkevych Er., 2019).

At the center of the classification of perception, as well as of sensations, are the differences in the analyzers (sensory organs) that take part in the perception. In accordance with what analyzer plays in the perception of the main role, distinguish auditory, visual, motor, olfactory, taste perceptions. Usually, the process of perception is carried out by a number of interacting analyzers.

In contrast to the sensations in which certain properties of the stimulus are expressed, perception reflects the subject as a whole, in aggregate its properties. In this case, perception is not limited to the sum of certain individual sensations, but represents a qualitatively new degree of sensory knowledge with its peculiarities. In the process of perception, the organization and consolidation of individual feelings into holistic images of things and events takes place.

Perception in man is closely connected with thinking, with understanding of the essence of the subject. Understand, consciously perceive an object – it means to

mentally call it, that is, to refer the perceived subject to a certain group, a class of objects, to generalize it in a word. Even with the appearance of an unfamiliar subject, we try to find in it the similarity with the objects familiar to us, to attribute it to a certain category. Thinking is one of the leading cognitive processes, it is considered to be the highest degree of cognition. Reflection at the stage of thinking differs from the perception that thinking reflects reality indirectly, with the help of a system of means, such as thought operations, speech and speech, human knowledge, etc.

Perception depends not only on the irritation, but also on the perceived subject. Perceives the same insulating eye, not an ear in itself, but a particular living person and in the perception always in one way or another identify the features of the person perceiving, his relationship to what he perceives, needs, interests, aspirations, feelings (Lakoff & Johnson, 1980).

The next important cognitive psychic process is attention. The most important feature of the course of cognitive processes is their selective, clearly directed character. From a large number of influences of the surrounding world, a person always perceives something that imagines what he thinks, argues. This feature of consciousness is associated with its characteristic, as attention, which is a form of organization of mental activity of man and consists in the orientation and concentration of consciousness on objects that provide their expressive reflection. Attention is always closely related to human activity, it provides a conscious character, as well as it is stimulated and regulated. The tension in activity is always associated with an appropriate tension of attention. Attention serves as an internal condition of mental activity, due to the sensory reflection of objects of the outer world, is exploded in the mind of the subject, and each act of purposeful activity reaches consciousness. It is from the focus of attention that determines the completeness, clarity and clarity of our perception, presentation, and solution of everyday problems (Mytnyk, Matvienko, Guraliuk, Mykhalchuk & Ivashkevych Er., 2021).

Among the higher cognitive processes, in which the specifically manifested human nature of the activity belongs to the imagination. Any active process involves

imagination. Imagination creates images of the result of activity, and also provides development of the strategy of activity, in particular mental, in situations of uncertain and probable. Therefore, creative imagination is the psychological basis of many types of creative activity, which is also characterized by the novelty of both the process and the resulting product (Roszko, Tymoshuk, Duszkin & Sosnowski, 2018).

One of the forms of reflection of the world on the level of cognition is the higher level of communication – an understanding associated with the use of language. Understanding means to have something about the correct concept, to mentally reproduce this or that fragment of reality with its actual internal connections.

Everything that a person directly reflects through the processes of sensation and perception, fixed, arranged, stored in her brain, forming an individual experience, and, if necessary, used in subsequent activities. Experience is a rational element of cognition that provides a holistic perception of objects of reality and gives the process of displaying a dynamic characteristic. Without preserving the traces of previous impressions, every feeling and perception would have been experienced as having originated for the first time (Mykhalchuk, Ivashkevych Er., Nohachevska, Nabochuk & Voitenko, 2021).

Memory is an important mental process that has a direct bearing on learning activities in general and the effectiveness of learning exclusively. Memory is a form of mental reflection of reality, associated with the memorization, storage and reproduction of the individual of his/her experience (Valian, 2019).

In accordance with the purpose of the activity distinguish two types of processes of remembering: spontaneous and arbitrary. With involuntary memorization, the selection of facts is carried out without much volitional effort. Random memorization, on the contrary, requires volitional effort to memorize the educational material. In addition, the goal must be set: what needs to be memorized and to what extent. To achieve this goal, different techniques and methods of productive memorization are used.

Allocate types of memory are motion, emotional, verbal-logical, sensory (visual, auditory, olfactory), figurative, mechanical, logical, long-term, short-term, involuntary, non-voluntary, etc. All of them, one way or another, are involved in the process of perception and processing of information. Sometimes the classification is used by types of analyzers: visual, auditory, motion, mixed, etc. It should be borne in mind that the efficiency of logical memory is twenty times higher, better than mechanical. We propose our own vision of the stages of logical memorization (Fig. 1.2).

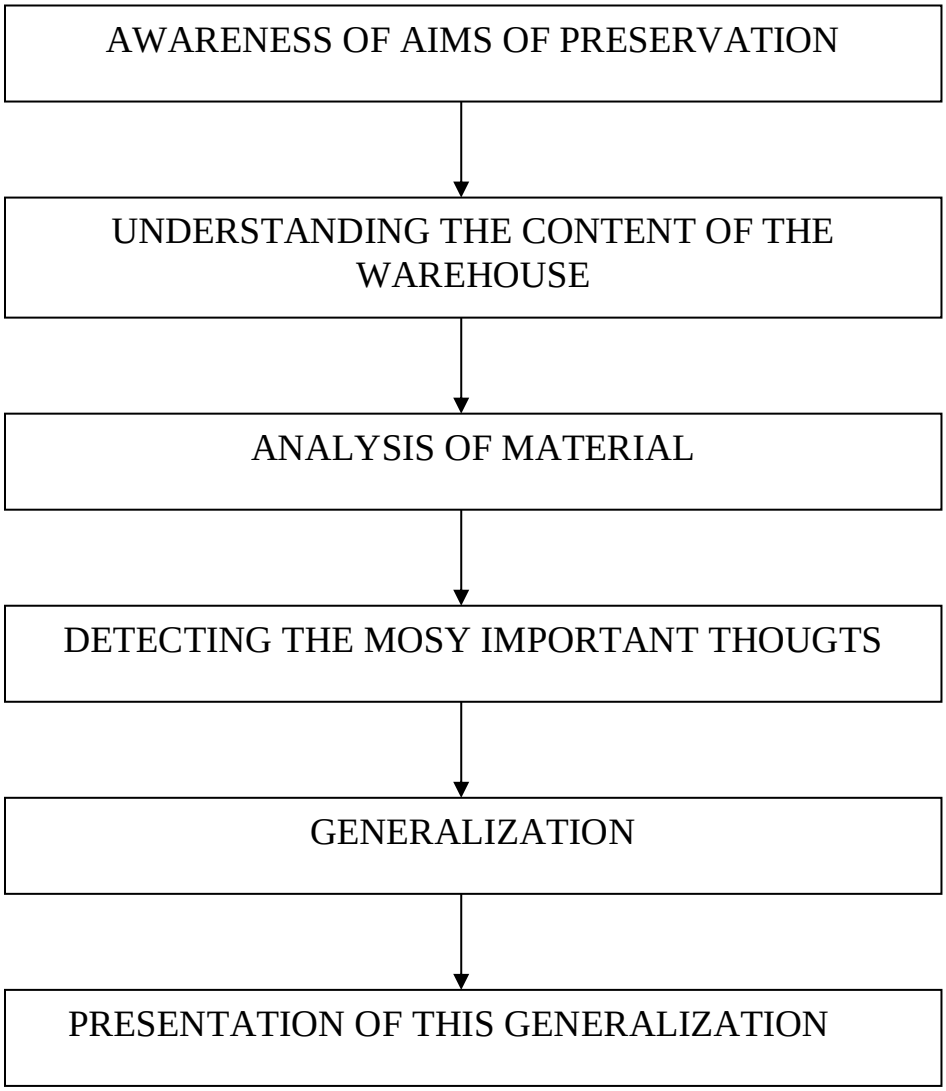

Fig. 1.2. Stages of logical memorization

The opposite of memorizing is the process of forgetting. Deductions can occur after a certain time in the absence of repetition (repayment), under the influence of new

information (interference) and in a number of other cases. The main and widely used method to achieve memorization is the repetition.

The effectiveness of pedagogical activity is largely determined by the function performed by the pupil in the process of acquiring knowledge: passive or active perception and assimilation of information. The task of the teacher is to maximize the activation of cognitive activity of pupils, to develop active, independent creative thinking, to instruct the necessary techniques and methods.

The need for creative activity, according to psychologists, has a biological character and is incorporated in the genes. But, like every quality, it varies considerably under the influence of social norms and specific conditions. Therefore, the realization of the need for knowledge seeking depends not only on the appropriate conditions and education, but also on the level of teacher training, the creation of teaching and psychological conditions for the formation of motivation (Mykhalchuk, Zlyvkov, Lukomska, Nabochuk & Khrystych, 2022).

The real determinant of the motive is the need. The set of needs and motives that motivate a person to work, called motivation. Every purposeful activity should be motivated. Only under such conditions is the activity of studying. Motivation process of learning includes three groups of motives: external (promotion-punishment), competitive (success in comparison with someone or with oneself), internal (as a field of fruitful activity of the individual). Internal motives provide the most sustainable interest in learning. As the most effective means of activating the cognitive activity of students, one should emphasize the novelty of teaching methods, involving students in their experimental forms (Barsalou, 1999).

Cognitive motivation is recommended to be formed on the basis of the following provisions:

- with the help of specially organized didactic actions;
- creation of problem situations;
- introduction of special forms and methods of active learning, in which the principle of problem education is realized;

- development of cognitive motivation in communication between teacher and pupils, as well as students with each other;
- teacher's pedagogical skills, his ability to correctly organize the activities of pupils.

1.2. NEW APPROACHES TO THE IMPLEMENTATION OF THE EDUCATIONAL PROCESS BY APPLICATION OF DIRECT TECHNIQUES

The specificity of modernity in Ukraine is, first of all, that for the first time in its history humanity has faced a situation where education must prepare a new generation for life in conditions that are not yet available to solve the tasks that it has not yet formed. Hence the requirements for a system of education are also emerging: it must educate active, self-thinking people who could creatively solve non-standard tasks. Problem becomes an essential feature of the life situation that is formed in the state. But if we, teachers, really want to move from information education to the problem, from learning the finished material to the formation of creative thinking, we must themselves master the complex art of pedagogical skill. We do not educate students in creative personalities, if we will not be creative and active in our pedagogical search.

In the early 19th century, the well-known German educator Johann Frederick Herbart developed the theoretical foundations of didactics, which was based on an analysis of the teacher's actions aimed at introducing pupils to the new educational material. Herbart tried to create a "scientific system of pedagogy", which would be based on the theoretical achievements of ethics and psychology.

The ethics that Herbart considered science of moral beauty determines the purpose of upbringing. Psychology also determines the path to this goal and the means necessary to achieve it.

According to Herbart, the highest goal of education is to form a morally strong character. With such a character, people are guided in their actions by the following moral ideas that determine the ideal of the individual and the main goal in human life:

- the idea of perfection, which determines the direction, the direction of personality;
- the idea of charity, which ensures consistency and subjugation of the will of others;
- the idea of law that prevents the beginning of conflicts;
- the idea of justice;
- the idea of internal freedom.

Herbart considered didactics as a part of pedagogy, and its subject – educational education – was interpreted as an important factor in upbringing. In dedicating his work to training, he tried to transform pedagogy into science, to give it the most strict character (Byram, 2006).

The metaphysical function that underlies the herbarta didactics provided for the existence of the soul as something permanent and immutable. Creating a soul is a large number of representations that are in constant motion are the source of all psychic life: feelings, desires, will and thinking. Later, Herbart's theory was called the theory of formal steps. Separation or formal steps included:

- clarity;
- associations;
- systems;
- method (Alyami & Mohsen, 2019).

Such an understanding of didactics was not shared by the supporters of various variants of the so-called "new upbringing". The leading spokesman for the direction was American teacher John Dewey, who provided students with a more active role in learning as compared to herbartists. In 1895 he founded an experimental school, where the main focus was on the development of children's activity, which manifests itself in manual work, in practical classes. Classes of this type best form mental abilities

during individual and collective work. The main task of such classes is not preparation for the profession, but the creation of conditions conducive to the development of innate abilities of students, for which the very education at school should be a means of gaining a rich and comprehensive experience. The main function of practical classes is to teach children to work independently, use their own extracurricular experience, as well as to gain knowledge in the course of independent activity.

According to Dewey, cognition and knowledge are the means to overcome the person's various difficulties and solve the problems that she encounters in life. We are conceived when we solve problems, the starting point of which is always a feeling of gravity. In other words, the teacher must throw the pupils a problem. Pupils should be sure that, when solving problems, they will open up new ones for themselves, acquire knowledge which until then were unknown. The new, in comparison with the traditional school, should be the organization of training, including the course of the lesson (El-Zawawy, 2021).

The training should be defined by stages of the complete act of thinking, each of which simultaneously serves as a kind of formal stage of learning. The lesson should be prepared and conducted, so that pupils can:

- feel some difficulty;
- define it;
- to formulate a hypothesis;
- to get conclusions from hypotheses;
- to test hypotheses by contemplation or experiments.

The described didactic concept put a "new school" in a task that was fundamentally different from the tasks that were solved by the "traditional school". The place of "book learning", which was reduced by the herbartists to the study, understanding and memorization of the symbols of thought, took the principle of active learning (the ability to use existing experience). The training relates to the entire mental life of the individual, that is to the theoretical thinking (according to Dewey –

reflexive) and practical, to feelings and will, to individual and social activity (Fischer, 2019).

The place of the active teacher (his main task in the "old school" was the transfer of the finished knowledge) in the "progressive school" took the teacher-consultant, the observer. He helped to overcome the difficulties when the students themselves turned to him for help. Thus, in the system – "teacher-pupil" there was a fundamental rearrangement of the emphasis of activity from a teacher to pupils. Place of oral spoken word, the main source of knowledge in the traditional school – in the "school-laboratory" took the theoretical and practical classes, which reflected the independent research work of pupils (Evans, 2013).

John Dewey gave pupils a greater active role in the learning process than herbartists, emphasizing that the transfer of knowledge must be based not only on memory, as Y. Gerbart did, but also on the development of abilities for intellectual activity; it is necessary to analyze not the actions of the teacher, but the student. In fact, John Dewey began using cognitive techniques in the learning process.

Positive moments of the use of cognitive techniques Dewey and his supporters can be called:

- the need to develop pupils' autonomy;
- the concept of learning through discoveries.

Disadvantages of a "new education" method are as follows:

- unilateral education;
- advantage of practical classes;
- understanding the process of acquiring knowledge as a secondary to the development of thinking.

In the modern sense, Didactics is a science of teaching and learning, which defines the methods, organizational forms and means that ensure the implementation of planned changes of pupils' person (Gibbs, 2005).

In this sense, Didactics is one of the pedagogical sciences that study the issues of education in order to form a person in accordance with socially accepted norms. Modern didactics as a basis for the school has certain features:

1. To strive for such a model of the learning process, which would allow to unite into a single whole a sensual mindset with thinking, practice – as a source of knowledge, and as a criterion for its truth. Thus, it is a question of creating a universal and, at the same time, a very elastic model of the learning system. It is considered incorrect to teach children first only at the level of a particular material, but only then, as if at the second stage, – at the level of the abstract, because each level of concrete, visually-effective and figurative knowledge about the subject corresponds to a certain level of abstract thinking. One cannot accept the correct recommendation to teach students to practice, which is, if only the third link in the realization of knowledge, only after they pass through the previous stages of knowledge through sensations and thinking. At the same time, it is necessary from the first days of the child's stay at school to worry about the development of her abstract thinking. It is also necessary that the elements of the student's activity be linked to both concrete and abstract thinking. Proving the requirement of parallel development and simultaneous interaction of feelings, thinking and practical activity in cognition, the modern didactic system moves towards the elimination of the typical for herbartism and progressivism, the contradiction between theory and practice, between knowledge and skills, between possibilities to describe and change reality, and, finally, between objects of knowledge received by a student from a teacher, and acquires them on their own.

2. The place of mechanical psychology of Gerbart and behaviorism Dewey in didactics took psychology, which is understood as a science of complex activities of living beings. The basis of the development of activities aimed at obtaining concrete results, is connected with the need for human regulation of its relations with the outside world. The main activities are practical activities, and above all, labor productivity, as a result of which a person changes the environment surrounding it and changes it itself.

3. In the modern didactic system, the essence of the learning process is understood differently than in the concepts of herbartists and progressives. At the present time, we do not understand either the synthesis of this process before the transfer of the pupil's knowledge, nor the attempts to transform it into unmanageable teacher's research activities of the pupils. In turn, our system proceeds from the principle that pupils must learn the basics of systematized knowledge, as well as certain skills and abilities.

4. Compared to the herbartistic and progressive systems, modern general didactics rests on other principles of selecting the content of study in programs on certain subjects.

Herbartostists, developing curricula, do not take into account the needs and interests of students at all, and, moreover, they overestimated the value of "book knowledge" for their intellectual and moral development. Their programs were one-sided, were overwhelmed by training material and appealed mainly to memory. At the same time, these programs were logical, providing systematic knowledge to students, especially in the field of the humanities.

The basic principles of constructing educational programs for progressives: the principle was adopted as the principle of a concise repetition of the historical path of human development. Programs were created to enable students to understand the needs of man's struggle with the forces of nature, to understand the historical mechanisms of the development of civilization.

Contrary to the principles outlined above, modern didactics emphasizes the need to take into account when selecting the content of training needs as social as well as individual. Pupils need to master the basics of systematic knowledge of nature, society, culture, technology, which allows them to understand the surrounding reality, as well as participate effectively in transformation.

From the point of view of the modern didactic system, the curriculum should be designed in such a way that students can carry out different types of theoretical and practical activities, combine theory with practice, which is an essential condition for

their comprehensive development. Under full comprehensive development, we understand the intellectual, moral, physical and aesthetic development of pupils, mastering them with a certain amount of technical knowledge necessary in human life.

5. Herbarat didactics underestimated the need to organize group forms of student work. Progressives also overestimated the educational and didactic advantages of group lessons. Modern didactics avoids these extremes, emphasizing the expediency of using different organizational forms of learning (individual, group, collective forms of work) and recommending that when choosing one of them to be guided by the goal and objectives of education and upbringing.

6. The final results of learning are not recognized solely by hereditary factors or environmental characteristics. One cannot deny that these factors influence the course and results of learning, but its final results are determined by the conscious and purposeful activity of the teacher. Modern didactics asserts the leadership role of the teacher in the process of learning, while recognizing the independent work of pupils.

That is why modern didactics rejects the concept of formal steps for the training of herbartists and Dewey. The functions of these concepts take a more flexible and versatile concept of the elements of the learning process.

Didactics as a science of teaching and learning encompasses in their research the transfer of knowledge of all subjects and all levels of educational activity. In this connection, it is called general didactics or the general theory of teaching and learning. In addition to the general didactics, there are also separate didactics, which are called teaching methods for individual disciplines.

Pedagogical science and practice have developed and tested a large number of teaching methods. Some of them are used for a long time and have become traditional. Others were born relatively recently. Both, both others, have their supporters and opponents (Fig. 1.3).

A modern educator should have an idea about them and, if possible, use it in his work. In this regard, we propose, from a practical point of view, the most common methods of teaching divided into two groups – traditional and non-traditional. By

traditional, we include the following teaching methods: informational, informational and illustrative, programmed, problem, active, research.

Unconventional: method of reference signals, modular, rating, contextual, adaptive, computer, open. The essence of each of these methods is given in Table 1.1.

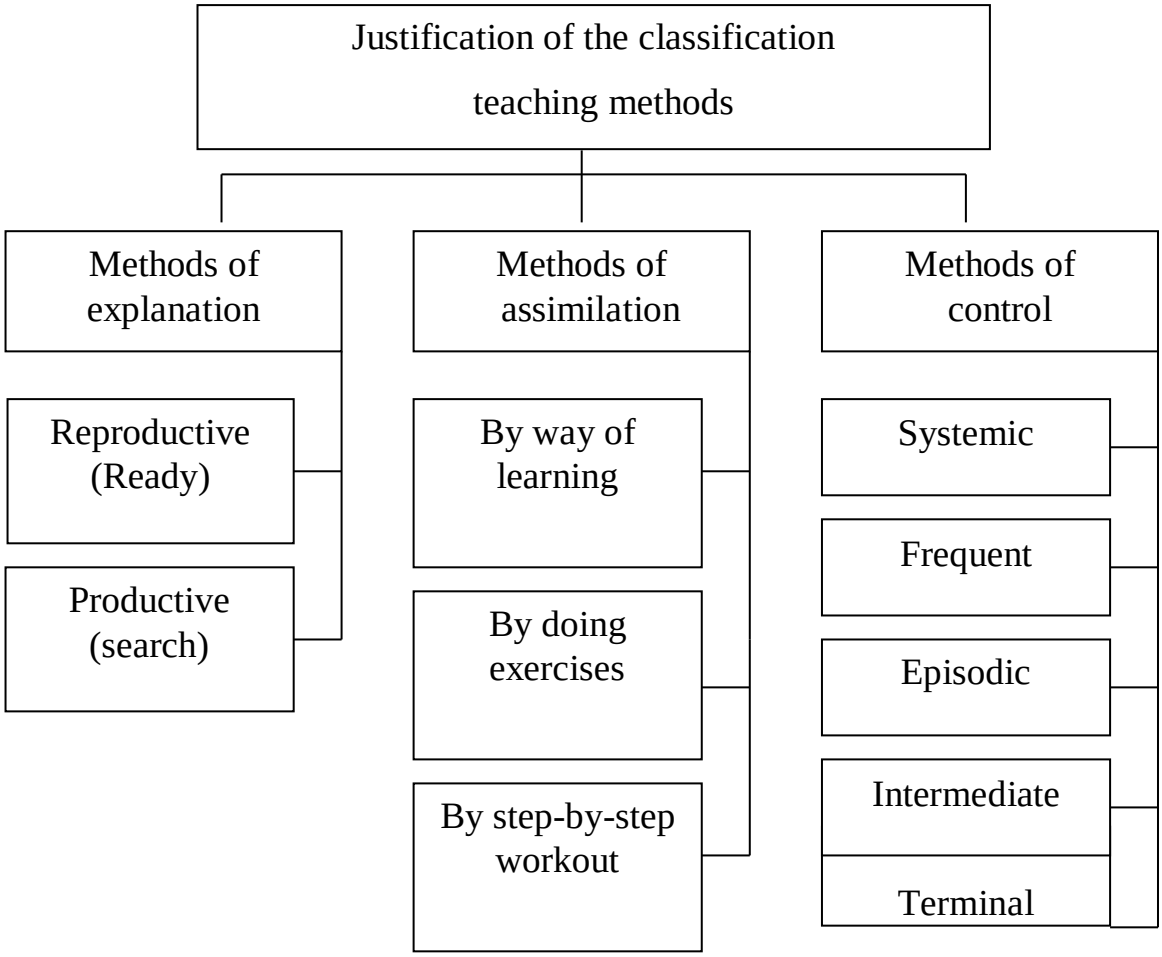

Fig. 1.3. Methods of training and their justification

Table 1.1

CLASSIFICATION OF TRADITIONAL AND NON-TRADITIONAL METHODS OF TEACHING

№	Methods of training	The essence of a teaching method
1. 2.	Informative	**A. Traditional teaching methods** Verbal. Basically, verbal and informational beliefs are placed.

3.	Informative and illustrative	Reproductive. Using competers, gives knowledge, but does not develop creative thinking.
4.	Programmed	Using competers. Dividing the training material into parts with subsequent sequential assimilation.
5.	Troublesome	Do not provide ready knowledge, and their receipt is based on solving problem questions, situations.
6.	Active	Maximally close to production through analysis of specific situations, auction of ideas.
	Research	Acquiring knowledge in the process of conducting research work.
1.		
	Reference signals	**B. Non-traditional teaching methods**
2.		Enlargement of didactic units, intensification of training
3.	Modular	Distribution of material into separate autonomous blocks
4.	Rating	Compete with high levels of control at all stages of training.
	Contextual	Training through the problems put forward by the production
5.	Adaptive	
6.		Active independent activity of students under the guidance of a teacher
7.	Computer	Using computer programs, electronic textbooks.
	Open	Contact with reality and individual learning.

Conclusions to the first Chapter

Educational activity has two subsystems. The first subsystem is regarded as an act of cognition and is realized by pupils through the assimilation of existing experience. The second subsystem is activity training, aimed at ensuring the conditions for a successful cognition. Thus, learning is a system of organizing ways of transferring to a person knowledge, skills and abilities, types and modes of activity. Training takes place in the form of cooperation, joint activities of pupils and teachers.

The place of the active teacher (his main task in the “old school” was the transfer of the finished knowledge) in the “progressive school” took the teacher-consultant, the observer. He helped to overcome the difficulties when the students themselves turned to him for help. Thus, in the system – “teacher-pupil” there was a fundamental rearrangement of the emphasis of activity from a teacher to pupils. Place of oral spoken word, the main source of knowledge in the traditional school – in the “school-

laboratory" took the theoretical and practical classes, which reflected the independent research work of pupils.

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productivity, as a result of which a person changes the environment surrounding it and changes it itself.

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From the point of view of the modern didactic system, the curriculum should be designed in such a way that pupils can carry out different types of theoretical and

practical activities, combine theory with practice, which is an essential condition for their comprehensive development. Under full comprehensive development, we understand the intellectual, moral, physical and aesthetic development of pupils, mastering them with a certain amount of technical knowledge necessary in human life.

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6. The final results of learning are not recognized solely by hereditary factors or environmental characteristics. One cannot deny that these factors influence the course and results of learning, but its final results are determined by the conscious and purposeful activity of the teacher. Modern didactics asserts the leadership role of the teacher in the process of learning, while recognizing the independent work of pupils.

That is why modern didactics rejects the concept of formal steps for the training of herbartists and Dewey. The functions of these concepts take a more flexible and versatile concept of the elements of the learning process.

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Pedagogical science and practice have developed and tested a large number of teaching methods. Some of them are used for a long time and have become traditional. Others were born relatively recently. Both, both others, have their supporters and opponents. A modern educator should have an idea about them and, if possible, use it in his work. In this regard, we propose, from a practical point of view, the most common methods of teaching divided into two groups – traditional and non-

traditional. By traditional, we include the following teaching methods: informational, informational and illustrative, programmed, problem, active, research.

Unconventional: method of reference signals, modular, rating, contextual, adaptive, computer, on-line, open.

CHAPTER 2.
PSYCHOLOGICAL MECHANISMS OF THE IMPLEMENTATION OF A DIRECT MODEL OF TEACHING

2.1. COMMUNICATION MEDIA AS NECESSARY COMPOSITION OF DIRECT TECHNIQUES

Any system of training is purposeful, that is, it is not built on a random basis, but in such a way as to achieve the goal most successfully. Therefore, we want to understand why one or the other means are used in the communicative system of education, we must clearly imagine the purpose pursued by this system.

Today the goal of "learning to communicate" is generally accepted. Of course, to teach the ability to communicate in a foreign language is attractive and necessary. However, should this only be defined as a goal? Such a goal tells us that a person must know how to speak, read, listen, and write, if he already possesses a certain level of language ability. However, even in this case, not all are listed: not determining the function, which, in communication, allows the person to speak the language. Possession of a foreign language, for example, allows a person to defend his beliefs and opinions.

There are two types of communication: verbal and nonverbal.

Verbal means of communication. These include types of speech activity, of which, first of all, need to be highlighted:

1. Productive activities: speaking and writing.
2. Receptive activities: listening and reading.

The distinction of these species is absolutely necessary, because each of them is specific, based on their mechanisms. With a certain commonality, different types of activities are also included in one group, say, listening and reading. Hence the conclusion that for each type of speech activity there is a way of assimilation.

Sometimes speaking and writing are called active, and listening and reading are passive activities. Such representations are outdated. Passive activity is not and cannot be. Activity is the internal and external activity of a person. And passivity is inactivity. Another thing is that the nature and form of the manifestation of activity in reading, for example, other than in speech (speaking) (Geeraerts & Cuyckens, 2010).

Nonverbal means of communication. They include:

1. Paralinguistic (intonation, pause, breathing, diction, tempo, tone, melody).
2. Extra-linguistic (knock on the door, laughter, crying, noise).
3. Kinesic (gestures, facial expressions).
4. Proxemic (posture, body movements, distance).

Scientists believe that the communicative process is inadequate if we distract from its nonverbal means. These tools make a great contribution to communication:

- focus on one or another part of the verbal message;
- warn what is transmitted verbally;
- fill in or explain pauses, indicating the intention to continue their statement;
- keep contact between the interlocutors and regulate the flow of speech;
- replace a separate word or phrase;
- delayed duplicate the contents of the verbal message (Kramsch, 1993).

The listener must be able to "read" and mimic, and body movements, and intonation, and pauses.

Communication is usually carried out in two forms: oral and written, each of which has its own specifics. *Oral form* is characterized by:

- the wealth of intonation design;
- a large amount of paralinguistic information (facial expressions, gestures);

- at a certain pace; otherwise, the temporal connection with the situation will be lost;

- high degree of automaticity, on what basis and the pace is based;

- contact with the partner of communication;

- a specific set of linguistic means;

- linearity in time, since it is impossible to return to a certain segment of conversation.

There are a number of skills, without which speaking in a foreign language is impossible. We'll characterize them.

Awareness and ability to clearly define their linguistic task, due to the fact that by entering into communication, the pupil must clearly know what he/she wants to achieve: persuade, persuade, inform, get an opinion on some question that interests him, advise something. Pupils who are not aware of their speech problem, cannot determine it, often do not know what to talk about.

The ability to plan the conversation consists in the fact that each of the participants in the communication organizes the chain of their replicas so that the optimal way to achieve the realization of their task (taking into account the likely reaction of the partner). The ability to plot its strategic line in dialogic communication in a foreign language corresponds to a similar ability in communication in the native language, but the content side of the planned correlates in these two cases with the form of different languages. Even if in the native language the skill of strategic planning in the student is developed, the full transfer of this ability in foreign communication does not occur due to the connection of the formal and the content of the parties. The degree of development of this ability in relation to the native language certainly influences the ability to plan the course of conversation in a foreign language, and conversely, the development of this ability in foreign language classes can contribute to improving the mother tongue. Therefore, the development of the ability to plan the conversation in a foreign language is necessary. When developing this skill, it is important to remember that

some of the set of "intermediate" speech functions can be used to implement any language task. So, in order to get information about something, you can talk about your desire, the need for this information, ask to tell, use different types of requests, not forgetting that at the right place you can hear and appreciate the information. For each speech problem, a set of the most frequent (in certain situations) "intermediate" speech functions and their location, which may vary in separate parts, is possible, but retains the general logic of solving the speech problem. The discovery of such logical functional chains and their variants, the use of them in the form of support is important for rationalizing the management of the conversation (Mykhalchuk & Kryshevych, 2019).

In a real communication, a replica of the partner can to a greater or lesser extent correspond to the predicted or not at all. This makes the speaker partly spontaneously rebuild his program during communication. *A partial reorganization* can be said when the speaker's main linguistic task has not changed under the influence of a replica of the partner (which in itself is possible and causes a significant reorganization of the program). A partial reorganization is possible through the introduction of new, previously unprovoked speech actions or the exclusion of the planned ones. It may also be associated with the temporary transition of the initiative to the linguistic partner.

The ability to seize and intercept the initiative of communication is due to the fact that at each stage of the conversation, the initiative may be in the hands of one of the interlocutors, whose linguistic task is at this time predominant, leading. Often, the tasks of both partners do not coincide. In order to solve this problem, the speaker should be able to seize the initiative and keep it to the goal. After this, the initiative may be intercepted by its linguistic partner. Knowledge of the rules of capture and interception of the initiative and the relevant skills play an important role in learning the conversation (Mykhalchuk, Bihunova, Fridrikh & Vietrova, 2021).

The ability to intercept the initiative is closely related to such ability of language etiquette as the ability to give partner the opportunity to realize their

linguistic task. This is due to such a feature of communication as the temporary subjugation of one interlocutor to another – who is the initiator at this stage of the conversation. After all, if there were no such temporary conquest, none of the interlocutors could achieve its goal, for the purpose of which he/she entered the conversation.

The five skills listed are the structure of the dialogue as a whole. The full development of these skills is possible at a special stage of conversation training, where the student is dealing with a large amount of information, within which there is a need for strategic planning, capture and interception of the initiative. The following three skills can be developed at both the special and non-special stages of the discussion.

The ability to respond adequately to the replica of the interlocutor is due to the choice of such a functionally deterministic linguistic act, which would be combined with the functional orientation of the replica-stimulus in accordance with the situation. For example, depending on the situation on the request, there may be the following reactions: promise, refusal, request, advice, etc. The ability to provoke one or another language action is due to the fact that the speaker should be able to present such replicas-stimuli, with which could follow the replica-reaction of the desired functional orientation.

The skill of functional manipulation within a single replica at the level of several speech actions involves the ability to present deployed, complex replicas. Complementing replicas can go in different directions, for example, to be a combination of several speech actions that correspond to one language task. For example, if the linguistic task of the first interlocutor is to tell, to tell where he spent his summer holidays, one of his replicas may have the following structure: message-refinement-assessment. If the purpose of the first and second interlocutors is to get information about how each of them spent the summer, one of their replicas may be as follows: message-request (Langlotz, 2015).

When doing exercises, it must be taken into account that the main burden lies with the first participant who offers incentives. He faces here with the task of compiling various kinds of questions – general, special, dividing. Attempts to teach different questioning sentences separately from mental tasks does not give a positive result. One can teach how to translate affirmative sentences into a question or ask questions to different parts of a sentence, but the operational skills are thus unstable and do not "work" when one has to implement content and language programs at the same time.

In the process of choosing affirmative answers for the proposed situation, students develop a kind of mental activity called ***"convergent thinking"***, which ensures finding one (or several) possible answers to the proposed questions. As a result, the list of the corresponding replicas is removed from the board (if there is a certainty that they are all learned).

It should be taught to respond not only to questions but also to different kinds of assertions:

- I wish I had more time to do all those things. - I do too.
- She's excited about the trip abroad. - Naturally!
- Telephone me as soon as you find out. - Of course.
- I don't like the idea of leaving her alone. - I don't either.
- We'll have to work hard the next few weeks. - You're quite right.

According to the requirements of the secondary school curriculum, secondary school students should be able to conduct a conversation within the framework of the material studied at the previous stages. Secondary school students continue to accumulate knowledge in all aspects of the language studied, improve the level of mastery of the main types of speech activity.

Although in adolescence the pupils' speech is mainly based on the material previously studied, however, according to our observation, they are more freely using linguistic material, both learned and new, freely varying and combining it. When conducting a conversation, pupils can solve more complex communication

tasks, construct the content – more correct in the normative plan and more appropriate to the specific situation of the statement. Communicative-regulatory and communicative-emotional forms are more natural and motivated in their speech.

From a quantitative point of view, the lexical minimum at the middle stage is growing extremely fast – 50 units per year, increasing in the last three years by 150 words. By the end of the 9th form it is 950 words. However, as a positive fact, it should be noted the expansion of the potential vocabulary of students through the acquisition of a number of word-creation means (suffixes, prefixes), the assimilation of a large number of international vocabularies.

At this stage, there is a significant activation of vocabulary, as a result of which there is a redistribution between receptive and productive vocabulary in favor of the latter, which facilitates students to construct expressions. In addition, their linguistic experience reaches a level where they can already engage in their language completely new lexical units, in particular those present during the act of communication.

The circle of communicative-structural types of expressions that the students of the middle classes master are greatly expanded, thanks to the acquaintance with such grammatical phenomena and forms as: Future-in-the-Past, Sequence of Tenses, Subjunctive Mood in Conditional Sentences, Infinitive Phrases, Gerund and Gerundive Phrases, Present Participle, Past Participle, Participle Constructions.

Psychological peculiarities of secondary school pupils enable them to overcome the complex problems of transient contact, the formation of statements that differ in the independence of judgments, actualization of personal life experience and personal experiences, initiative in the management of communication.

Although the teenage age (12-16 years) is psychologically different in certain contradictions, in general, it is positive in terms of the development of dialogue communication. “Linguistic shyness” or even the isolation of pupils often changes in multilingualism, which promotes the desire to appear to adults, to self-identify, to stand out. At this age, pupils easily enter into controversy, tend to contradict, defend

their point of view and even spoil. However, the acquired skills of cultural communication allow them for a long time to stay "afloat" little informative exchange of traditional formulas (Millikan, 2000).

However, all of the above is just about interpersonal communication in the native language. With regard to the study of a foreign language – the case is a bit more complicated. Specificity of age combined with insufficient number of academic hours leads to the appearance of a group of silent people.

In the connection with these guiding principles of the development of the dialogic competence of secondary school pupils, as well as the study of a foreign language in general, the activation of pupils' learning activities and their increased interest in the learning process should become. The implementation of these principles is determined, first of all, by the content of learning, the clearer organization of the educational process, the individualization of training, etc.

2.2. CHARACTERISTICS OF DIRECT TECHNIQUES

The word ***"Direct"*** comes from the English variant – the one that points to smth. what we mean. The Direct component is related to how information is perceived by a person and how it understands this information. After all, according to psychologists, a person is not a machine that blindly reacts to internal factors or events in the outside world. On the contrary, the mind of man is much more characteristic: to analyze information about real reality, to make comparisons, to make decisions, to solve the problems that face it every minute. With the help of a Direct component, one can consider and investigate mistakes that arise in the process of learning activities, as well as finds that allow you to effectively influence the cognitive field of students, trying to make the training material well received, memorized, and cause readiness for action by pupils.

Consequently, the Direct techniques of training largely actualize the mnemonic activity of the person due to the interactive influence not only on this, the actual

moment of communication, but also due to the stimulation of personally meaningful experience of the person. After all, researches have established that a person is more likely to remember what the activity of his activity is connected with, and also what he has expressed interest in. Worse remembers indifferent, uninteresting, meaningless material. Therefore, the primary task of the teacher is to draw pupils' attention to the perception of new information, taking into account their interests and dreams. From a psychological point of view, every teacher is a person who helps pupils to look into the future through learning.

We worked out different methods of cognitive process and their classification, familiarized with the basic techniques for the implementation of the educational process. Worthy of note is the model of the cognitive process, which leads D. Ritchie (2004). The main components of his model are: perception, thinking, sensation, memory, imagination, sensory degree of elevation, logical degree of elevation, practical activity. Moreover, the author emphasizes that memory provides the integrity and development of the personality of a person, occupies a central position in the system of cognitive activity.

Based on the generalization of existing approaches, the acquired theoretical and practical experience, we developed the author's denotative model of learning (Fig. 1.4). The author's Direct model includes such basic components as: incoming information, perception, sensation, thinking, imagination, sensory and logical degrees of exaltation, practical activity, memory.

According to this model, different paths of learning are possible. The essence of each of the routes is to pass the input information through each component of the model, while fulfilling the original functions. We distinguish eight Direct routes of cognitive process according to our model.

For example, look at **the first Direct route**:

Incoming information - perception - sensation - sensory degree of elevation - practical activity

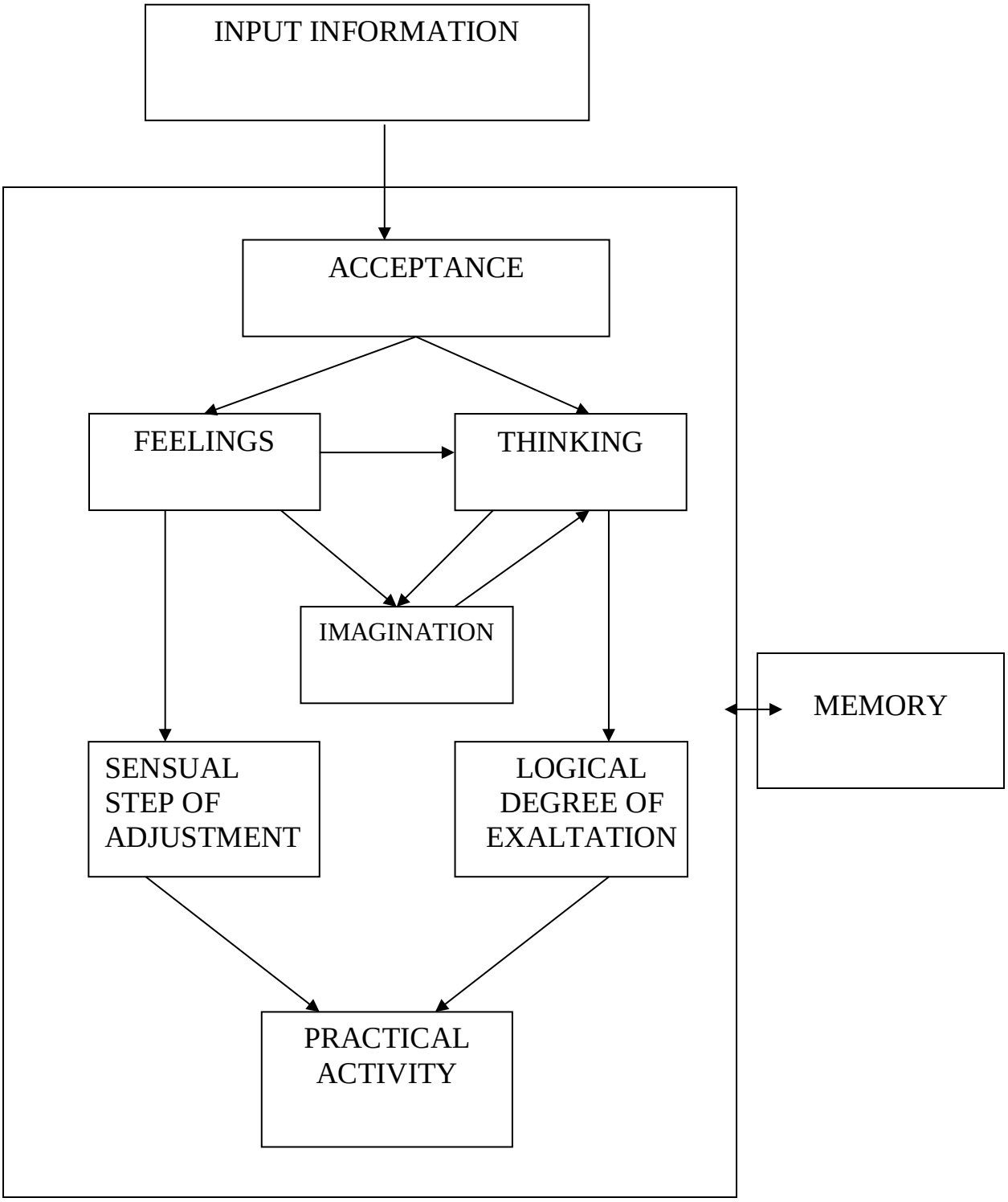


Fig. 2.1. Direct model of education

The principle of the Direct route will be the following. For incoming information in this case, let's take a story about France, a romantic country, lovers of its cultural and architectural monuments, in particular the Eiffel Tower.

After perceiving information of this type involuntarily there is a feeling: I want to fall in love and visit the Eiffel Tower with my beloved person, to feel all the romance of Paris. According to our model, on a sensual level of elevation, we feel that they have been culturally rich, learned a lot about the country. Since the information is interesting and useful, she, crocheted in memory, will definitely be useful in any practical activity.

Look at, for example, how the cognitive process proceeds according to our model and the above route in the English language lessons at school. In middle classes students learn a lot about the country they are learning. An introductory lesson about England, the teacher must be built in such a way that each pupil discovered something interesting and useful, namely, his vision of England-country. Teacher should pick up colorful, vivid facts about this country. Perceiving the story, each pupil will have their own feelings: they will want to go to London, the capital of England, to see the Queen, the famous Big Ben, to visit the Westminster Abbey, where prominent scholars, poets, writers of the country are buried.

In the process of entering the input information about the country, you should use vivid illustrations of a particular place. Interesting, fascinating teacher's story will not leave indifferent the most subtle movements of children's sensations. After the lesson, each pupil will feel how useful the lesson is, will appreciate the traditions and mentality of the people, will feel how strengthened consciousness under the influence of the heard. Most pupils in order to bring their desires and feelings to reality (to learn more about England to visit it in the future) will be more insistent when doing practical work (in our case, learning English).

Look at **the second Direct route**:

Input information - perception - feeling - imagination - thinking - logical degree of elevation - practical activity

In order to trace the course of the cognitive process according to this route, we will accept information about a country like Egypt, for example. Today, there are plenty of television programs that provide detailed information about any country in the world with all its charms and beauty. So, hearing and receiving information of this

type, we begin to think over what we hear. Egypt is perceived by many as a country of sun with loose sand and pyramids. We already experience the bright rays of the sun that gently nourish our fragile skin. We cannot imagine ourselves as tourists who thoroughly study all the delights of the country they are offering.

From imagination there is a transition to thinking; we plan what and how we will do when we arrive in Egypt, we try to simulate somehow their behavior, the algorithm of our stay in this country, and so on. Being on the next component of the route of our model, on a logical level of elevation, we summarize the information we have heard, feel some satisfaction, level of cultural enrichment, feel that our consciousness has substantially strengthened.

Colorful, interesting information will necessarily be useful for any further practical activity or when planning a rest. In English lessons in high school, information about the studying cities can be presented in such a way that it is perceived by students as we perceive information about Egypt as seen on the transfer.

So, let's consider how the cognitive process on this Direct route occurs under the influence of information, say, about Kyiv – the capital of Ukraine, at the English lessons.

Pupils perceived information after the teacher's story about the glorious city of Kyiv. The story could not but affect the sensual sphere of schoolchildren: they are proud of their country, for the capital – the city of Kyiv, which today looks like a real European city. Every pupil imagines how he is walking along the renewed Khreshchatyk, the central street of the city, enjoying the beauty and majesty of the capital. Having received and received the information, the students think that you can see everything they hear with their own eyes, make sure the veracity of said by yourself, that is, there is an idea to visit Kyiv and learn even more new, unknown, and the new information told by the teacher will be useful (that and is a practical application).

Let us consider **the third Direct route** of the cognitive process proceeding according to our Direct model:

Input information - perception - thinking - logical degree of elevation - practical activity

For the input we take information about the production function of Cobb-Douglas in economic theory. Perceiving the information of such a plan, a person begins to think, think his own recommendations according to the information received. On the next component of our Direct route (the logical degree of elevation) there is a logical comprehension, understanding and processing of information.

Understanding what the Cobb-Douglas Function is and also having a certain theoretical level, a person will use the acquired information in carrying out his further practical activity (in our case, in economic theory).

Let's consider how the learning material on this route is acquired during the study of English at the lessons of English in the middle classes. For incoming information, we will take, for example, information on the grammatical construction of sentences. The teacher explains the theoretical aspect of the correct construction of the sentence in English using visual means (various tables, board, which contains all the necessary information on the grammatical topic being studied). Perceiving information, pupils connect thinking (since the information on such a plan must be well thought out), offer their own views about this or that moment, which they were interested or led to difficulties. Moving further, according to our model, the logical degree of ascension students already know and understand how to correctly grammatically construct sentences in English.

In order to consolidate the grammatical material, it is necessary to carry out its testing in practice (practical activity is the last component of our route), fulfilling a number of various grammatical tasks pre-prepared by the teacher in the development of this grammatical material.

We offer another version of the cognitive process, according to the Direct model presented by us:

Input information - Perception - Thinking - Imagination - Thinking - Logical Degree of Exaltation - Practical Activity

In secondary school classes in Physics, pupils study electrical laws. These laws and will serve as inputs for the study of the cognitive process on this Direct route. Having heard the necessary information, schoolchildren perceive it. Since the information of the scientific plan, from the perception is the transition to thinking (and not to the sensory sphere): pupils analyze, synthesize, establish analogies, judgments. Thanks to the thinking in the minds of the pupils reproduced imagery. Knowing certain theoretical moments, schoolchildren imagine themselves: if there is a collision of water and current, then there is a current that is dangerous to human life.

Passing back to thinking, the pupils generalize the heard, draw conclusions. At the logical level of growth, teenagers already understand the laws of electricity. With such knowledge, you can apply them in life, preventing many accidents (the final component of the route is practical activity).

At the English lessons, the course of the cognitive process on such a Direct route is possible in the study of, say, the time forms of the verb, in particular the past indefinite time The Past Indefinite Tense. The teacher explains the main points of correct construction of sentences and questions in the past indefinite time (input information). Pupils, in their turn, try to comprehend, understand new information, highlight essential and important elements. Moving further along our route, we note that the pupils play an imagination. They imagine a meeting and conversation with a foreigner, thereby realizing that it is necessary to correct grammatically the construction of sentences, not mixing the present and past time forms, because the story will be meaningless and meaningless.

Moving on, the teacher points out that in the English language, it is also possible to reduce the number of negative and contradictory forms. In order to perceive this information, pupils re-engage in mental activity. At the logical degree of ascension, the pupils have already comprehended, understood and understood the use and formation of the time form The Past Indefinite Tense.

Through practical activities (exercises, creative, grammatical tasks), schoolchildren fix the previously acquired luggage of knowledge.

We considered only a few cognitive process Direct routes. Other options are also possible. For example:

- incoming information - perception - feeling - thinking - logical degree - practical activity;

- incoming information - perception - feeling - imagination - sensory degree - practical activity;

- incoming information - perception - thinking - imagination - sensory degree - practical activity;

- input information - perception - thinking - feeling - logical degree - practical activity.

All these paths of the cognitive process are associated with memory, since the received information is stored in memory, and then used again in the next cycle of the cognitive process. Memory is an important mental process that has a direct bearing on learning activities, it is to some extent a foundation, since it is in memory that the acquired experience, feeling, reasoning is captured.

In Figure 2.1, we see that the arrow has a two-way direction, that is, the results of the cognitive process are in memory, and the acquired theoretical and practical emotional experience is determined by memory and is involved in the cognitive process. That is, the next stage of the cognitive process is already taking place at the highest level. So, we can talk about the ascending development of the cognitive process.

Having analyzed the scientific and theoretical literature, as well as having studied pedagogical experience, we offer our own definition of the concept of psycholinguistic mechanisms. Psycholinguistic mechanisms are mechanisms based on the psychological implementation of the process of perception of certain information (including text) and its deep meaning. The linguistic aspect of mechanisms consists in the organization of the process of communication as a stage of post-formation of images of the inner imagination (as the result of the internal language).

In Figure 2.2, in the form of a schematic diagram, **we presented the psycholinguistic mechanisms of using a slightly earlier Direct model of education**.

The feature of the scheme is the combination of three blocks: I – "Teacher actions", II – "Actions of pupils", III – "Result". The central unit is II, which involves the pupils in the process of cognitive activity.

Block I – "Teacher's Actions". This block displays the teacher's behavior algorithm in the process of learning the students, the sequence of its steps. The first step is the effect on emotions, a feeling that promotes the improvement of knowledge and experience, affects the emergence of sensations: memories, associations, desires.

The second step involves the formulation of a task that aims to influence the processes of thought, lead to the formation of pupils' needs and desires to solve problems, as well as the desire for active cognitive activity.

A final stage of block I – "Teacher's actions" – is the third stage – the analysis and adjustment of the teacher list of proposals for pupils.

A main function of the teacher at this stage is to substantiate and supplement all possible recommendations of the pupils, which are formed in the process of learning the study material.

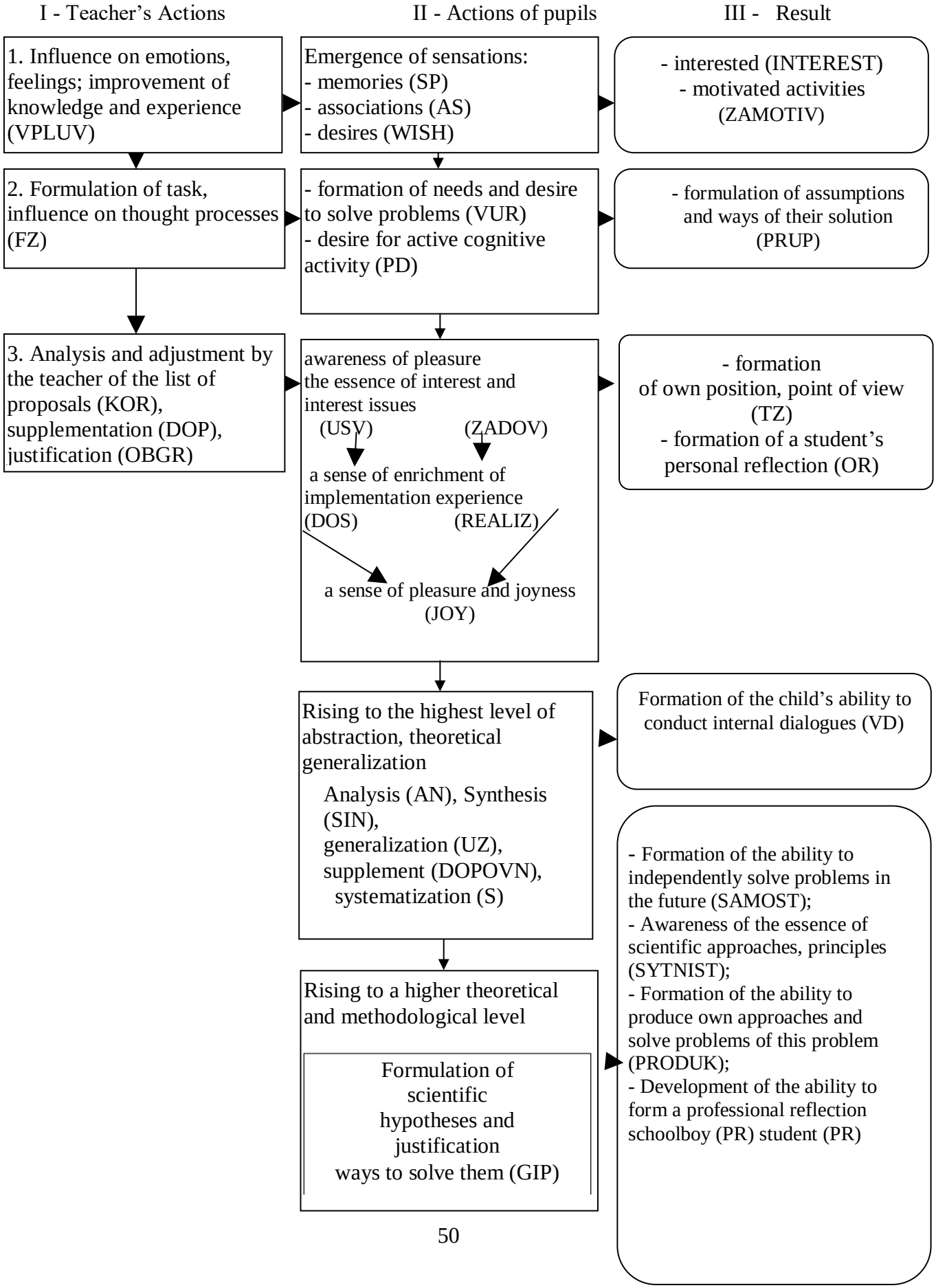
Pupils' feelings are a complex, multifaceted process. In the figure, this block is represented by five main sub-blocks.

The actions of the pupils are subject to the actions of the teacher. It is under the control of the teacher that the pupils conduct active cognitive activity, they realize the essence of the problem, while receiving a feeling of realization, a sense of pleasure and joy. Pupils carry out active thinking activities, rise to higher levels of abstraction, can carry out their own theoretical generalizations, analysis and systematization, formulate scientific hypotheses and propose their own ways of their solution.

The logical conclusion of the previous two blocks is the formation and receipt of results in the educational process.

Fig. 2.2

PSYCHOLOGICAL MECHANISMS OF USING DIRECT MODEL OF TEACHING



So, the first such result and basis for the formation of all the further is the pupil's interest in the issues outlined. This interest arises from the influence exercised by the teacher on the level of emotions, feelings of the pupil (block I – "Teacher's actions"). As a result of such influence, the emergence of memories, desires, associations, interest formed motivation in the behavior of the pupil. Motives and incentives come into force.

The stimulus is a stimulus, the effect of which is mediated by the human psyche, its views, feelings, mood, and interests. Motive (from lat. moveo – push, move) – is a motive reason for actions and actions of the person (that pushes to action). Motive is an important component in the structure of human activity, without which it is impossible to reveal its psychic nature. As a motive, feelings, ideas, thoughts, concepts, ideas, moral ideals, interests, experiences, etc. can act.

Motive is a changing dynamic phenomenon falls under the influence of those shifts that occur in the internal structure of the individual, as well as in the external circumstances of his/her life. As a result of internal motivation and the influence of stimulating factors on the subject, there is a desire to resolve the situation, and therefore, the awareness of the need to find, identify and choose ways to solve the problem, improve the situation, improve the external environment, adjust their own behavior, etc.

The third component of the block (III – "Result") is the formation of its own position, adjusting the values system and the worldview, defining the point of view. So, at this stage there is the formation of a pupil's personal reflection. Formation of own position, point of view and pupil's own reaction to external factors is a result of their awareness of the essence of the problem, satisfaction of interest, interest and joy, the emergence of a sense of realization and enrichment of experience (block II-III).

During the implementation of theoretical generalizations, as well as raising to the highest level of abstraction, the pupil's ability to analyze, synthesize, synthesize, supplement and systematize the educational material is built up. The result of this activity is the ability of the child to conduct internal dialogues.

Formation of the pupil's ability to independently solve any tasks in the future is formed when raising to the highest theoretical and methodological level (the last component of the block II – "Actions of the pupils"). Formulating the existing scientific hypotheses and substantiating the ways of their solution, realizing the essence of scientific approaches and principles, the pupil develops the ability to produce their own approaches and solve issues of certain issues.

The advantages of the scheme of psycholinguistic mechanisms (Fig. 1.5) are that it combines the key points of the methods of Herbart and Dewey. This scheme is focused on activating the pupils' natural and acquired abilities, activating their cognitive process, involving pupils in active teaching methods. This, in turn, will increase the interest, emotional color of the educational process, increase the connection with the previously studied material, with the life experience of pupils.

Conclusions to the second Chapter

The word ***"Direct"*** comes from the English variant – the one that points to smth. what we mean. The Direct component is related to how information is perceived by a person and how it understands this information. After all, according to psychologists, a person is not a machine that blindly reacts to internal factors or events in the outside world. On the contrary, the mind of man is much more characteristic: to analyze information about real reality, to make comparisons, to make decisions, to solve the problems that face it every minute. With the help of a Direct component, one can consider and investigate mistakes that arise in the process of learning activities, as well as finds that allow you to effectively influence the cognitive field of students, trying to make the training material well received, memorized, and cause readiness for action by pupils.

Consequently, the Direct techniques of training largely actualize the mnemonic activity of the person due to the interactive influence not only on this, the actual moment of communication, but also due to the stimulation of personally meaningful

experience of the person. After all, researches have established that a person is more likely to remember what the activity of his activity is connected with, and also what he has expressed interest in. Worse remembers indifferent, uninteresting, meaningless material. Therefore, the primary task of the teacher is to draw pupils' attention to the perception of new information, taking into account their interests and dreams. From a psychological point of view, every teacher is a person who helps pupils to look into the future through learning.

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Based on the generalization of existing approaches, the acquired theoretical and practical experience, we developed the author's denotative model of learning. The author's Direct model includes such basic components as: incoming information, perception, sensation, thinking, imagination, sensory and logical degrees of exaltation, practical activity, memory.

According to this model, different paths of learning are possible. The essence of each of the routes is to pass the input information through each component of the model, while fulfilling the original functions. We distinguish eight Direct routes of cognitive process according to our model.

For example, there are such **Direct routes**:

Incoming information - perception - sensation - sensory degree of elevation - practical activity

Input information - perception - feeling - imagination - thinking - logical degree of elevation - practical activity

Input information - perception - thinking - logical degree of elevation - practical activity

Input information - Perception - Thinking - Imagination - Thinking - Logical Degree of Exaltation - Practical Activity.

We presented the psycholinguistic mechanisms of using a slightly earlier Direct model of education.

The feature of the scheme is the combination of three blocks: I – "Teacher actions", II – "Actions of pupils", III – "Result". The central unit is II, which involves the pupils in the process of cognitive activity.

Block I – "Teacher's Actions". This block displays the teacher's behavior algorithm in the process of learning the students, the sequence of its steps. The first step is the effect on emotions, a feeling that promotes the improvement of knowledge and experience, affects the emergence of sensations: memories, associations, desires.

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A final stage of block I – "Teacher's actions" – is the third stage – the analysis and adjustment of the teacher list of proposals for pupils.

A main function of the teacher at this stage is to substantiate and supplement all possible recommendations of the pupils, which are formed in the process of learning the study material. Pupils' feelings are a complex, multifaceted process. In the figure, this block is represented by five main sub-blocks.

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conclusion of the previous two blocks is the formation and receipt of results in the educational process.

CHAPTER 3.
ORGANIZATION OF THE EXPERIMENT AND ANALYSIS OF THE RESULTS OF APPROBATION OF THE DIRECT TECHNIQUE OF TEACHING ENGLISH

3.1. THE RESULTS OF THE EXPERIMENT OF PROVIDING DIRECT MODEL OF STUDYING ENGLISH

In order to approbate the developed model of use of the Direct Method of Teaching English, a pedagogical experiment was organized and conducted.

Approbation of the developed Direct model of training and psycholinguistic mechanisms of its application was carried out at Rivne Lyceum №7. To conduct the experiment, four classes were selected for the middle school of the above-mentioned school. Of these, two classes were defined as control ones (K1 – 7A form, K2 – 8B form), two others – experimental ones (E1 – 8A form, E2 – 7B form). These classes are characterized by different numbers of pupils: K1 form – 14 pupils, K2 form – 16 pupils, E1 form – 15 pupils, E2 form – 12 pupils.

Rivne Lyceum №7 is not the institution with in-depth study of foreign languages, therefore the level of knowledge of pupils of foreign languages, particular English one, should be better. The average score of pupils' achievement varies from six to seven. But, despite these indicators, we were able to carry out the testing of the denotative model of training we developed with psycholinguistic mechanisms for its implementation.

In the classes that took part in the experiment, we conducted lessons according to the program for 2024-2025 academic year. In particular, in the seventh forms, four lessons on the topic "London"; in the eight forms – three lessons on the theme "Food".

In order to trace the dynamics of changes in the assimilation of material by the pupils, we have cut, which became a kind of summary of each lesson.

In order to assess and record the pupils' responses, the main criteria for the effectiveness of the educational process were identified:

- TU (the level of theoretical generalizations);
- V (number of statements and justifications);
- PV (the ability of pupils to form their own point of view);
- SS (readiness for independent solving of tasks).

Having defined the main criteria for the effectiveness of the educational process, we have calculated the formulas for the specific gravity of each criterion (in percentage terms).

The specific weight of the indicator of the level of theoretical generalizations we define by this formula:

$$TU = \frac{TU1 + TU2 + ...TUn}{N} * 100\% \text{ , in which}$$

TU1 – an indicator of the number of statements containing theoretical generalizations of the studied material to the first pupil of the class;

TU2 – an indicator of the number of statements that contain theoretical generalizations of the studied material to the second pupil of the class;

TUn – an indicator of the number of statements that contain theoretical generalizations of the studied material to the n-th pupil of the class;

N – total number of pupils.

In the same way, we counted on other indicators: the number of statements and justifications (V), the ability of pupils to form their own point of view (PV) and readiness for self-solving tasks (SS).

The formula for the number of statements and justifications are:

$$V = \frac{V1 + V2 + ...Vn}{N} * 100\%, \text{ in which}$$

V1 – the number of statements and rationale for the first pupil of the class;

V2 – an indicator of the number of statements and rationale for the second pupil of the class;

Vn – an indicator of the number of statements and substantiations of the n-th pupil of the class;

N – total number of pupils.

The formula for the ability of pupils to form their own point of view is:

$$PV = \frac{PV1 + PV2 + ...PVn}{N} * 100\%, \text{ in which}$$

PV1 – an indicator of the ability of pupils to form his/her own point of view of the first pupil of a class;

PV2 – an indicator of the ability of pupils to form his/her own point of view the second pupil of a class;

PVn – an indicator of the ability of pupils to form his/her own point of view n-th pupil of a class;

N – total number of pupils.

The specific gravity of the readiness of pupils to independently solve problems is determined by the formula:

$$SS = \frac{SS1 + SS2 + ...SSn}{N} * 100\%, \text{ in which}$$

SS1 – an indicator of readiness of pupils for independent problem solving by the first pupil of a class;

SS2 – an indicator of the ability of pupils to form his/her own point of view the second pupil of a class;

SSn – an indicator of the ability of pupils to form his/her own point of view n-th pupil of a class;

N – total number of pupils.

By grouping the answers of the pupils on the main criteria of the effectiveness of the educational process, we obtained the results presented in Table 2. Our research is consisted of two stages: staging and forming experiments. At the initial stage (a

recording experiment), using a control cut-off, we fixed the existing level of knowledge of the pupils. Indicators in all four classes are approximately the same, with no significant differences ranging from 0% to 17%.

The organization of the experiment required a more detailed and multi-level organization, since compared to the finding experiment, there were more intermediate sections (there are four of them), which resulted in indicators with a significant difference between classes. If at the preliminary (initial) stage using the control cut-off it was necessary to identify the existing level of knowledge among the pupils, then at the stage of the forming experiment, the sections were conducted with the aim of analyzing the effectiveness of the use of psycholinguistic mechanisms for the implementation of the Direct model of education.

There is a significant increase in the figures in the experimental classes. This is due to the fact that studies in these classes were conducted in accordance with the psycholinguistic mechanisms developed by us and the Direct model of training. This led to intensification of the natural and acquired abilities of pupils, their activation of the cognitive process, the involvement of schoolchildren to active teaching methods, which contributed to raising the interest, emotional color of the educational process, strengthening the connection with the previously studied material, with the life experience of students.

We will trace, for example, how the level of theoretical generalizations (TU) in our experiment changed (for example, classes K1 and E1). During the recording experiment, the data was recorded: in K1 – 14%, in E1 – 7%. The level of pupils' performance in these classes is uneven, so it is logical to have a certain difference in numbers.

The difference is 20%. If we take into account the results of the final cut, then in percentage terms they are: in K1 – 21%, in E1 – 80%. We observe a significant difference between the indicators in the classes when comparing the two stages of our study (the statement and the final section of the final experiment): in the class K1 it is 7%, and in the class E1 – 53%.

By making simple calculations, it is easy to trace a significant increase in the experimental classes of three other criteria for the effectiveness of the educational process. Of course, there has also been a certain increase in the control classes, but it is not as significant and rapid as in the classes where learning was carried out in accordance with the psycholinguistic mechanisms, we developed using the deductive model of education.

We have recorded the variability of the criterion “Number of statements and justifications (V)” in the control and experimental classes. The index V, in comparison with other indicators in the experimental class E2, reaches the highest mark is 92%. For the period of the confirmatory experiment, this indicator reached only 8%. Thus, the difference in the percentage between intermediate slices is 84%, which is a good result and shows the effectiveness of the use of our psycholinguistic mechanisms for using the deductive model of training.

Let’s consider how the changes in the criterion of pupils’ abilities to form their own point of view (PV) occurred during our research. At the initial stage (the fixing experiment), the indicator in the experimental class E2 reached 0%. At the next stage (molding experiment) there was a gradual increase: for the I-st stage it is 50%, for the II-nd stage it is 67%, for the III-d stage it is 75%, and in the final stage the result was 83%. The difference between the indicators in the classes where we studied according to the developed Direct model of education is quite significant, it is 83%.

During the analysis of intermediate sections, we noted the really high creativity of the pupils, a vivid manifestation of the desire for active cognitive activity, the ability to form their own position and the point of view on the specified issues. The results of this indicator were comparatively high in control classes, where the training was carried out according to the typical scheme for conducting lessons for educational institutions.

Table 3.1

RESULTS OF THE EXPERIMENT ACCORDING TO INDICATORS

"Level of theoretical generalizations (TU)", "Number of statements and justifications (V)",

"The ability of pupils to form their own point of view (PV)",

"Readiness for independent problem solving (SS)".

Indicators	Confirmatory experiment				Forming experiment															
					the 1-st stage				the 2-nd stage				the 3-d stage				a final stage			
Forms	TU	V	PV	SS	TU	V	PV	SS	TU	V	PV	SS	TU	V	PV	SS	TU	V	PV	SS
K1	14	7	0	7	14	14	0	7	0	14	21	14	7	0	14	21	21	7	29	21
K2	6	13	6	13	13	6	6	13	13	6	13	19	19	19	6	13	25	19	25	31
E1	7	13	7	7	27	33	40	47	53	47	40	53	53	53	47	60	80	67	60	73
E2	17	8	0	17	42	42	50	58	50	58	67	42	58	75	75	67	83	92	83	83

In the control class K1, with a cut at the initial stage, the result was 0%. Further indicators were as follows: the second stage is 21%, the third one is 14%, the final stage is 29%. The histogram accurately detects the difference between the results, which is 29%.

Significant growth is also observed in experimental classes, where learning was carried out in accordance with the psycholinguistic mechanisms, we developed using the Direct model of learning. In particular, in the E1 class, the initial result was 7%, then the indicator increased significantly, reaching 60% in the final slice. As for the class E2, the final result here is somewhat higher, compared with the class E1. During the reconnaissance experiment, the ability of students to form their own point of view was 0%. Significant growth occurred during intermediate stages in the phase of the forming experiment. The results were such as: for the I-st stage is 50%, for the II-nd stage is 67%, for the III-d stage the result is 75%, final stage is 83%. Improving the efficiency of learning the learning material in the experimental classes is evident.

We fixed the changes in the readiness criterion for solving problems individually. During the first stage of the final experiment in the experimental classes E1 and E2 in comparison with the other three ones, selected by us three criteria of the effectiveness of the educational process, the highest indexes, reaching the marks of 47% and 58%, were obtained. On the whole, if one traces the dynamics of growth of the SS index, the best results were shown by the pupils of the experimental class E1.

Summarizing the characteristics of the criteria for the effectiveness of the educational process, we note that in the experimental classes, there is a significant impact of learning. Having made calculations by formulas, we noticed that the indicators in the classes where the training was carried out in accordance with the scheme of psycholinguistic mechanisms used for the use of the denotative model is much higher than in the control classes (according to the results of the final cut). The

validity of the data we have obtained is provided by statistical processing using the Pearson correlation coefficient (ρ). Validity of data is confirmed at 5% level.

Concerning conducting lessons and assimilating pupils to the subject, in the seventh grade the theme of "London" was perceived by pupils with great interest. Impressed the readiness with which the students performed all the tasks of the teacher, while showing creativity and savvy. This contributed to the growth of the educational process, the qualitative and rapid assimilation of material by pupils, as well as the improvement of their theoretical, methodological and practical training.

In the eight classes when studying the theme "Food", at one of our lessons we used a traditional method of teaching – a conversation that not only requires pupils attention, but also makes for independent thinking. By setting clear, unambiguous, short questions, we have mobilized audience attention in this way. During the conversation, pupils freely expressed their thoughts, without any fears that their reasoning might not be entirely correct.

It was interesting to observe in the pupils of the experimental classes E1 and E2 the formation of their own position, the point of view, the ability to independently solve problems, to produce their own approaches and solve the issues of this problem.

In p. 3.2 there are protocols in which we present fragments of our lessons according to the topics. For each of the four classes selected for the experiment, we compiled two protocols for solving the creative task of the pupils for the period of the statement and the end of the forming experiments. These protocols are presented in the form of a Table, which describes the actions of students and teacher for the I-st and the II-nd blocks of the deductive model and evaluates the result of the III-d block of the mechanisms we have developed.

For a more detailed analysis, let's consider, for example, the protocols for solving the creative problem by the pupils of the experimental class E1 for the period of the establishment and the end of the final experiments.

For the period of the confirmatory experiment in the control and experimental classes, in particular, in the E1 class, the performance and actions of the pupils were

similar in nature and did not have significant differences. Pupils had a desire to solve problems, the desire for active cognitive activity, a sense of pleasure and joy (the II-nd Block).

Protocol for the solution of the creative task by pupils of the experimental form E1 for the period of the confirmatory experiment

Characteristics of the actions of pupils and teachers for the I-st and the II-nd blocks of psycholinguistic mechanisms	Characteristics of the result for the III-d block of psycholinguistic mechanisms	The presentation of the discussion
VPLUV SP SP, WISH FZ DOS VPLUV USV, DOS FZ	INTEREST INTEREST INTEREST INTEREST	*Teacher* asks pupils where and when they have travelled; what cities, countries they liked most of all. *P1.* When I was a little boy I visited Zhytomyr. It was very interesting. *P2.* In summer I was at the sea side. I liked to have a rest there. I bathed in the sea, laid in the sun, ate fruits and vegetables. I want to go there next summer. Teacher puts questions according to the topic "London": 1) What language do we study? *P1.* English. 2) What country is the motherland of English? *P2.* Great Britain. 3) What is the capital of Great Britain? *P3.* London *Teacher:* Would you like to get more information about Great Britain. Why do you need it? *P1.* Yes, I do. *Teacher:* remember information from history, geography, literature and tell me what do you know:

KOR, DOP, OBGR	TZ INTEREST	1) About monuments to the past of London? *P1.* There are Houses of Parliament, Buckingham Palace, Picadilly Circus, famous and huge clock Big Ben. Teacher: According to these monuments you are right. I must say that there are some important places you've forgotten: Westminster Abbey, where the all famous people are burried, the Old Royal Observatory Greenwich meridian.
DOS, PD	TZ, OR	2) About famous figures of science and culture. *P2.* I've read that Charles Dickens is an outstanding English writer. His family settled at one of the poorest suburbs of London. Also, I must admit such famous people as Newton, Darwin.
DOP		Teacher: You're absolutely right. But you also have to know such famous as Chauser, Dickens, Tennyson, Kipling. We'll talk about them later a little bit.
DOS, ZADOV		3) About the political system of Great Britain. *P3.* Great Britain is a parliamentary monarchy. There is Queen and the Parliament. The Prime Minister is a head of the government.
FZ		Teacher gives cards in Ukrainian to children. The task is to translate words and statements into English.
	INTEREST	*P1.* парламенська монархія - *P2.* Parliament monarchy; *P2.* Королева - *P1.* King
KOR		*Teacher:* You are mistaken. Queen is correct
DOS		*P1.* Фондова біржа - *P2.* Stock Exchange *P2.* Королівський - *P1.* Royal *P1.* Монархія - *P2.* Monarchy
KOR, DOP		*P2.* Церква - *P1.* Tower *Teacher:* you are mistaken. It is church. *P3.* Гробниця - *P4.* Tomb *P4.* Державний діяч - P3. Figure

KOR, DOP		*Teacher*: you are mistaken. It is statesman. *P3*. Резиденція - *P4*. Residence P4. Розташовуватися - *P3.* Situate *P3.* Відтоді - *P4.* Since *P4.* Напроти - *P3.* Opposite
FZ	TZ	Children are divided into 4 small groups. They prepare a short information according to 4 blocks. First Group prepares topic "Geographical position of London", second - "Places of historical interests" third - "Outstanding people of Great Britain", fourth - "Political system of Great Britain". Representatives from each group make a report.
DOS, UZ	TZ	*P1.* London is situated on the river Thames. It is the residence of British sovereign. London consists of 4 main districts. There are City, Westminster, the West End and the East End. It is one of the biggest cities in the world.
ZADOV, AN, VUR DOS	TZ	*P2.* There are many ancient buildings in the City. St. Paul's Cathedral is one the greatest of English churches. It was built in the 17th century by sir Christopher Wren. The tower of London was founded by Julius Caesar and in 1066 rebuilt by William the Conqueror. *P3.* Now I'd like to tell you about an outstanding English writer Charles Dickens. "The Pick wick Papers" was his first great work. He was also a famous newspaper reporter. Another great man I want to tell you about William Shakespeare. He was born in 1564 in the town Strattford-on-Avon. When he was a little boy he liked to see performances in the street. He wanted to be an actor. Later he wrote plays for the actors.
USV, DOS, AN REALIZ	INTEREST	*P4.* Great Britain is a parliamentary monarchy. There is a Queen and the Parliament. Laws are made by the Parliament. The British Parliament consists of 2 Chambers: the House of

USV, DOS, AN REALIZ	INTEREST	Lords and the House of Commons. The Prime Minister heads the Government. There are three main political parties: the Conservatives, the Labour Party and the Liberals.
USV, DOS, AN REALIZ	INTEREST	At the end of the lesson pupils make their own conclusions, summarizing all the facts, connected with the topic. *P1.* Today we began to study topic "London". We have known about its geographical position, places of interests, outstanding people, its political system. It was interesting. *P2.* Since today I have a dream to visit London. As I see from all the facts I've heard today it's just great there. And I realise that I need to know English.

3.2. THE ANALYSIS OF THE RESULTS OF A FINAL STAGE OF THE RESEARCH

Subsequently, while undergoing training according to the Direct model we developed, at the next stage of our study (forming experiment) there are changes, namely: there is a rise to the highest level of abstraction, theoretical generalizations (analysis, synthesis, systematization, additions), and raising to the higher theoretical and methodological level (the formulation of scientific hypotheses and justification of the ways of their solution). The productivity of labor has become much higher, in the process of active cognitive activity the pupils developed internal reflection, the expression of their own thoughts became clearer, the formulation of the points of view became clearer, the desire to achieve better results was observed, and even the spirit of rivalry between colleagues and classmates developed. Schoolchildren are well received and mastered the new information through creative tasks. In the course of discussions, discussions were expressed thoughts, the actual vision of certain issues from the outlined topics.

Protocol for solving the creative task of pupils

experimental form E1

(a final stage of the experiment)

Characteristics of the actions of pupils and teachers for the I-st and the II-nd blocks of psycholinguistic mechanisms	Characteristics of the result for the III-d block of psycholinguistic mechanisms	The presentation of the discussion
VPLUV	INTEREST	*Teacher* asks pupils where and when they have travelled; what cities, countries they liked most of all.
SP	INTEREST	*P1.* When I was a little boy my family and I lived in Moscow. It's a very big city and I like it very much.
SP, AS	INTEREST	*P2.* Two years ago I have travelled to Turkey. We had a rest. I was deeply impressed by what I have seen there. I will remember it to the end of my life. I liked people, shops, sea. So, words "rest", "summer", "sea" are always associated in my mind with Turkey.
SP, WISH	INTEREST	*P3.* In summer I had a rest in the Crimea. I had a lot of fun. I have a strong desire to go there once more.
FZ		Teacher puts questions according to the topic "London" : 1) What language do we study?
		P1. English.
		2) What country is the motherland of English?
USV, DOS, REALIZ JOY	INTEREST	*P2.* Great Britain.
		3) What is the capital of Great Britain?
		P3. London is the capital of Great Britain.
KOR		Teacher: Would you like to get more information about Great Britain. Why do you need it?
	TZ, OR, PRUP	*P1.* Yes, I'd like to study English and to get more information about the motherland of this language. I'd like to be

FZ KOR, DOP, OBGR DOS, PD DOP WISH, DOS, ZADOV REALIZ, PRUP FZ DOS	TZ TZ INTEREST OR INTEREST	a Prime Minister, that's why I need to know English well. *Teacher:* remember information from history geography, literature and tell me what do you know: 1) About monuments to the past of London? *P1.* There are Houses of Parliament, Buckingham Palace, the Old Royal Observatory Greenwich meridian, Westminster Abbey, Picadilly Circus, famous Big Ben, the huge clock and Statue of Freedom. Teacher: You're wrong. This statue is not in Great Britain. It is in the USA. But according to all other monuments you are right. 2) About famous figures of science and culture. *P2.* I've read that Charles Dickens is an outstanding English writer. His family settled at one of the poorest suburbs of London. Teacher: You're absolutely right. But you also have to know such famous as Newton, Darwin, Chauser, Dickens, Tennyson, Kipling. We'll talk about them a little bit later. 3) About the political system of Great Britain. *P3.* I want to tell you that Great Britain is a parliamentary monarchy. There is Queen and the Parliament. The Prime Minister heads the government. I've already told you that I would like to be a Prime Minister of Great Britain. As for me it is a very important post. Teacher gives cards in Ukrainian to children. The task is to translate words and statements into English. *P1.* парламенська монархія - *P2.* Parliament monarchy; *P2.* королева - *P1.* Queen *P1.* фондова біржа - *P2.* Stock Exchange

KOR, DOP		*P2.* королівський - *P1.* Royal *P1.* монархія - *P2.* Monarchy *P2.* церква - *P1.* Tower *Teacher:* you are mistaken. It is church. *P3.* гробниця - *P4.* Tomb *P4.* державний діяч - P3. Figure
KOR, DOP		*Teacher*: you are mistaken. It is statesman. *P3.* резиденція - *P4.* Residence P4. розташовуватися - *P3.* Situate *P3.* відтоді - *P4.* Since *P4.* напроти - *P3.* Opposite
FZ		Children are divided into 4 small groups. They prepare a short information according to 4 blocks. First Group prepares topic "Geographical position of London", second - "Places of historical interests" third - "Outstanding people of Great Britain", fourth - "Political system of Great Britain". Representatives from each group make a report.
DOS, UZ, VUR, PD		*P1.* London is situated on the river Thames. It is the residence of British sovereign. London consists of 4 main districts. There are City, Westminster, the West End and the East End.
S, DOS, UZ, VUR, PD	TZ, OR	*P2.* There are some famous ancient buildings within the City. The most striking of them is St. Paul's Cathedral, the greatest of English churches. It was built in the 17th century by sir Christopher Wren. The tower of London was founded by Julius Caesar and in 1066 rebuilt by William the Conqueror. It was used as a fortress, a royal palace and a prison. Now it is a museum. I'd like to be a famous man of London and create a real masterpiece to the past
VUR, DOS, UZ	SAMOST	*P3.* Now I'm going to tell you about an outstanding English writer Charles Dickens. "The Pick wick Papers" was his first great work. He was also a famous newspaper reporter. Another great man I want to tell you about is William

ZADOV, AN, VUR DOS, UZ	TZ, OR, SAMOST, WISH	Shakespeare. He was born in 1564 in the town Strattford-on-Avon. When he was a little boy he liked to see performances in the street. He wanted to be an actor. Later he wrote plays for the actors. Soon his plays became famous. *P4.* For me it was very interesting to know that Great Britain is a parliamentary monarchy. There is a Queen and the Parliament. The Queen has almost no power in the country. Laws are made by the Parliament. The British Parliament consists of 2 Chambers: the House of Lords and the House of Commons. The Prime Minister heads the Government. There are three main political parties: the Conservatives, the Labor Party and the Liberals. I must confess as my comrade I want to be a Prime Minister too. I see he is a big man with big opportunities. I like to be a leader and I think I have all features to be a good ruler of the whole country.
DOS, ZADOV, REALIZ, JOY, AN, UZ	OR, TZ	At the end of the lesson pupils make their own conclusions, summarizing all the facts, connected with the topic. *P1.* Today we have spoken about London, Great Britain. We have known useful information about its geographical position, places of interests, outstanding people, its political system. I found out many interesting facts.
DOS, ZADOV, REALIZ, JOY, AN, UZ, S	TZ	*P2.* It was interesting to know about the state system of Great Britain. We found out that Great Britain is a parliamentary monarchy. It much differs from Ukrainian political system, because Ukraine is a free independent state.
GIP, AN, SIN, UZ, S	TZ SYTNIST, SAMOST	*P3.* We have learnt how to build a narration according to 4 blocks. In such a way we have got a linking story on 4 main points.

By comparative analysis of the above-mentioned protocols for the solution of creative tasks by pupils of the experimental class E1, it is worth noting that significant results can be traced at the final stage of a final experiment.

At the time of the experiment, the teachers of the English language at school №24: Svetlana Korniychuk and Natalia Melnik were present at the classes. At the end of the experiment there was a discussion with colleagues about the lectures, the results. Elements of the blocks of the scheme of psycholinguistic mechanisms were used by other teachers in the educational process, including in the preparation of lessons.

Conclusions to the third Chapter

The organization of the experiment required a more detailed and multi-level organization, since compared to the finding experiment, there were more intermediate sections (there are four of them), which resulted in indicators with a significant difference between classes. If at the preliminary (initial) stage using the control cut-off it was necessary to identify the existing level of knowledge among the pupils, then at the stage of the forming experiment, the sections were conducted with the aim of analyzing the effectiveness of the use of psycholinguistic mechanisms for the implementation of the Direct model of education.

There is a significant increase in the figures in the experimental classes. This is due to the fact that studies in these classes were conducted in accordance with the psycholinguistic mechanisms developed by us and the Direct model of training. This led to intensification of the natural and acquired abilities of pupils, their activation of the cognitive process, the involvement of schoolchildren to active teaching methods, which contributed to raising the interest, emotional color of the educational process, strengthening the connection with the previously studied material, with the life experience of students.

We will trace, for example, how the level of theoretical generalizations (TU) in our experiment changed (for example, classes K1 and E1). During the recording

experiment, the data was recorded: in K1 – 14%, in E1 – 7%. The level of pupils' performance in these classes is uneven, so it is logical to have a certain difference in numbers.

The difference is 20%. If we take into account the results of the final cut, then in percentage terms they are: in K1 – 21%, in E1 – 80%. We observe a significant difference between the indicators in the classes when comparing the two stages of our study (the statement and the final section of the final experiment): in the class K1 it is 7%, and in the class E1 – 53%.

By making simple calculations, it is easy to trace a significant increase in the experimental classes of three other criteria for the effectiveness of the educational process. Of course, there has also been a certain increase in the control classes, but it is not as significant and rapid as in the classes where learning was carried out in accordance with the psycholinguistic mechanisms, we developed using the deductive model of education.

We have recorded the variability of the criterion "Number of statements and justifications (V)" in the control and experimental classes. The index V, in comparison with other indicators in the experimental class E2, reaches the highest mark is 92%. For the period of the confirmatory experiment, this indicator reached only 8%. Thus, the difference in the percentage between intermediate slices is 84%, which is a good result and shows the effectiveness of the use of our psycholinguistic mechanisms for using the deductive model of training.

Let's consider how the changes in the criterion of pupils' abilities to form their own point of view (PV) occurred during our research. At the initial stage (the fixing experiment), the indicator in the experimental class E2 reached 0%. At the next stage (molding experiment) there was a gradual increase: for the I-st stage it is 50%, for the II-nd stage it is 67%, for the III-d stage it is 75%, and in the final stage the result was 83%. The difference between the indicators in the classes where we studied according to the developed Direct model of education is quite significant, it is 83%.

During the analysis of intermediate sections, we noted the really high creativity of the pupils, a vivid manifestation of the desire for active cognitive

activity, the ability to form their own position and the point of view on the specified issues. The results of this indicator were comparatively high in control classes, where the training was carried out according to the typical scheme for conducting lessons for educational institutions.

In the control class K1, with a cut at the initial stage, the result was 0%. Further indicators were as follows: the second stage is 21%, the third one is 14%, the final stage is 29%. The histogram accurately detects the difference between the results, which is 29%.

Subsequently, while undergoing training according to the Direct model we developed, at the next stage of our study (forming experiment) there are changes, namely: there is a rise to the highest level of abstraction, theoretical generalizations (analysis, synthesis, systematization, additions), and raising to the higher theoretical and methodological level (the formulation of scientific hypotheses and justification of the ways of their solution). The productivity of labor has become much higher, in the process of active cognitive activity the pupils developed internal reflection, the expression of their own thoughts became clearer, the formulation of the points of view became clearer, the desire to achieve better results was observed, and even the spirit of rivalry between colleagues and classmates developed. Schoolchildren are well received and mastered the new information through creative tasks. In the course of discussions, discussions were expressed thoughts, the actual vision of certain issues from the outlined topics.

CONCLUSIONS

The word *"Direct"* comes from the English variant – the one that points to smth. what we mean. The Direct component is related to how information is perceived by a person and how it understands this information. After all, according to psychologists, a person is not a machine that blindly reacts to internal factors or events in the outside world. On the contrary, the mind of man is much more characteristic: to analyze information about real reality, to make comparisons, to make decisions, to solve the problems that face it every minute. With the help of a Direct component, one can consider and investigate mistakes that arise in the process of learning activities, as well as finds that allow you to effectively influence the cognitive field of students, trying to make the training material well received, memorized, and cause readiness for action by pupils.

Consequently, the Direct techniques of training largely actualize the mnemonic activity of the person due to the interactive influence not only on this, the actual moment of communication, but also due to the stimulation of personally meaningful experience of the person. After all, researches have established that a person is more likely to remember what the activity of his activity is connected with, and also what he has expressed interest in. Worse remembers indifferent, uninteresting, meaningless material. Therefore, the primary task of the teacher is to draw pupils' attention to the perception of new information, taking into account their interests and dreams. From a psychological point of view, every teacher is a person who helps pupils to look into the future through learning.

In the research paper a Direct model of educational process was developed and psycholinguistic mechanisms of its realization were investigated. It is noted that the deductive techniques of training largely actualize the mnemonic activity of the individual due to the interactive influence not only in this, the actual moment of communication, but also through the stimulation of personally significant experience of the individual.

The Direct component is related to how information is perceived by a person and how it understands this information. It is inherent in the human mind to analyze information about real reality, to make comparisons, to make decisions, to solve the problems that face it every minute. With the help of a Direct component, one can consider and investigate mistakes that arise in the process of learning activities, as well as finds that allow you to effectively influence the cognitive field of pupils, trying to make the training material well received, memorized, and cause readiness for action by pupils.

Theoretical and methodological analysis of scientific literature and the results of the conducted experiment allow us to draw the following conclusions:

1. The psychological and pedagogical principles of the cognitive process are investigated and illuminated; modern pedagogical experience was analyzed. The main approaches to the implementation of the educational process we adopted the theory of Herbart, Dewey and modern didactics.

2. A model of the cognitive process, which combines the advantages of the theories of Gerbart and Dewey, was developed.

3. The psycholinguistic mechanisms that serve as the basis of the deductive model, and their interconnection are investigated and determined.

4. In order to approbate the developed model, an experiment was conducted in which the pupils of Rivne Lyceum №7 were participated.

The organization of the experiment covered the middle-level teaching classes. We distinguished two groups of classes: control and experimental (the training was carried out in accordance with the developed deductive model of training and psycholinguistic mechanisms for its implementation).

The main indicator of the effectiveness of the developed model and mechanisms is the increase in the effectiveness of the learning process. The main criteria for assessing such effectiveness are:

- V - number of statements and substantiations;
- PV - ability of students to form their own point of view;
- SS - readiness for independent solving of tasks;

- TU - the level of theoretical generalizations.

After calculating the formulas, we noticed that the figures in the experimental classes, where the training was conducted according to our model, are higher, compared with the control classes (according to the results of the final cut).

5. In the research we confirmed the hypothesis of our study that the combination of creativity and active cognitive activity in the behavior of students, the acquisition of experience and practical skills (as foreseen by Dewey's theory), on the one hand, and the facilitation, counseling actions of the teacher, leading to the necessary conclusions, provide the necessary knowledge and theoretical generalizations (according to Herbart's approach), on the other hand, will increase the efficiency of the educational process, the quality and speed of mastering the material by the pupils, and also to a large extent improve their theoretical, methodological and practical training.

The Direct model of education can be recommended for use in the learning process at the English lessons in the middle classes and at other subjects of the humanitarian cycle.

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APPENDIXES

PROTOCOLS OF THE RESEARCH OF SOLVING CREATIVE PROBLEMS AT THE PROCESS OF THE EXPERIMENT

APPENDIX A

Protocol of the solution of a creative task by pupils of control form K1 during a confirmatory experiment

Characteristics of action of pupils and teachers according to the I-st-II-nd blocks of psycholinguistic mechanisms	Characteristics of the result according to the III-d block of psycholinguistic mechanisms	The course of finding the decision
VPLUV	INTEREST	*Teacher* asks pupils where and when they have travelled; what cities, countries they liked most of all.
SP	INTEREST	*P1.* When I was a little boy I visited the Crimea. It was very interesting. For me it was for the first time.
SP, WISH	INTEREST	*P2.* In summer I had a rest in the village. I had a good time. I want to go there and see my friends again.
FZ		Teacher puts questions according to the topic “London”: 1) What language do we study?
PD	INTEREST	*P1.* English. 2) What country is the motherland of English?
		P2. Great Britain. 3) What is the capital of Great Britain?
		P3. London
VPLUV		*Teacher:* Would you like to get more information about Great Britain. Why do you need it?
USV, DOS	INTEREST	*P1.* Yes, I’d like to study English and to get more information about Great Britain.
FZ		*Teacher:* remember information from

KOR, DOP, OBGR DOS, PD DOP DOS, ZADOV FZ KOR DOS KOR, DOP KOR, DOP	TZ INTEREST TZ, OR INTEREST	history geography, literature and tell me what do you know: 1) About monuments to the past of London ? *P1.* There are Houses of Parliament, Buckingham Palace, Picadilly Circus, famous and huge clock Big Ben Teacher: According to these monuments you are right. I must say that there are some important places you've foggoten: Westminster Abbey, where the all famous people are burried, the Old Royal Observatory Greenwich meridian. 2) About famous figures of science and culture. *P2.* I've read that Charles Dickens is an outstanding English writer. His family settled at one of the poorest suburbs of London. Also I must admit such famous people as Newton, Darwin. Teacher: You're absolutely right. But you also have to know such famous as Chauser, Dickens, Tennyson, Kipling. We'll talk about them later a little bit. 3) About the political system of Great Britain. *P3.* Great Britain is a parliamentary monarchy. There is Queen and the Parliament. The Prime Minister is a head of the government. Teacher gives cards in Ukrainian to children. The task is to translate words and statements into English. *P1.* Парламенська монархія - *P2.* Parliament monarchy; *P2.* Королева - *P1.* King *Teacher:* You are mistaken. Queen is correct *P1.* Фондова біржа - *P2.* Stock Exchange *P2.* Королівський - *P1.* Royal *P1.* Монархія - *P2.* Monarchy *P2.* Церква - *P1.* Tower *Teacher:* you are mistaken. It is church. *P3.* Гробниця - *P4.* Tomb

FZ		*P4.* Державний діяч - P3. Figure *Teacher*: you are mistaken. It is statesman. *P3.* Резиденція - *P4.* Residence P4. Розташовуватися - *P3.* Situate *P3.* Відтоді - *P4.* Since *P4.* Напроти - *P3.* Opposite
DOS, UZ	TZ	Children are divided into 4 small groups. They prepare a short information according to 4 blocks. First Group prepares topic "Geographical position of London", second - "Places of historical interests" third - "Outstanding people of Great Britain", fourth - "Political system of Great Britain". Representatives from each group make a report.
ZADOV, AN, VUR DOS	TZ	*P1.* London is situated on the river Thames. It is the residence of British sovereign. London consists of 4 main districts. There are City, Westminster, the West End and the East End. *P2.* London is a very beautiful city. There are some famous ancient buildings within the City. The most striking of them is St. Paul's Cathedral, the greatest of English churches. It was built in the 17th century by sir Christopher Wren. The tower of London was founded by Julius Caesar and in 1066 rebuilt by William the Conqueror. It was used as a fortress, a royal palace and a prison. Now it is a museum.
USV, DOS, AN REALIZ	INTEREST	*P3.* Now I'd like to tell you about an outstanding English writer Charles Dickens. "The Pick wick Papers" was his first great work. He was also a famous newspaper reporter. Another great man I want to tell you about is William Shakespeare. He was born in 1564 in the town Strattford-on-Avon. When he was a little boy, he liked to see performances in the street. He wanted to be an actor. Later he wrote plays for the actors. Soon his plays became famous.

USV, DOS, AN REALIZ USV, DOS, AN REALIZ	INTEREST INTEREST	*P4.* Great Britain is a parliamentary monarchy. There is a Queen and the Parliament. The Queen has almost no power in the country. Laws are made by the Parliament. The British Parliament consists of 2 Chambers: the House of Lords and the House of Commons. The Prime Minister heads the Government. There are three main political parties: the Conservatives, the Labour Party and the Liberals. At the end of the lesson pupils make their own conclusions, summarizing all the facts, connected with the topic. *P1.* Today we had topic "London". We have spoken about its geographical position, places of interests, outstanding people, its political system. I found out many interesting facts. *P2.* We have heard information about the state system of Great Britain. We found out that Great Britain is a parliamentary monarchy.

APPENDIX B

Protocol of the solution of a creative task by pupils of control form K1 (a final stage of the experiment)

Characteristics of action of pupils and teachers according to the I-st-II-nd blocks of psycholinguistic mechanisms	Characteristics of the result according to the III-d block of psycholinguistic mechanisms	The course of finding the decision
VPLUV SP	INTEREST INTEREST	*Teacher* asks pupils where and when they have travelled; what cities, countries they liked most of all.

SP, WISH	INTEREST	*P1.* When I was a little boy my family and I visited Kyiv. It's a very big city and I like it very much.
FZ		*P2.* In summer I had a rest in the village. I had a good time. I want to go there next holidays.
PD	INTEREST	Teacher puts questions according to the topic “London”: 1) What language do we study?
		P1. English.
		2) What country is the motherland of English?
		P2. Great Britain.
VPLUV		3) What is the capital of Great Britain?
		P3. London
USV, DOS	INTEREST	*Teacher:* Would you like to get more information about Great Britain. Why do you need it?
FZ		*P1.* Yes, I’d like to study English and to get more information about Great Britain.
		Teacher: remember information from history geography, literature and tell me what do you know:
	TZ INTEREST	1) About monuments to the past of London?
KOR, DOP, OBGR		*P1.* There are Houses of Parliament, Buckingham Palace, Picadilly Circus, famous and huge clock Big Ben.
		Teacher: According to these monuments you are right. I must say that there are some important places you’ve foggoten: Westminster Abbey, where the all famous people are burried, the Old Royal Observatory Greenwich meridian.
DOS, PD	TZ, OR	2) About famous figures of science and culture.
DOP		*P2.* I’ve read that Charles Dickens is an outstanding English writer. His family settled at one of the poorest suburbs of London. Also I must admit such famous people as Newton, Darwin.
DOS, ZADOV		Teacher: You’re absolutely right. But you also have to know such famous as Chauser, Dickens, Tennyson, Kipling. We’ll talk about them later a little bit.

		3) About the political system of Great Britain.
FZ		*P3*. Great Britain is a parliamentary monarchy. There is Queen and the Parliament. The Prime Minister is a head of the government.
	INTEREST	Teacher gives cards in Ukrainian to children. The task is to translate words and statements into English.
KOR		*P1*. Парламенська монархія - *P2*. Parliament monarchy;
DOS		*P2*. Королева - *P1*. King *Teacher:* You are mistaken. Queen is correct
KOR, DOP		*P1*. Фондова біржа - *P2*. Stock Exchange *P2*. Королівський - *P1*. Royal
KOR, DOP		*P1*. Монархія - *P2*. Monarchy *P2*. Церква - *P1*. Tower *Teacher:* you are mistaken. It is church. *P3*. Гробниця - *P4*. Tomb
FZ		*P4*. Державний діяч - P3. Figure *Teacher*: you are mistaken. It is statesman. *P3*. Резиденція - *P4*. Residence P4. Розташовуватися - *P3*. Situate *P3*. Відтоді - *P4*. Since *P4*. Напроти - *P3*. Opposite
DOS, UZ	TZ	Children are divided into 4 small groups. They prepare a short information according to 4 blocks. First Group prepares topic “Geographical position of London”, second - “Places of historical interests” third - “Outstanding people of Great Britain”, fourth - “Political system of Great Britain”.
	TZ	Representatives from each group make a report. *P1*. London is situated on the river Thames. It is the residence of British sovereign. London consists of 4 main districts. There are City, Westminster, the West End and the East End. *P2*. There are some famous ancient buildings within the City. The most

ZADOV, AN, VUR DOS	TZ	striking of them is St. Paul's Cathedral, the greatest of English churches. It was built in the 17th century by sir Christopher Wren. The tower of London was founded by Julius Caesar and in 1066 rebuilt by William the Conqueror. It was used as a fortress, a royal palace and a prison. Now it is a museum.
USV, DOS, AN REALIZ	INTEREST	*P3.* Now I'd like to tell you about an outstanding English writer Charles Dickens. "The Pick wick Papers" was his first great work. He was also a famous newspaper reporter. Another great man I want to tell you about is William Shakespeare. He was born in 1564 in the town Strattford-on-Avon. When he was a little boy he liked to see performances in the street. He wanted to be an actor. Later he wrote plays for the actors. Soon his plays became famous.
USV, DOS, AN REALIZ	INTEREST	*P4.* Great Britain is a parliamentary monarchy. There is a Queen and the Parliament. The Queen has almost no power in the country. Laws are made by the Parliament. The British Parliament consists of 2 Chambers: the House of Lords and the House of Commons. The Prime Minister heads the Government. There are three main political parties: the Conservatives, the Labour Party and the Liberals.
USV, DOS, AN REALIZ	INTEREST	At the end of the lesson pupils make their own conclusions, summarizing all the facts, connected with the topic. *P1.* Today we have learnt some information about London, Great Britain. We have spoken about its geographical position, places of interests, outstanding people, its political system. I found out many interesting facts. *P2.* It was interesting to know about the state system of Great Britain. We found out that Great Britain is a parliamentary monarchy.

APPENDIX C

Protocol of the solution of a creative task by pupils of control form K2 during a confirmatory experiment

Characteristics of action of pupils and teachers according to the I-st-II-nd blocks of psycholinguistic mechanisms	Characteristics of the result according to the III-d block of psycholinguistic mechanisms	The course of finding the decision
VPLUV	INTEREST	*Teacher* asks pupils to close eyes and think of food and drinks they want most of all. Pupils have to write down what five first things have come to their mind and what associations pupils have with the hearing of the word "food".
ZADOV	INTEREST	*P1*. Sausage, meat, ice-cream, fruits, sweets. *P2*. Pease-soup, cutlet, mushed potato, juice. To eat it's a big pleasure for me.
ZADOV	INTEREST TZ	
USV	INTEREST	*P3*. I eat because it's necessary for my body. I like fried potato, cheese, meat, dairy products, juice.
FZ VPLUV		*Teacher*: As you see our topic today is "Food". So, please, count off from A to C and working in small groups compare your lists and say why did you think of those things.
USV, DOS, REALIZ JOY, VUR	INTEREST, TZ	*Group A:* We chose crips, meat, chicken, fruits, ice-cream. Our point of view is "eat with pleasure".
KOR		*Teacher:* Good. Thank you. We except your point of view.
KOR, DOP, OBGR	INTEREST, TZ	*Group B:* We are hungry and think about such things as potato, meat, sausage, fruits.
ZADOV REALIZ JOY	INTEREST, PRUP, TZ	*Teacher:* Many men – many minds. We have to respect all views. As for me we have to take care about our health and find our own food for body and taste.

OBGR FZ ZADOV VUR, SP, JOY DOP FZ ZADOV, USV DOS, JOY UZ ZADOV, USV DOS, JOY UZ	INTEREST TZ, ZAMOTIV TZ TZ TZ INTEREST	*Group C:* If we want to live we have to eat. If we want to be healthy we have to eat useful food. To our mind such things can be healthy: dairy products, meat, different kinds of cereals, juice, fruits. *Teacher:* Thank you. I hope everyone is enjoyed with such interesting point of view. I agree with your point of view. Our body needs useful food. The things you've counted are tasty and healthy. Thanks everybody for an excellent work. Teacher proposes to play an interview game "Opinion Poll". For this game the form is divided into three groups of equal size. Every group works in own special way: each group receives one topic in the opinion poll. I group – have to find out what pupils like for breakfast; II – which meals or drinks pupils can prepare themselves; III – which kinds of food the pupils dislike. *Group* I: Our students like for breakfast: sandwiches, strong tea coffee, sausage. *Group II:* We can prepare strong great coffee, tea, all kinds of potatoes, also we can fry meat. *Group III:* We hate such food as porridge, all kinds of soup, potatoes. *Teacher:* Thank you all for interesting points of view, for your interview. You were great. At the end of the lesson pupils make their own conclusions, summarizing all the facts, connected with the topic. *P1.* Today we have spoken about Food. We found out what is food for us. *P2.* It was interesting to know about tastes of our group-mates. *P3.* I liked to play a game "Opinion-poll".

APPENDIX D

Protocol of the solution of a creative task by pupils of control form K 2 (a final stage of the experiment)

Characteristics of action of pupils and teachers according to the I-st-II-nd blocks of psycholinguistic mechanisms	Characteristics of the result according to the III-d block of psycholinguistic mechanisms	The course of finding the decision
VPLUV	INTEREST	*Teacher* asks pupils to close eyes and think of food and drinks they want most of all. Pupils have to write down what five first things have come to their mind and what associations pupils have with the hearing of the word "food".
ZADOV	INTEREST TZ	*P1.* Sausage, meat, ice-cream, fruits, sweets. My point of view is to eat to live.
ZADOV USV	INTEREST TZ INTEREST	*P2.* Pease-soup, cutlet, mushed potato, juice. To eat it's a big pleasure for me.
		P3. I eat because it's necessary for my body. I like fried potato, cheese, meat, dairy products, juice.
FZ VPLUV		*Teacher*: As you see our topic today is "Food". So, please, count off from A to C and working in small groups compare your lists and say why did you think of those things.
USV, DOS, REALIZ JOY, VUR	INTEREST, TZ	*Group A:* We chose sausage, meat, potato, fruits. Our point of view is "to eat is to live".
KOR		*Teacher:* Good. Thank you. We except your point of view.
	INTEREST, TZ	*Group B:* We are hungry and think about such things as potato, meat, sausage, juice.
KOR, DOP, OBGR		*Teacher:* Many men – many minds. We have to respect all views. As for me we have to take care about our health and find our own food for body and taste.
ZADOV REALIZ JOY	INTEREST, PRUP, TZ	

OBGR FZ ZADOV VUR, SP, JOY DOP FZ ZADOV, USV DOS, JOY UZ ZADOV, USV DOS, JOY UZ	INTEREST TZ, ZAMOTIV TZ TZ TZ INTEREST	*Group C:* If we want to live we have to eat. If we want to be healthy we have to eat food which will make us healthy. According to our point of view it can be such food as dairy products, meat, different kinds of cereals, juice, fruits. *Teacher:* Thank you. I hope everyone is enjoyed with such interesting point of view. I agree with your point of view. Our body needs useful food. The things you've counted are tasty and healthy. Thanks everybody for an excellent work. Teacher proposes to play an interview game "Opinion Poll". For this game the form is divided into three groups of equal size. Every group works in own special way: each group receives one topic in the opinion poll. I group – have to find out what pupils like for breakfast; II – which meals or drinks pupils can prepare themselves; III – which kinds of food the pupils dislike. *Group* I: Our students like for breakfast: mushed potatoes with eggs, strong tea with sandwiches. *Group II:* We can prepare strong great coffee, tea, all kinds of potatoes, also we can fry meat. *Group III:* We hate such food as porridge, all kinds of soup, potatoes. *Teacher:* Thank you all for interesting points of view, for your interview. You were great. At the end of the lesson pupils make their own conclusions, summarizing all the facts, connected with the topic. *P1.* Today we have spoken about Food. We found out what is food for our students. *P2.* It was interesting to know about tastes of our group-mates. *P3.* I liked to play a game "Opinion-poll".

APPENDIX E

Protocol of the solution of a creative task by pupils of control form E2 during a confirmatory experiment

Characteristics of action of pupils and teachers according to the I-st-II-nd blocks of psycholinguistic mechanisms	Characteristics of the result according to the III-d block of psycholinguistic mechanisms	The course of finding the decision
VPLUV	INTEREST	*Teacher* asks pupils to close eyes and think of food and drinks they want most of all. Pupils have to write down what five first things have come to their mind and what associations pupils have with the hearing of the word "food".
ZADOV	INTEREST TZ	*P1. I*ce-cream, fruits, sweets. Eat and be sweet like candy.
ZADOV USV	INTEREST TZ INTEREST	*P2.* Pease-soup, cutlet, mushed potato, juice. Liquid soup is very useful for our stomach.
		P3. I eat because it's necessary for my body. I like fried potato, cheese, meat, dairy products, juice, beer, crips.
FZ VPLUV		*Teacher*: As you see our topic today is "Food". So, please, count off from A to C and working in small groups compare your lists and say why did you think of those things.
USV, DOS, REALIZ JOY, VUR KOR	INTEREST, TZ	*Group A:* We chose sausage, meat, potato, fruits. Our point of view is "to eat is to live".
	INTEREST, TZ	*Teacher:* Good. Thank you. We except your point of view.
		Group B: We want to eat so much that we think about such things as potato, meat, sausage, juice.

KOR, DOP, OBGR		*Teacher:* Many men – many minds. We have to accept all views. As for me we have to take care about our health and find food we like .
ZADOV REALIZ JOY	INTEREST, PRUP, TZ	*Group C:* If we want to live we have to eat. If we want to be healthy we have to eat food which will make us healthy. According to our point of view it can be such food as dairy products, meat, different kinds of cereals, juice, fruits.
OBGR		*Teacher:* Thank you. I hope everyone is enjoyed with such interesting point of view. I agree with your point of view. Our body needs useful food. The things you've counted are tasty and healthy. Thanks everybody for an excellent work.
FZ		Teacher proposes to play an interview game "Opinion Poll". For this game the form is divided into three groups of equal size. Every group works in own special way: each group receives one topic in the opinion poll. I group – have to find out what students like for breakfast; II – which meals or drinks pupils can prepare themselves; III – which kinds of food the pupils dislike.
ZADOV	INTEREST	*Group* I: Our pupils like for breakfast: all kinds of potatoes with eggs, strong tea with sandwiches, fried potatoes.
	TZ, ZAMOTIV	*Group II:* We can prepare strong great coffee, tea, all kinds of potatoes, also we can fry meat.
VUR, SP, JOY	TZ	*Group III:* We hate such food as porridge, all kinds of soup, potatoes. *Teacher:* Thank you all for interesting points of view, for your interview. You were great.
DOP		At the end of the lesson pupils make their own conclusions, summarizing all the facts, connected with the topic.
FZ		*P1.* Today we have spoken about Food. Was interesting and great!
ZADOV, USV		*P2.* It was very funny when we spoke about our own tastes.

DOS, JOY UZ ZADOV, USV DOS, JOY, UZ	TZ TZ INTEREST	*P3.* I liked to play an inter-view. It was cool!

APPENDIX F

Protocol of the solution of a creative task by pupils of control form E 2 (a final stage of the experiment)

Characteristics of action of pupils and teachers according to the I-st-II-nd blocks of psycholinguistic mechanisms	Characteristics of the result according to the III-d block of psycholinguistic mechanisms	The course of finding the decision
VPLUV	INTEREST	*Teacher* asks pupils to close their eyes and think of food and drinks they want most of all. Pupils have to write down what five first things have come to their mind and what associations pupils have with the hearing of the word "food".
AS WISH	INTEREST	*P1.* I'm thirsty, I'd like to have white coffee, juice, ice-cream, vegetables, fruits. Food for me it's health.
AS WISH	INTEREST	*P2.* Food keeps us healthy. Beetroot soup, cutlet, fried potatoes, sandwich and black coffee. God, I love it!
AS WISH	INTEREST	*P3.* Food is associated in my head with big money. Sausage, meat, cheese, sweets, restaurant.
FZ VPLUV	VUR PD	*Teacher*: As you see our topic is "Food". So, please, count off from A to C and working in small groups compare your lists and say why did you think of those things.
USV, DOS, REALIZ JOY, VUR	INTEREST, TZ, OR, PRODUK	*Group A:* Our main things are: fruits, vegetables, dairy products: milk, sour cream, porridge, meat. The main our criterion it's health. Dairy products, vegetables, fruits are very usefull for

KOR, DOP, OBGR AS ZADOV REALIZ JOY AN SIN DOPOVN OBGR FZ WISH, VUR SP, DOS JOY VUR, SP, DOS, JOY,	INTEREST, TZ, PRODUK INTEREST, PRUP, TZ, OR, SAMOST INTEREST TZ, ZAMOTIV OR, PRODUK	stomac. These priducts help women to be pretty. I'd like to be a diet doctor and help people to be healthy. *Teacher:* Good. Thank you. We except your point of view. *Group B:* Chips, sandwich, sausage, meat, fried potatoes. We don't except the point of view of group A that healthy food is tasty . For me porridge it's disgusting. *Teacher:* Many men – many minds. We have to respect all views. As for me students of A group were right. We have to take care about our health and find our own food for body and taste. *Group C:* Food associated in our circle with big money. Sausage, meat, cheese, sweets, ham. These products ae very tasty, healthy. In future I want to have my own business connected with food products. The question of food is always very actual, because people ate, eat and will be eating. So we can unite healthy, tasty and financial moments together. *Teacher:* Thank you. I hope everyone is enjoyed with such interesting point of view. I agree with you that food is always actual, It's a kind of staff of life. Teacher proposes to play an interview game "Opinion Poll". For this game the form is divided into three groups of equal size. Every group works in own special way: each group receives one topic in the opinion poll. I group – have to find out what students like for breakfast; II – which meals or drinks pupils can prepare themselves; III – which kinds of food the pupils dislike. *Group* I: The students of our group prefer for breakfast: cornflakes, mushed potatoes with cutlets, strong coffee with sandwiches, sausage. Oh, I'd like to have something now! *Group II:* Two girls in our group would like to be a diet doctors and have their own saloon of beauty. So, our group

DOP OBGR FZ PD, ZADOV, USV DOS, JOY AN, UZ ZADOV, USV DOS, JOY AN, UZ, S, GIP	TZ PRUP ZAMOTIV, TZ SAMOST PR, TZ PRODUK SAMOST, SYTNIST, PRODUK	stands for diary diets. We think that porridge with milk and a glass of juice for th e breakfest will keep a man in a good mood. *Group III:* We hate such food as porridge, all kinds of soup, potatoes. *P1:* I'd like to add few words about soup. We need liquid for our stomac. Without soup we'll feel uncomfortable. *Teacher:* Thank you Tanya. You're absolutely right. You have to eat soup daily and your stomacs will be fine. Thank you all for interesting points of view. At the end of the lesson pupils make their own conclusions, summarizing all the facts, connected with the topic. *P1.* Today we have spoken about Food. We have known interesting information about tastes of students in our form. It's good that everyone could express their own positions about food they like and dislike. *P2.* I'm glad that today I had an opportunity to express my point of view according to my vision of healthy food and my future profession to be a doctor. For a moment I felt myself a real doctor and tried to convince my mates that chips are not good for our health. *P3.* We have learnt to carry out an interview. We tried ourselves as journalists. Our task was to get information, to elaborate it and make conclussions. It was useful to analize the points of view of our mates and express our own ones. I think we've done it. And it was great!