

*Materials of Conferences***PRINCIPAL COMPONENTS OF BRAIN WORK CULTURE**

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The brain work culture – is the synthesis of personal qualities, which together characterize a personal attitude to academic activity, the level of the personality's intellectual, organizational and technical, hygienic parts giving an opportunity to a pupil to perform any brain work qualitatively, efficiently and with the least possible troubles. Thus, the idea of "brain work culture" compiles four components: personal, intellectual, organizational and technical, hygienic.

The brain work culture represents a peculiar alloy of intellectual, organizational and technical, hygienic cultures of a personality, they being mediated by a personal attitude of the person to a given activity.

The brain work culture education represents a complex multilevel model including academic-organizational, academic-informative and academic-communicative skills.

The brain work culture of school children supposes upbringing of every learner individually. A personal attitude (the pupil's attitude to learning; orientation; interests; world view; inner life of the personality) appears the principal component affecting all the rest components compiling the brain work culture. When educating the brain work culture, a special place is given to the formation of a positive attitude of the pupil to learning. For the purpose of the formation of positive motivations to the process of education the formation of the following four interrelated impetuses begins from the 1st grade:

- a) understanding of learning as the public and personal;
- b) persuasion in the possibility and necessity of one's mental abilities development;
- c) striving to simplify the academic labour and make it more productive;
- d) displaying interest to the procedural side of learning-cognitive activity.

The learners' motivation reaches its highest level only when there appears a stable and efficient need for self-education, perfection of their intellectual abilities.

To develop motivations a special group of methods is used: an outward motion of positive attitude to learning; the disclosure of originality and topicality of the studied material; the organization of informative discussions; the habituation of pupils to implement corresponding requirements; the creation of success situation and the encouragement of pupils.

The central place in the idea of "brain work culture" is taken by the intellectual component. Intellectual skills while working with a book serve the op-

erative side of the cognitive process providing qualitative acquirement of the informative side of the studied material.

The intellectual component is a decisive one at the work of a pupil with other sources of the educative information: spoken word, watching, cognitive problems, in the process of doing homework. The elements of personal and intellectual components appear as a peculiar "foundation", on the basis of which the whole process of education is build up. The organizational and technical and hygienic components promote the most economic and intensive digest of the learning material. A correct organization of the academic work includes a range of interdependent moments concerning external and internal conditions of activities. The following moments are referred to the external conditions:

- regular mode of working;
- workplace setup;
- definition of optimal order of preparation for every day.

Serious advances in the academic activity cannot be achieved without observing these conditions. Besides, the ability to get involved in work quickly, to work keeping mind from straggling and at a good bat, to settle down to homework in spite of the wish to walk or play, etc., can be referred to the internal conditions.

The education of a habit to systematic work begins from establishing a hard mode of working, without which serious advances in learning cannot be achieved. That is why to settle down to homework is necessary at one and the same time. One of important rules of preparation consists in beginning work immediately, as the longer a person delays the commencement of work, the greater effort will be needed to make him proceed to it, the longer the period of "getting involved" will be.

According to psychologists N.A. Menchinsky, D.N. Bogoyavlensky, Ye.N. Kabanova-Meller, when a person performs the work, which isn't of interest for him, two stages gradually change each other in his internal state. First, the person works hard, unwillingly, forcing himself. Everything is built on his conscious conation. The person works insufficiently effectively, though he spends much force on it. But, while he settles down to the task, the process of its implementation starts demanding less self-restraint, less conation. Often there appears an interest to the work being performed, or to its result, the work is exercised quicker and more efficiently. As psychologists say, the stage of arbitrariness is changed by the stage of post-arbitrariness.

Thus, a person delaying the work start lengthens considerably its first hard stage built on self-restraint. The longer this stage is, the more unpleasant the memories about the work are and the stronger the

temptation to delay the work beginning for the next time will be. That is why, teaching children how to learn, one mustn't disregard the working-out of a habit to hit the ground running.

Moreover, a school child must have a constant working place, a separate desk and a bookshelf would be best of all. Besides, nobody should disturb him at this time. Just as a habit to definite working time is developed in a person, so appears it to a working place, as well; that inclines the person to work, reduces the period of settling down to it.

Thus, the organizational and technical and hygienic aspects are important components of the brain work culture together with personal and intellectual ones. A specific content of the components' interaction structure is defined by the purposes and objectives of some or other academic work.

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PERSONALITY FORMATION PROBLEM IN TERMS OF METHODOLOGICAL POSITIONS OF AXIOLOGICAL APPROACH

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The carried out analysis of psychologists', sociologists' and philosophers' papers testified that the ideas of "personality development", "personality formation", "socialization" and also "individualization" often proved to be put into one and the same synonymic row. However, they are not interchangeable.

The idea of "personality formation" is used in two senses in native science. First, the formation of personality is considered as the development of the last, the process and result of the first. In this sense the idea of "personality formation" is the subject of a psychological study, the aim of which is to find out what is available (is revealed experimentally, becomes apparent) and what can be available in the developing personality in conditions of a purposeful educational impact. The second sense – is the formation of personality as its purposeful education. A.S. Makarenko called this process "personality engineering". This is a proper pedagogical treatment of the personality formation methods and aims division. The given approach

supposes a necessity to find out what and how should be formed in the personality, so that it could meet socially conditioned demands, which the society places on it.

Thus, the idea of "personality formation" is wider in its content, and the idea of "personality development" is its component.

An axiological approach based on the acknowledgement of the personality development priority within one humanistic system of values, when their cultural and ethnic differences retain, traditions and creativity are equal, the necessity of the past and present schools study and use are acknowledged, appears as the initial methodological position.

The idea of "socialization" is used to specify the human and the society interaction. This idea has an interdisciplinary status and is widely used in psychology.

I.S. Kon determines socialization as "social experience digestion, in the course of which a concrete personality is created". A close to this one determination of socialization is given by B.L. Parygin, who thinks that the process of socialization represents entering a social setting, adaptation to it, certain roles and functions mastering, which, after their predecessors, is repeated by every separate individual for the whole history of his formation and development.

The personality social type-design practice tendencies (the digestion of social stereotypes and standards, role behavior models by an individual) allow considering socialization as the process of adaptation and integration of the human socially by means of the digestion of social experience, norms, orientations peculiar both for the society as a whole and separate groups.

By virtue of its natural activity a personality retains the tendency for autonomy, independence, freedom, the formation of its own position, inimitable individuality. The given tendency characterizes socialization as the process of personality self-development and self-actualization, in the course of which not only realization of the adopted system of social experience and relations, but also creation of new ones including personal, individual experience, occurs.

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