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ALGORITHM OF THE INTERPRETATION OF AN ARCHITECTURE STUDENTS EDUCATIVE PROCESS RESULTS (PSYCHO-PEDAGOGIC ASPECT)

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Problem Definition. The architect professional distinctiveness demands the ability for spanning and understanding of multi-attribute processes and objects. Moreover, architecture objects are complex multi-element creatures, necessitating engineering and artistic efforts, often under the maximum of technological capabilities. Such an activity aspect forms some educational hardness for the future architects, including possible loss of individual capacity, which results in different individual collapses when the young people cannot distribute their own efforts. Therefore we deem it highly appropriate to considerate individual psychological constitution in the scope of architect schooling.

Work Objective. State-of-the art pedagogical approach demands the revision of competence, which necessitates producing the algorithm for the determination of psychologically dominant side of an individual in creative and educational processes, and, under the lens of them, for the monitoring of accumulated personal competences, as well as shifting the effort vector for adoption the new ways of action.

References Review. The information basis is non-uniform by times and by activity areas, in which creative acts hold a valuable place. Besides of traditionally creative professions, this aspect is considered in works connected with the items of education, communication, achieving individual capacities, and in the works considering intellect and mentality. In the whole, the analysis of scientific publications in the Ukrainian resources shows the strong interest to the psychology of education and a call for the branch psychology.

Conceptual Content.

Within the frames of architect education we separate some "comprehension blocks" which, in our opinion, will most deeply and fully express the psycho-neurophysiological aspects of the educational process: academic performance, competencies, personal neurophysiological basis and structure of personality, extrasystemic factors and circumstances.

The first block is technical and evaluation. All disciplines are divided into 5 groups of areas of study: humanities, technical, interdisciplinary, specialized and creative. To simplify the perception of different assessment systems, the use of a three-point system "3", "4", "5". Also, the letter "B" is an academic duty. The initial level of determining the learning outcomes of a student-architect should begin at the entrance to the university, first you need to consider the school academic performance, such data provide the necessary picture of the basic positions of the student. Over time, the university considers student work and indicators for each semester, and the bachelor's thesis. For the stage of master-scientist, the time of undergraduate study in higher academic indicators is considered from a different angle. In addition to the school certificate and semester grades, the subject of evaluation is creative work separately for each semester, with each person presenting their own work independently, at its discretion. A kind of self-assessment as an author's result of personal creative achievements in each of the ten semesters.

The second block − competencies. Develop in sequence: knowledge, skills, abilities, professionalism, skill. A three-point scale is also used. The last two definitions − professionalism and skill − are uniquely rare, but it is necessary to leave the possibility of such assessments.

Third block. We hold a stable view that the neurophysiological basis of intellectual activity is due to the functional division of the cerebral hemispheres. Therefore, we have created a hypothetical model of activation of the relevant areas of the hemispheres, through which we propose to comprehend the achievements in learning. In this part we rely on the results of modern studies of interhemispheric functional asymmetry of the human brain, which develop the ideas of R. Spencer.

The fourth block contains non-systemic factors and circumstances that affect the individual and the decisions that a person makes, which may affect learning. These are social, economic, personal circumstances.

Fifth. An indicator of the degree of independent creative decision-making is one of the key ones we consider. It also makes sense to separate and understand the role of the mentor in learning. We use a three-step assessment: a high level of independence; average; low.

The final material is a personal model “Creative history in the time zone”, which demonstrates fluctuations in the level of solving educational problems at each stage of each block. Practical architectural activities in some cases can significantly change the overall picture. In general, the final fragment of the algorithm of comprehension provides an opportunity to give more substantive recommendations for further study and implementation of the master's thesis project.

Conclusions. Significant complication of educational work nowadays requires more adapted to new conditions teaching methods. One of the important directions is to improve the system of final evaluation of the results of educational work of students-architects. The system of comprehension of results of educational activity on the basis of psychological pedagogical testing is offered. The system is based on the independent selection of their creative work for each of the undergraduate semesters for the master of science and assessment from five positions according to the specified blocks of understanding. This will provide students with recommendations for adjusting their learning efforts.

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