

STUDENTS' MEMORY AND MEMORIZING TECHNIQUES

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Research relevance: learning and memorizing a great amount of information is a challenge for every first-year student. How to make this process easier? Are there any secrets of good memory? These questions should be answered to make the educational process more efficient.

Objectives: the aims of the study were to identify common characteristics of memory in first-year students, to determine the dominant kinds of memory as well as the most effective memorizing techniques.

Materials and methods: our study involved 120 first-year students of the Departments of General Medicine, Pediatrics and Dentistry. They were given a questionnaire and their answers were statistically processed and analyzed. Besides, we analyzed literature on this problem.

Results: according to our study, most students (55%) think that they have a well-developed memory. The most dominant type of memory in students is visual memory (42%), associative memory takes the second rank (30%). The most effective memorizing techniques are mnemonics (45%). The respondents were also asked what beneficial techniques for memorizing they would like to use in the future. 27% students would like to use tactile techniques of memorizing; 24% students would prefer to use techniques connected with associative memory; 13% students say that they have very good visual memory and prefer techniques based on visualization. As for the other students, 11% believe that they have a good auditory memory and always rely on it. 10% prefer rhyme and rhythm, 8% like abbreviation, 6% like flash cards and only 1% would like to use emotional techniques. It was a great surprise that most students (40%) review the material only once (in 20–30 minutes after first introduction).

Conclusions: students have different types of memory and so they prefer the techniques which suit them personally. The most dominant memorizing techniques is mnemonics (42%). The most unpopular technique is flash cards (6%) and emotional techniques (1%). But we managed to find out that most students do not transfer their knowledge into long-term memory, so the memorization process will not be successful. Further studies are on the way to work out a list of advice for students to help them cope with the amount of information they have to study every day.

References

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ASSESSMENT OF NUTRITIONAL STATUS IN CHILDREN WITH ONCOLOGICAL PATHOLOGY

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Research relevance: according to the report of the Association of Clinical Nutrition, the frequency of nutritional deficiency in cancer patients ranges from 46% to 88%. Nutritional deficiency tends