

the nucleus of the cell together. Inheritance of this disease is very rare because the person with a progeria does not live long enough to be able to have own offsprings.

In the first months of baby`s life it seems normal, until it reaches the eighth month. The symptoms of aging begin to progress rapidly, so the skin wrinkles make look of old skin, the patient`s hair falls out and person become bald at the age of four, child`s length does not increase more than one meter, internal organs are also getting older very fast. A child with a progeria does not exceed more than 16 kg, even if he reaches adolescence. Patients may complain on diseases affecting the elderly people, such as atherosclerosis, arthritis or osteoporosis, in addition to vascular heart diseases. Size of the head is very large with small lower jaw. Nevertheless, children can talk, think and learn. All symptoms are similar despite different nations and races.

Conclusion. Progeria is a fatal disease. As it is caused by a genetic mutation, it is incurable. However, there is a drug called farnesyltransferase inhibitor (FTI) which is in trials for potential treatment. We hope ongoing researches can help people with progeria in the near future.

EXPLORING DIFFERENT WAYS IN WHICH FIRST-YEAR STUDENTS MEMORIZE AND REPRODUCE TEXT AND GRAPHIC INFORMATION.

Purykina N.Y., Storozhenko G.V.

Scientific supervisor: prof. Philiptsova O.V.

National University of Pharmacy, Kharkiv, Ukraine

galyna.storozhenko@gmail.com

Introduction. The learning activity of modern pupils and students is associated with a high mental load, and the need to process large amounts of information, identifying the most important elements of it. The ability to quickly sort, interpret and transfer information into long-term memory is critical to adapting to a rapidly changing world. Previously, numerous studies have found that there are mechanisms for modulating memory by concomitant emotions, stress, or the presentation of various irritations. In addition, a number of studies have shown that despite the fundamental nature of memory, men and women use different cognitive strategies in remembering information. However, most studies on memorization mechanisms and learning strategies for students are based on outdated models that do not take into account the ever-increasing information load and diversity of information entering the brain.

Aim: Given the above, the goal of our work was to investigate different strategies for memorizing schematic and textual information by modern students, as well as the relationship between memorization ability and time of day.

Materials and methods. The work was carried out by testing 59 1st year students (18-19 years old), who gave their consent to anonymous testing and using the data obtained for scientific research. All students were divided into 2 groups. One group was tested in the morning hours and the other in the afternoon. In order to identify the ability to remember the test subjects were seated one person per desk and within 60 seconds showed a slide with the task. After that the slide was hidden and the time for playing back the memorized information was given. The subjects were given three different tasks: 1 to twenty familiar terms written in black, without references, large enough to be seen from any place in the audience; 2 to twenty schematic images and three to twenty unfamiliar terms. The results obtained were processed using the Statistika 6.0 program.

Results and discussion. All students were found to have achieved the same results by presenting 20 familiar terms. Both morning groups and groups tested in the afternoon reproduced on the average $55 \pm 0.15\%$ of correct answers. These results did not depend on the gender of the test subjects. Presentation of information presented in the form of schematic images revealed that morning groups (showed 55.02% of correct answers) coped with this test better by 11% ($p=0.013$) than groups that were tested in the afternoon (showed only 44.15% of correct answers). At the same time, the test subjects were given the

opportunity to choose the form of reproduction of the memorized information - in the form of a picture or text. As a result, the overwhelming majority of the subjects (54%) preferred to transform the perceived schematic information in the form of a corresponding text description, 26% recorded the memorized images in text and supplemented them with drawings, and only 20% reproduced the schemata exclusively graphically.

The presentation of complex terms to the test subjects showed that the groups that were tested in the afternoon did worse than the morning groups. For example, the group being tested in the morning showed an average of 35% correct answers, and the group of students who performed the afternoon assignment could only remember 29% of the suggested terms.

It is believed that women and men perceive and remember information differently, so our work separately evaluated the results shown by boys and girls. Thus, the analysis of performance of tasks by a group of girls showed that both boys and girls were equally successful in reproducing simple terms that were memorized. At the same time, it was found that girls remembered schematic images by 7% ($p=0.006$) less and 26% ($p=0.0002$) less complex terms compared to the results shown when playing simple terms. At the same time, analysis of playback of memorized complex terms showed that girls on average remembered 12% fewer words than boys ($p=0.003$).

Conclusions. Thus, this paper reveals differences in perception and reproduction of information depending on the time of day and gender of the subjects. The data obtained indicate a decrease in the ability to memorize complex information in the afternoon, while familiar or relatively easy to remember information is equally perceived in the morning and afternoon hours. The most successful strategy for memorizing diagrams and drawings was the interpretation of visual material by memory into text. In addition, the identified gender differences in memorization of the material indicate that boys, unlike girls, are more easily able to remember complex terms. These results form the basis for developing and formulating specific recommendations to help students better allocate their time and learn new material and to avoid stress and reducing of learning effectiveness.