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### **THE EFFECTIVENESS OF THE FEEDBACK GIVEN TO THE STUDENTS BY THEIR TEACHERS AND IT'S IMPACT ON THEIR IMPROVEMENT IN ACADEMIC PERFORMANCE**

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**Introduction:** A descriptive feedback always focuses on providing the information to the student with the goal of improving what is being addressed. The feedback is conversational, less formal and is not judgemental or evaluative. It always plays an important role in increasing the students' ability to understand quality, correctness and general appropriateness of the performance.

**Aim:** The aim of the study is to determine the response of feedback to students from their teachers and the effectiveness of grades and praises.

**Methods and materials:** 1.Literature analysis based on the recent data from different authors. 2.A questionnaire based on which a group of 100 students opinions and perception on descriptive feedback and the effectiveness of grades and praises was collected.

**Results:** Based on the study, 45% of the students answered that they did not receive detailed feedback and obtained substantially lower final exam scores than the students who received feedback from their teachers. 35% of the students received both feedback and grade which strongly influenced their performance positively and 20% of the students answered that they only received grade without any feedback which modestly enhanced the performance.

**Conclusion:** This study proved the effectiveness of differential feedback messages on the students' performance, motivation and self-efficiency. Overall the study and analyses showed that students who scored low responded favourably to detailed feedback and were able to improve upon it. However when presented with a grade from their teachers, these students did not do as well as they were obvious. Whereas high performance by the students were evident when they received a grade followed by a descriptive feedback from their teachers.

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### **THE DIFFICULTIES OF OVERCOMING CRISES OF PROFESSIONAL FORMATION OF YOUNG PEOPLE**

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Investigation of psychological factors of overcoming the crises of professional formation of young people is aimed at updating the tradition that comes from the classic works of Vygotsky, who proposed to consider experience as a unit of consciousness. The extent to which all individual properties that are acquired during the development, participate in the moment of experience affects it. Such context of the term „experience“ allows to accentuate very accurate the essence of the process of personal development, in which are mutually intertwined two main components: the space of human relationships in the environment (interpsychological level) and scope of his inner world (intrapsychological level).

The experience of crises of professional development causes the restructuring of psychological personality structure, changing of socio-professional orientation. Consequently, the study of the problem in the theory and practice of crisis management of professional development of young people preserves difficulties that can not be overcome today. They include: the conflict of equivalent, tantamount human motives to each other, each of which is unable to overcome the resistance of competing another motive; the weakness of the will of man; the presence of human incompatible traits of character, that make its behavior unpredictable and inconsistent. Also to the difficulties belong: increased emotional excitability of personality, which he is unable to cope successfully with; diffidence; slowness in making and implementing of decisions; too much dependence of man from difficult life circumstances; uncertainty of the situation, in which person appeared and during which is difficult for objective reasons to accept or implement smart solutions; complex contradictory personal relationship with the environment.

Analysis of the topic shows that targeted determinants that attributed to the processes of experiences coincide with the main “internal needs” of life: pleasure in the moment; realization of motif (satisfaction of needs); streamlining the internal world; self-actualization.