

INVESTIGATION OF MEMORY QUALITIES IN DIFFERENT CONTEXTUAL SITUATIONS

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It is known that human memory is arranged so that no information is forgotten, it is stored somewhere in the unconscious depths of the human mind [1; 5]. But how can we get it from there? What can help people to remember information? In order to answer these questions we've conducted the experiment.

The aim of the study is to reveal the peculiarities of memory in different contexts. The goals of the study are:

1. to find out if the information that already exists in the memory disappear under the influence of conscious context;
2. to find the most comfortable context to remember information;
3. to find the context that helps to recollect the lost information best of all.

Hypothesis: The context coming during the playback of previously learned information influences its subsequent reproduction and can cause better recollection.

Methods: In this study we have used experimental method. Independent variable in the experiment is the context.

The experiment involved 15 people from 18 to 24 years old, they were divided into 3 groups. The groups were divided by the type of information that will come to them as the context: Group 1 - meaningless words similar in structure to the words which were learned previously; Group 2 - meaningless words which are not similar to the memorized words; Group 3 - meaningful words of the same size as the familiar words [7].

The experimental procedure is divided into three stages:

Stage 1. The person taking part in the experiment is given the stimulus sheet with 20 meaningless three-letter words [1; 5]. The task is to remember as many words as he or she can. The procedure lasts for 3 minutes, after that the testing person is given the task to write down the words which he or she has memorized [2; 4].

Stage 2. The testing person is given a task to recollect and write down the words which he or she has memorized in the first stage; at the same time the person is receiving some new information through the headphones (these are the words from the three groups above mentioned) [2; 4]. The person should also try to memorize these words while writing down the words from the first stage.

Stage 3. The testing person should write down all the words he or she has remembered during the first and second stages of the experiment [2; 4].

To calculate the results of the study, we used the criterion of Pearson X². You can see the results in the table.

Table 1

**Correlation of the memorized information
at the different stages of the study**

	Memorized information at the III stage related to the I one.	The words from the I stage which appeared at the III stage but were not written down at the II stage	Memorized information at the II stage (written down at the III stage)
Group 1	74%	18.5%	1.2%
Group 2	70%	12%	1.2%
Group 3	44%	0%	21%

After the appreciating the results of the experiment we came to the conclusion:

1. The information that already exists in the memory disappears under the influence of conscious context.

2. The most comfortable context for memorizing information are the words from Group 1: meaningless words similar in structure to the words which were learned previously.

3. The context contributing a great deal to the reminiscence are the words from the first group (inverse words) which can be proved by the results of the study that you can see in the table (column 3).

In a word, we came to the conclusion that the context can contribute to the recollecting of the lost information (the words from Group 1), as well as be a destructor of the memorized information (the word from Group 3).

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