

*Materials of Conferences***IMPROVEMENT OF CHILDREN'S LIVING ACTIVITY AND DEVELOPMENT OF FLEXIBILITY AND CREATIVITY**

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We can select several aspects of improvement of children's living activity and development of flexibility and creativity.

The first aspect of the improvement of student's living activity is the need in the realization of his own adequate self-appraisal, self-confidence and the personal involvement in creative activity. It includes the formation of the flexibility and creativity. The former implies a mental flexibility and consideration, the latter implies an efficient creative activity as a product of activity in the mental and material form.

A specific character of the subject, e.g. Physics and Astronomy, enables students to show the cognition, to generate ideas, to develop the intelligence and to integrate the knowledge of all divisions of Physics solving nonstandard problems. It involves the second aspect of the improvement of a student's living activity. It also includes extracurricular activities: elective courses, optional classes and such practical work as making reports, conducting experiments, presenting projects, taking part in conferences and school, regional and federal contests in Physics and Astronomy.

The third aspect implies a specific creative atmosphere of trust and collaboration of a student with the teacher, the other schoolmates, parents and authorities of the school. This joint creative work is based on the premeditated program of teaching methods and this educational model has been successfully carried out for years.

The fourth aspect implies the voluntary choice of students for extracurricular activity. These students demonstrate interest in the subjects and creative activity. The students tend towards exact science.

The fifth aspect is the comfortable atmosphere for children. It means to encourage even a very slight creative achievement of a student. It is important to maintain the tempo of a student's self-development and the level of challenge in individual rate that depends on age-related and individual peculiarities of a student.

The sixth aspect is that teaching challenge could contradict the process of education as a subjectively objective reflection of the positive and negative teaching goals. On the one hand it is the source of a functioning activity and progress embodied as a positive dominant component of the educational process. On the other hand the current challenge stimulates new opportunities.

Formation of the creativity and flexibility in optional classes in Physics and Astronomy at school enables to students to develop stable practical skills good for any future job of students. Consequently it also ensures the improvement of students' living conditions in future.

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THE PECULIARITIES OF AGGRESSION DISPLAY AMONG PRIMARY SCHOOL AGE STUDENTS IN MULTINATIONAL GROUPS

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The changes in economic, political and spiritual fields in post-soviet era have lead to the transfer into new stage of public and social development, which is characterized by internationalization enforcement. National and cultural isolation is getting impossible. Migratory and demography processes enforcement have been mentioned. Therefore, people's mutual adaptation is taking place, as well as behavior correlation according to traditions and habits of foreign environment. Multinational phenomenon is becoming a peculiarity of social environment transformation.

Multinational phenomenon is a common thing for many territories in Irkutsk region, which are located not far from the oblast center. This phenomenon is a mode of existence and people's interaction, who live constantly on this area and near foreign countries visitors. Due to the social problem's complication, multinational phenomenon is accompanied by future uncertainty and cross ethnic intolerance. Intolerance is created on the basis of ignorance and the fear of the unknown, different culture and way of live of other nations. Sometimes intolerance appears under influence of envy, i.e. nations who live better and make more money. Creation of such senses is provoked by information which is spread by Mass Media.

Like in prism, this phenomenon is focused on contemporary school of general education, which is becoming multinational. The role of education cannot be underestimated. Moreover in one particular case the role of educational institution which provides information exchange, permanent and direct interrelation of different nationalities before the fact when a child is able to identify his or her national belonging. It is necessary to talk about cross cultural relationships problem in children's multinational groups, about the psychological discomfort condition which children have. Having this discomfort, children usu-

ally display aggression. The number of children with aggression and self-aggression display is higher in multinational group than in ethnic homogeneous groups.

We supposed that, the behavior of primary school children in multinational classes is under influence of culture's acceptance – non-acceptance, appearance of the classmates belong to another nationality. This happens due to certain values frustration, such as aesthetic, cultural, natural, etc.

As a result of conducted research, it was discovered that 61 % of children from multinational groups have a high level non-acceptance of foreign culture, foreign nature, foreign climatic environment and other foreign peculiarities in appearance. 22% of children display an average level of foreign nation's features non-acceptance. Only 13% of children show a low level of non-acceptance. Due to lack of logic, it was impossible to identify the level of non-acceptance among 4% of children.

Two out of three children who live permanently in our local area prefer the nature of their home region and contacts with people who do not have different features in their appearance. So they have a high level of foreign nation's non-acceptance. 22% of local children have an average level. 2.6% of local children have a low non-acceptance level.

45% of local children have aggressive display of non-acceptance. 32% have a self-aggression tendency. 23% have a normal level. More than a half of local children with a high level of foreign non-acceptance have aggressive tendencies. 88% of local children with an average foreign non-acceptance have self-aggressive tendencies. Local children with low level of foreign non-acceptance have normal display of aggression. Local children with unidentified level of foreign non-acceptance displayed self-aggression tendency.

Considering separately migrant children, we see that only 19 % have a high level of foreign non – acceptance. 25% of children have an average level. 47% of migrant - children have a low level of foreign non-acceptance. It was impossible to identify the level of foreign non-acceptance among 9% of children that had come from other territories. The data which we have discovered coincides with the facts described by E.N. Korneeva, who points out that, adult settlers strive for contacts, try to adapt to a new environment, self-assert into new surroundings and they form their children's behavior with the help of their own behavior. (E.N. Korneeva "Non-standard children" Yaroslavl. Akademya razvitiya 2007 page 49.)

Children who have come from other territories have a low level of foreign non-acceptance. They are more tolerant to foreign culture and the necessity to socialize with people of different appearance. However, due to discomfort practically every child has aggressive and non-aggressive display afterwards. 32% of migrant – children have aggressive tendencies.

54% of migrant children have self-aggressive tendencies and 13.5 % have normal tendencies.

Our conducted research showed, 79% of schoolchildren have discomfort in multinational collective and it does not matter whether they are local or migrant. They have aggressive displays as well as self-aggressive. Taking into account the extracts, both of them prevail as a tendency.

An average index of aggressiveness of all examined children, local as well as migrants is on the level of deliberate self-control with predominance of aggressive tendencies. The aggression display is possible due to suddenly appeared circumstances, and also with existence of mental disorders. It is possible to suggest the possibility of aggression enforcement with the appearance of stimulus.

Not more than 20% of children in non-multinational groups have aggressive tendencies.

Self-aggression (autoaggression) can be stipulated by personal peculiarities and by the condition of psychological discomfort, anxiety, depression. Taking into account the age of children, and their socialization in multinational environment, we inclined to link the existence of aggressive and self-aggressive tendencies in their behavior with discomfort which they have and connected with it the condition of frustration.

Hence, man's reaction on frustration depends on personal values hierarchy, i.e. how important to him/her the range of interests which is under impact. We should point out essential peculiarities of these connections among children with different levels of foreign non-acceptance.

Children with a high level of foreign non-acceptance appeared to have aesthetics-natural values frustration as the most significant, children with an average level of foreign non-acceptance have cultural values, and children with low level of foreign non-acceptance have values connected with health and physical development.

Conducted research allowed us to discover peculiarities of aggression display among primary age schoolchildren educated in multinational groups, to define the degree of its manifestation in connection with frustrated values including ethno – cultural.

The results have showed, most children had an aggression but with different extent of evidence and display intensity. In a number of cases, as its well-known fact, children's aggression can indicate on a positive ability for development, on a certain vital powers and energy, on capability to resist negative external distractions, etc. Abnormal aggression display indicates the problems in child's behavior, possible social and personal disadaptation. It gives grounds to research thoroughly and to conduct a possible correction of aggression display among primary age schoolchildren, educated in multinational groups.

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MOTIVATION DEVELOPMENT OF STUDENTS AS MEANS OF IMPROVING EFFECTIVENESS AND QUALITY OF FOREIGN LANGUAGES LEARNING

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New technologies and techniques that are practiced in education at the present moment increase the process of learning and its effectiveness, but they work best when students are motivated. Computers, smartboards, Internet, that are used in language learning lead to increase of tuition fees thus economically are ineffective and the quality of education gets only a little bit better. Besides teachers have to spend much more time preparing classes being very pressed for time. So they do not jump into using modern computer technologies.

The aim of this paper is to show the role of motivation in learning the second language at the university. Here we understand motivation as an incentive, which drives a person to obtain a class of stimuli such as achievement, curiosity, prestige etc. Nobody questions the fact that high motivation increases learning. The one who is not motivated to learn a foreign language will probably end up nowhere. We must admit that language learning proceeds at different rates for different persons under the same conditions. For learners of a foreign language (for example English) outside an English-speaking environment the process of learning slows down and successful communication becomes a problem.

Our study and experience allow us to conclude that students learning foreign languages have to overcome at least two critical moments. The background of it lies in fundamental psychological and physical mechanisms of perception and reproduction of new information by people. It is necessary to mention that learning a second language is more than learning a description of it. This process combines linguistic and psychological as well as other elements (R.Lado). It is also important to bear in mind that when a person speaks the decision to speak is made through motivation.

At the beginning students get enthusiastic about learning, they try to memorize new words, structures, phrases and expect to use them freely soon. But first two months is the so-called latent period, when they accumulate knowledge, learn the rules of language usage, but are not able to use them. There is fear to make mistakes while speaking. They lack confidence in coping with a foreign language. So they become disappointed, lose interest and hope to master

the language and drop out of the class or stop doing homework. This is the first critical moment.

If students overcome these obstacles they enter the second stage of learning a language where comprehension should come. They understand teachers and students in the class, but speaking is still a problem because they cannot communicate knowledge, information, ideas, opinions, feelings in English to people. This is the second critical moment.

If students have classes two or three times a week this period lasts for about one or one and a half year when the communicative competence is not developed and students are not able to use the language in an English-speaking environment and it is another disappointment.

There is another problem involved in language learning effectiveness. Foreign language teachers are tied to a specific book and aimed to get their students through an exam which tests specific items in that book (Jane Ravell). Communicative activities in which students can transfer their learning to real situations are not practiced regularly then.

The major questions arising from these issues are how to motivate students, develop linguistic and communicative competences and make the process of learning more effective.

There exist many ways of increasing motivation.

In our opinion while choosing them the following should be taken into consideration.

1. The tuition process starts with environment in the classroom. As John Bushman states positive classroom climate almost certainly will not happen by chance. It may develop without intervention by the teacher but usually it is negative and does not produce a setting for effective learning (J.Bushman).

2. Since man is social, the urge to communicate is a force that increases language learning (R. Lado).

3. The Needs-Satisfaction Cycle is of paramount importance (Louis Imundo). When a person wants to achieve or maintain something he or she will engage in activities to achieve the desired goal. In our case it is to use English to accomplish a certain function or goal.

4. While planning classes teachers are recommended to use the following models: ESA (engage, study, activate), ARC (authentic, restricted, clarification), deep end, jungle path (Harmen, Scrivener), role-play, dramatization.

5. Communicative Approach works well and preference should be given to activities involving simulation and role-play in the classroom and outside it.

We believe that the following extra-curriculum activities in developing motivation are effective: Reader’s Theater and Group Presentation Show. These shows are pretty much challenging and enjoyable especially for technical students.