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**ПОЗИТИВНІ І НЕГАТИВНІ СТОРОНИ «КЛІПОВОГО МИСЛЕННЯ» В
ПРОЦЕСІ НАВЧАННЯ.**

**ПОЗИТИВНЫЕ И НЕГАТИВНЫЕ СТОРОНЫ «КЛИПОВОГО
МИШЛЕНИЯ» В ПРОЦЕССЕ ОБУЧЕНИЯ**

**POSITIVE AND NEGATIVE SIDES OF THE “CLIP THINKING” IN
THE COURSE OF TEACHING**

Анотація. У статті розглядаються позитивні і негативні моменти такого явища як «кліпове мислення» в процесі навчання. Автори вважають, що «кліпове мислення» є закономірним проявом інформаційного суспільства, тому його потрібно пристосувати до нових умов і використовувати для процесу навчання і виховання, максимально нейтралізуючи негативні моменти.

Аннотация. В статье рассматриваются положительные и отрицательные моменты такого явления как «клиповое мышление» в процессе обучения. Авторы считают, что «клиповое мышление» является закономерным проявлением информационного общества, поэтому его нужно приспособить к изменившимся условиям и использовать для процесса обучения и воспитания, максимально нейтрализуя негативные моменты.

Abstract. The article analyzes positive and negative aspects of such a phenomenon as “clip thinking” in the process of learning. The authors believe that “clip thinking” is a natural manifestation of the information society, therefore, it must be adapted to the changed conditions and used in the process of teaching and education, neutralizing the negative aspects as much as possible.

Ключові слова: кліпове мислення, понятійне мислення, інформаційні технології, мотивація, навчання.

Ключевые слова: клиповое мышление, понятийное мышление, информационные технологии, мотивация, обучение

Key words: clip thinking, conceptual thinking, information technologies, motivation, teaching.

Introduction. The role of increased knowledge, information and information technology has led to the fact that modern society exists at a new stage of development - information. Information technologies are widely used in everyday life, production, institutions, the system of education as a whole. Global informatization leads to a mental change. Under the influence of television, computer games, the Internet and even modern literature, a special type of thinking is formed - "clip" at most representatives of the younger generation. As with everything new that arises in a society in the way of clip art there are its positive and negative sides. Some of them lie on the surface, others, at first glance, are not noticeable and sometimes are not directly related to clip art. Positive and negative sides of this phenomenon are diverse, so it is important to understand them in details.

Main text. The emergence of clip thinking in many aspects was due to the process of globalization, a complex process of world integration of countries. It is based on the need for association and the possibility of communication through the transfer of concepts to sign language. Clip thinking through simplicity and symbolism allows to perceive the same concepts and images by the bearers of different languages without translation. The global communicative space forces the cultures to function according to its laws.

Currently, the term "clip thinking" refers to the peculiarities of the thinking activity of contemporary schoolchildren who live in the society of new high-tech information technologies and which are characterized by the speed of perception of images, visuality, emotionality, associativity.

Psychologists have come to the conclusion that clip thinking is shaped by the motives that exist in the new information field. They conducted a study and identified the following kinds of motivation for students:

1. Educational motive is the search of specific information for preparation of reports, lectures, messages and presentations.
2. Cognitive motive is associated with the acquisition of new knowledge. More often, schoolchildren are looking for information not in the textbook, but in any search system, using the Internet.
3. The motive of communication is characterized by the search of information for new acquaintances, gaining a new circle of friends and like-minded people.
4. The motive of self-assertion - this motive lies in deep psychological phenomena: self-esteem of personality and level of claims. Students prove to themselves and others their own worthiness and worth.
5. The motive of self-realization and development of the person. The guys put their creativity on the ground and get the marks for it.
6. The motives of personal communication acquire anonymity, which allows a contemporary student to exercise more freedom of expression and deeds, to exhibit atypical behavior.

In the opinion of some experts in the modern world, the conceptual thinking of a young person has ceased to play an important role, replacing linear, binary thinking with nonlinear thinking [2].

Conceptual thinking is a kind of thinking where concepts and logical constructions are used. Conceptual thinking in comparison with vividly effective and figurative thinking is a later stage in the development of thinking, both in the history of mankind, and in the development of a particular person. Conceptual thinking is not innate and does not develop by itself, it develops at school age. The mastering of new concepts and logical constructs perfectly trains mental abilities and is useful for children for general intellectual development. Conceptual thinking uses a rich arsenal of thought operations, among which the following ones can be distinguished: analysis, synthesis, comparison, abstraction, generalization, systematization and classification. Other important thoughtful operations, which are obligatory for conceptual thinking, are: cause and effect, purpose and means, thesis - justification - conclusion.

Clip thinking is different from the conceptual thinking by the speed of information processing. This new type of thinking allows to find out instantly in different situations and quickly make the right decision. So, in the modern world of fast-moving information, clip thinking provides protection for information overload. The ability to switch quickly from one source to another allows you not to overload the brain with unnecessary information. The quick reaction makes it easy to get involved, respond quickly to new information, respond more effectively and adjust to any changes. This is undoubtedly the positive side of clip thinking. At the same time, clip thinking differs from conceptual thinking in a broad orientation, it does not allow a huge variety of factors to unite into a single unity.

A very precise generalization of the negative side of clip thinking is given by experts on the basis of research [1]. Studies show that clip thinking leads to:

- mass syndrome of attention disorder and hyperactivity;
- losing the desire to know and create a new one;
- lack of need and creativity, which is facilitated by the constant use of secondary information at the level of its processing and combining;
- mismatching the image of thoughts of the way of life;
- Operation only with fixed length content.
- observing the students with the clip art, one can see such disturbances as:
 - inability to keep an emphasis on occupation;
 - reduced selective attention, the inability to concentrate on the subject for a long time;
- frequent forgetting about what needs to be done;
- increased distraction, increased excitability: students are fussy, unstable, often switching from one class to another;
- There is a significant reduction in attention in unusual situations when it is necessary to act independently.

Here is what Lysichenkova Svetlana Alekseyevna, a psychologist studying and exploring contemporary schoolchildren, writes: "The peculiarity of contemporary schoolchildren is an extensive, but unsystematic awareness of virtually any issues. If children of the past have felt a certain information hunger, today adolescents have access to an unprecedented amount of information. Modern schoolchildren are well positioned to navigate in an ever-changing information space. Today,

teenagers spend more time at TV screens and computers. Since childhood surrounded by electronics, schoolchildren are well versed in new technologies and are intolerant to the technical incompetence of others. The attitude towards the use of new information technologies is pragmatic in adolescents: they "extract", "download" information. Information is perceived by them as a draw, they do not look at the authors of the information found. Individual pragmatism conquers positions in the consciousness of schoolchildren very quickly. For a modern schoolboy a desire for real independence is a characteristic feature, which seems to him as freedom, to self-knowledge, the desire to take a favorable position in the school team, to consolidate their positions in the children's subculture. "[3, 429].

Children who receive continuous information in the form of short fragments, reduces the criticality of thinking. This is also the negative side of the clip thinking. There is not enough time and diligence, patience, so as to properly understand this or that educational material. It is simply absorbing what is given in the form of a picture or an image, therefore it is very easy to control the consciousness of contemporary schoolchildren - it is enough to quickly change the themes and pictures.

Negative influence is caused by clip thinking and attitude towards oneself and other people. Students of previous generations conducted diaries, devoting themselves to time, writing long and meaningful letters, commenting on various events, writing works in writing lessons. Now our students simply put likes or solve tests with ready answers. Now the essence is not important, neither novelty nor depth, but it is important that the text should be smaller with more pictures. One can say that the motto of clip thinking in this sense is: "From content to form", which is also not its positive side.

Another important disadvantage of clip thinking is the decrease in children's sensitivity to other people's problems and experiences. Constantly perceived short stories from Internet portals, televisions and other sources, often carrying negative information, gradually form brutality, infamy, indifference to someone else's grief, to other people's problems, and the child with the weak and still psyche loses sympathy. Clip thinking is characterized by a short-term reaction without any action.

Summary and conclusions. Thus, "Clip thinking" is the process of displaying various properties of objects, without taking into account the connections between them, characterized by the fragmentation of the information flow, the logic, the complete heterogeneity of the information arriving, the high speed of switching between the parts, fragments of information, the absence of a holistic pictures of the perception of the world. However, despite the negative characteristics of this phenomenon, teachers, psychologists and other professionals are currently continuing to debate on the topic: clip thinking: progress or degradation?

In the popular psychology of the first decade of the 21st century, the view that clip consciousness does not lead to personal degradation and lack of attention, and contributes to a successful adaptation in the information society, has become increasingly commonplace. The adherents of this point of view on clip thinking

argue that in the conditions of dynamic information exchange it is necessary to process vast masses of the most diverse messages, and the person with conceptual thinking does not have such a task.

An analysis of the situation in society as a whole and in particular in education makes it possible to draw to a conclusion: clip thinking has become an integral part of a modern schoolboy, and it is necessary to find ways and means of its competent use both in the educational process and in all aspects of life. Therefore, the task of educators is not the struggle with the students' clip art, but the ability to adapt it to changed conditions and use it for the process of education and upbringing.