The Dynamics of the Development of the Student's Personality Depending on Individual Characteristics

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Abstract: *This article discusses psychology and psychophysiology of the perception of educational information and dynamics of the development of the student's personality, depending on his individual, age, gender characteristics.*

Key words: *psychology, psychophysiology, age, gender, characteristics, perception, phlegmatic, kinesthetic.*

Educational information refers to a type of information that needs detailed and sometimes long-term elaboration on the part of the higher nervous activity of the student. This follows from the very nature of perception as a psycho-physiological process, which is based on the mechanism of action of an external stimulus on the receptor. The completion of this process of perception is the creation of an image of an external stimulus and its subsequent recognition [1]. The essence of perception is such that it takes some time for the brain to conduct a detailed analysis of new information, put forward several hypotheses, and then sequential processing of the received data follows. From which we conclude that, since the information itself, especially during learning, is unfamiliar to the brain, it needs special design and presentation. The developing intellect of children is in fact extremely in need of new information and impressions, therefore, teachers should take into account it is in their daily teaching activities. In this regard, we need to determine the individual characteristics of students, since each person is unique, and therefore deserves special treatment, especially when it comes to teaching and modeling training sessions [2]. Psychologists distinguish three main groups of features of a child's higher nervous activity that affect the learning outcome:

➢ psycho physiological features (type of the nervous system, the leading hemisphere of the brain, the leading channel for the perception of information);

➢ features of the development of the cognitive sphere (memory, thinking, attention);

➢ Personal characteristics (motivation, interests, propensity for creativity or analytics, will).

Let's deal with one of the rather complex concepts - the type of nervous system. It is known from a school biology course that Ivan Petrovich Pavlov evidently revealed the existence of four carriers of these types, differing in the nature of the course of nervous processes - choleric, sanguine, phlegmatic and melancholic temperaments. The most important characteristic of the nervous system

is the strength of the excitation process, which reflects its performance, which also manifests itself in the ability to withstand the high intensity of the excitation process, and, accordingly, in the ability not to go into the so-called protective inhibition. Protective inhibition occurs as a reaction following excessive or prolonged excitation; it is designed to protect the nervous system from exhaustion [3].

It is believed that ideal types of temperament do not exist. It makes sense to talk about the "pluses" and "minuses" of the nervous system, which are important to use in the process of teaching students. When it comes to children with a weak type of temperament, it is important to note that their resources are not great; they have low endurance and are quite tiring. This means they need more time to complete their tasks. Representatives of the weak type of the nervous system need to be given time to rest, and, of course, plan activities so that there is some switching from one job to another, since monotonous activity tires them, reducing the level of optimal performance. If special features are not taken into account when organizing the learning process, then such students will often fall into the so-called protective inhibition, being very late in completing the task [4].

Strong types of temperament (choleric, sanguine, phlegmatic) can withstand significant and relatively long loads, but their abilities must be realized where work in a group is needed, where it will be necessary to either lead or present the results achieved. Representatives of the choleric temperament perform work with great emotional "fuse", loudly and energetically comment on what is happening, in fact, they are a kind of engine of everything that happens in the working group.

Sanguine people are more balanced than choleric people. They are positive and persistent, very energetic, but their energy is directed. They can be good censors, perform expert work if the course of the lesson requires it. In general, their main "trump card" is the ability to get along with people. If a choleric person can easily (based on their psycho physiological characteristics) enter into conflict, then a sanguine person will not waste emotions, but will deal with the problem set by the teacher.

Phlegmatic is a very balanced person. Such people look like slow-witted people, but their actions are very balanced, consistent and thorough. They can "swing" for a long time, but once they start, they do not stop, paying great attention to the work. Phlegmatic people even look pretty monotonous: slow, outwardly unemotional, neat. They can be entrusted with monotonous work, the work time must either be clearly regulated, or they can be given time "with a margin". Phlegmatic people do not like to be seen, but they are more stable in work than representatives of other types of temper.

Taking into account the types of temperament will help the teacher plan a group form of work. This must be taken into account, both in educational and out-of-class activities. To date, there are tools for conducting research on the typology of the nervous system. It is important to understand that this toolkit must be tested and have the form of a mathematically reliable psychological technique. It is necessary to pay attention to the fact that the use of various kinds of special techniques without appropriate training and knowledge may be fraught with subsequent errors in the conclusions and interpretation of the results. Therefore, we recommend using a very simple method for studying the psycho physiological characteristics of students - observation. Knowing the characteristics of the type of the nervous system, observing and analyzing, the teacher can more likely decide who is in front of you: an emotional, explosive choleric or a calm, slow phlegmatic, a mobile, frivolous sanguine or a poetic, sensitive melancholic [5]. We repeat - in nature there are no "bad" or "good" types of higher nervous activity, there are individual characteristics that are important and must be taken into account when planning and conducting various kinds of activities or events.

The effectiveness of the educational process can also be facilitated by knowledge of the differences between the hemispheres. We know that all people are divided into "right hemisphere" and "left hemisphere". What does it give? The fact is that nature rarely gives a harmoniously folded intellect,

which means that each person has his own strengths and weaknesses. For example, the left hemisphere is responsible for the logical and linguistic aspects of mental operations, while the right hemisphere is responsible for the integrity, imagery, and emotional coloring of information. In other words, "left-handed" are more logical, "right-brained" are more creative. Of course, it is necessary to engage in the development of all qualities, the development of consistency, creative abilities. But why break individuality when you can just reap the benefits?

These features can be studied using fairly simple techniques and with a high degree of probability to determine what type of dominance (right hemisphere or left hemisphere)[6].

The right "spatial" and left "temporal" hemispheres have their own and specific features that contribute to the development of cognitive functions of activity. The "left-brained", as a rule, have no problems in the temporal and auditory spheres, the "right-brained" - with spatial and visual perception. The assessment of temporal relations is better carried out by the "left hemisphere", and the spatial - by "right hemisphere". Perhaps, in contrast to the "left hemispheric", "right hemisphere" is easier to cope with spatial-visual analysis, with the physical identification of objects. Perhaps that is why "right hemisphere" people can easily imagine and plan space, make a complex composition of objects, at the same time, they are worse at memorizing definitions and terms (verbal coding of elements). It is easier for "right hemisphere" people to imagine a holistic image, which is worse for "left hemisphere". "Left hemispheric" have not concrete, but abstract thinking, it is easier for them to cope with detailing, concretization [7].The foregoing shows that the "left hemispheric" think more "focal", "locally", and the "right hemisphere" have, rather, a diffuse representation of elementary functions. Important for understanding how we are all individual is the division of people according to the dominance of the channel of perception of information. Indeed, any person receives information in three main ways - with the help of sight, hearing and through sensations. Those. through visual, auditory and kinesthetic channels. We all use these methods of perception, but our nature is such that one channel is selectively preferred, therefore people with the leading function of vision are called visuals, hearing - audials, sensations - kin esthetics.

Visuals are people for whom contact with the image of the speaker is very important; they will always turn their body towards you in order to receive the broadcast information. They like to draw diagrams, graphs, willingly create slides, drawings. Visuals often use the words "apparently", "obviously", "beautifully", "I saw" and so on in their speech. A true visual will not dress in what comes to hand first. They like to dress up in bright, shiny, they can admire other people's hairstyles and outfits, and they will pay attention to a change in wardrobe or another person's haircut.

Audials often use expressions and the words "heard", "you spoke", "loudly", "I said" - everything that quickly and conveniently allows you to display their inner world. They do not have to turn to face you; it is enough to turn their head so that the information goes straight to them through the auditory analyzer. Visuals are often offended by audials, complaining that audials are ill-mannered, and this is explained by the fact that they turn away from the face of the speaker, deliberately do not listen, supposedly ignoring. This is not the case, as has already been said, the auditory listens, it is just that he does not have to see the speaker, since vision is not a leading channel for them. Audials sensitively identify people by their voices, often giving an assessment of a person's character over the phone or listening to his monologue [9].

A kinesthetic person perceives information through the whole body, therefore, "unpleasant", "comfortable", "felt", "logical", "comfortable" often slip into his expressions. They live in a world of bodily sensations; it is very difficult for them to focus on visual or auditory stimuli. They willingly outline educational information, displaying it only within the limits of their idea of a logical and correct one. They do not need someone else's scheme, their own refraction through their own way of perceiving reality is important to them. They often do not like the efforts of visuals to

look spectacular, bright, they are closer to warm, soft sweaters, fleecy fabrics, albeit in muted tones, but very comfortable and clean clothes without pretensions [10].

Another serious issue is that the channel of perception clearly coincides with the nature of the transmission of information. Therefore, dividing students into "visuals", "audials" and "kin esthetics", do not forget that the teacher is also a representative of one of the three types of perception channels. Without analyzing who the teacher is as an important translator of educational or other information, one can miss the moment when the teacher does not convey information to those students who do not belong to his type of perception channel [13].It should also be taken into account that the child's body is constantly in development. Age-related changes in the body cannot but affect the characteristics of the perception of information. It is not for nothing that in elementary school, according to teachers, most children have a well-defined learning motivation. Students willingly raise their hands, showing a desire to answer the questions asked, are proud of their successes and achievements. Around the age of 12-13, the restructuring of the body begins, "hormonal whirlwinds" prevent the maintenance of educational motivation, and the child may lag behind in school. There are special cases when a professional dream, vocation, ideas about a bright future are so inspiring that a child is captured by studies and self-development even in the puberty period. But as statistics show, it is adolescence that is distinguished by the so-called motivational "pit", where there is a general decline in academic performance and an increase in various disciplinary violations [14]. At the same time, everything comes into balance when students cross the teenage "threshold" into 10-11th grade. Study motivation again returns to the optimal level, all personal restructuring passes, and in the final grades comes the natural realization that you still need to pass exams successfully [15].

Such ups and downs of learning motivation are the rule, not the exception, and teachers should not resist the nature of this phenomenon, but adapt to reality, living in harmony with it. Experienced teachers know exactly how to keep this level of mastering knowledge at any age, it is important to use this knowledge in their activities [16].

Gender differences also provide ground for reasoning and building individual student learning plans. It is known that girls, due to their characteristics, are successful in mastering languages, writing essays, oral responses, and everything that is required in the implementation of the verbal function. Boys are more often analysts, their verbal answers are not eloquent, logical, but not detailed. These differences are due to the natural inclination of male representatives to analytical work, mathematics, physics, in general, to what requires abstract thinking. Of course, we must stand up for the development of a harmoniously developed personality, however, these features should also be taken into account in pedagogical activity[17].

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