

Even minor progress can be motivating if it is made apparent to the student. While the above techniques are not exhaustive they do provide at least the essentials for enhancing student motivation.

This program has been created in the belief that theory and practice are equally indispensable for the successful treatment of so highly complex a subject as foreign language teaching, in which motivation plays an unusually vital part.

Although the registers on the subject of foreign language teaching is reach and extensive, there is still a dearth of literature of suggestions for the guidance of teachers of English. It is hoped that the teachers who are not acquainted with this program will consult these standard points.

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THE CREATIVE ABILITIES OF STUDENTS

The topic of my thesis is «Development of student's creative abilities in vocational pedagogical education by means of organizational and methodical resources in teaching process». The aim of it is to prove the necessity in creative abilities of students getting vocational and pedagogical education.

While reading for my candidate examination, I have analyzed psychological, pedagogical, methodical, philosophical, and didactic literature on developing creative abilities of students getting vocational and pedagogical education.

This year work helps me in studying all necessary problems of my research. For example, I have read and examined the book of an American author Margaret Matlin "Cognition". This book is about cognition and mental activities. Cognition involves how we acquire, store, retrieve, and use knowledge. If we use cognition every time when we acquire a bit of information, place it in storage, bring it out of storage, or use that information in some way, then cognition must include a wide range of mental processes such as perception, memory, imagery, language, concept formation, problem solving, reasoning, and decision making.

You may ask why should we study cognition?

The *first* reason is that cognition is a major portion of the study of human psychological. The second reason for studying cognition is that, the cognitive psychology outlook has widespread influence on other areas of psychology. The *final* reason for the study of cognition is more personal. We use this equipment every minute of every day.

This book covers many different kinds of mental processes. It begins with perception and memory, two processes that are involved in virtually every other aspect of cognition. The next chapter concerns language, an essential feature of human mental processes and it is particularly relevant to topics such as memory, problem solving, and reasoning. The final chapters assess how people differ from one another in their cognitive processes. As to me, the most interesting chapter is devoted to Memory, namely Iconic Memory.

The term iconic memory is used to describe Visual sensory memory, or the brief persistence of visual impressions «makes them briefly available for processing even after the stimulus has terminated» [Neisser, 1967].

Iconic Memory refers to memory process. I was especially impressed by the experiment which was conducted by Sperling in 1960. He conducted one of the first demonstrations of iconic memory. His experiment cannot be demonstrated without the use of special equipment. Sperling showed the participants of the experiment a display of three lines of letters. This display was presented for 50 milliseconds. Rather than asking the participants of the experiment to report everything they saw he asked them for partial report of one of three lines. As a result of this experiment Sperling discovered that the icon memory reports 9-10 items out of 12.

Many other studies have been conducted to verify Sperling's findings.

Knowledge of cognitive psychology will help me to investigate the essence of the development of student's creative abilities.

In conclusion, I want to say that studying of foreign scientific literature will play a dominant role in my research work.