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A Change in Linguistic Context

IMAGINATION INFLATION AFTER

Pharmacology in Russian Studies of the Act.
Method

Experiment 1

Effect

In Experiment 1, the participants were divided into two groups. The first group (Group A) was exposed to a picture of a cat, and the second group (Group B) was exposed to a picture of a dog. After the exposure, both groups were asked to recall the image they had seen.

Results

The results showed that Group A remembered the cat image significantly better than Group B. This suggests that the type of image can influence memory recall.

Discussion

The findings of Experiment 1 indicate that visual cues can impact memory recall. This has implications for memory strategies in educational settings, where visual aids may enhance learning outcomes.
The main assumption we addressed was whether Russian proficiency affected the results of the study. At the end of Session 1, the participants were divided into two groups: those who practiced English only and those who practiced Russian only. The experimental conditions were as follows: four sessions of practice in English only, four sessions of practice in Russian only, and two sessions of cross-language practice (English and Russian). The results showed that participants who practiced in English had a higher proficiency level than those who practiced in Russian. However, the cross-language practice group showed a significant improvement in both languages, indicating the effectiveness of cross-language practice in language acquisition.

**Results**

The results of the experiment confirmed our initial hypothesis. Participants who practiced in English only showed the highest proficiency level in English, while those who practiced in Russian only showed the highest proficiency level in Russian. The cross-language practice group showed the highest proficiency level in both languages, indicating the effectiveness of cross-language practice in language acquisition.

**Conclusion**

The results of the experiment indicate that cross-language practice is an effective method for improving language proficiency. Participants who practiced in both languages showed a higher proficiency level in both languages, indicating the effectiveness of cross-language practice in language acquisition.
The main question of the experiment 1 was that we expected the main effect of presence of Russian language in English task on the process of lexical decision and the effect of number of English words on the process of lexical decision. The main question of the experiment 2 was that we expected the main effect of presence of Russian language in English task on the process of lexical decision and the effect of number of English words on the process of lexical decision.

**Figure 2** Mean score on LET1 and LET2 in Experiment 1. Error bars are standard errors of the mean.
Experiment 2. The relative importance of items in Experiment 2 is illustrated in Figure 2, where the percentage of subjects who increased from LET 1 to LET 2 is shown. The graph indicates that the percentage of subjects who increased from LET 1 to LET 2 for the English translation was significantly lower than for the control condition. However, the increase in the percentage of subjects who increased from LET 1 to LET 2 for the English translation was also significantly higher than for the control condition. The increase in the percentage of subjects who increased from LET 1 to LET 2 for the English translation was also significantly higher than for the control condition.

Results

We found that the English translation was significantly more effective in increasing the percentage of subjects who increased from LET 1 to LET 2 compared to the control condition. This suggests that the English translation is a viable option for improving language proficiency in educational settings.

Conclusion

In conclusion, the use of a hybrid approach combining the English translation and the control condition is a promising strategy for improving language proficiency. Further research is needed to explore the long-term effects of this approach on language learning outcomes.
We explore these issues through three important processes for memory.

The first process is the movement of information between memory systems. In this process, information is transferred from temporary memory to long-term memory. This movement is called encoding. Encoding involves converting information into a form that can be stored in memory. Examples of encoding include rehearsal, transformation, and organization.

The second process is the retrieval of information from memory. Retrieval involves accessing information that has been stored in memory. Retrieval can be facilitated by cues or by intentional effort. Examples of retrieval include cues, associations, and retrieval strategies.

The third process is the consolidation of information in memory. Consolidation involves the process by which information is strengthened and stored more permanently in memory. Consolidation can be facilitated by sleep, consolidation, and practice.

In summary, memory processes are complex and interconnected. Understanding these processes can help us improve our memory and learning abilities.
AND RELATION TO SKIN.

MENTAL MODEL OF FEMININITY

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Irina V. Rebrova.

Reference: