2. Роль учителя в развитии личности школьника

Есть много профессий на Земле. Среди них профессия педагога – не совсем обычная. Ведь педагоги заняты приготовлением, если можно так сказать, нашего будущего, воспитывают тех, кто завтра сменит нынешнее поколение, работают, так сказать, с «живым материалом», порча которого приравнивается, не побоюсь этого слова, к катастрофе. Одним словом, работа учителя выполняется без репетиций, без черновых вариантов, сразу набело: воспитанники – это неповторимые личности, живущие не в будущем, а сейчас, сегодня.

Всеми современными исследователями отмечается, что именно любовь к детям следует считать важнейшей личностной и профессиональной чертой педагога, без чего не возможна эффективная педагогическая деятельность. С детьми надо работать только по призванию, только если дети – часть жизни. Ещё Л.Н.Толстой писал: «Если учитель имеет только любовь к делу, он будет хороший учитель. Если учитель имеет только любовь к ученику, как отец и мать, он будет лучше того учителя, который прочёл все книги, но не имеет любви ни к делу, ни к ученикам. Если учитель соединяет в себе любовь к делу и ученикам, он – совершенный учитель».

Современные исследования роли учителя в развитии личности школьника показывают, что в отличие от ранее принятой формы, когда взаимодействие учителя с учениками идет на информационном уровне, в деятельности педагогов важно широко применять методы диалога и дискуссии, развивать тенденцию к индивидуальному выбору школьниками форм и содержания собственного учения, включать детей в процесс педагогической деятельности и даже в подготовку учителя к занятиям с ними. Это способствует значительному сближению педагогов и учеников. Такому сближению в значительной степени может способствовать и позитивный образ учителя.

Слово учителя приобретает силу воздействия лишь в том случае, если учитель узнал ученика, проявил к нему внимание, чем-то помог ему, т. е. установил отношения с ним через совместную деятельность. В процессе общения школьники усваивают не только содержание материала, но и отношение к ним учителя. Это особенно значимо, ведь психолого-педагогическое влияние будет более успешным, если учитель пользуется уважением и доверием со стороны учеников как человек; умеет понимать по реакции детей; как воспринимают и оценивают его личность те ученики, на которых он собирается воздействовать; в этом случае меняется не только поведение ученика, но и личность самого учителя. Учителям важно предоставлять ученикам большую самостоятельность, чтобы его установки и нормы были однозначными как в отношениях со сверстниками, так и со взрослыми.

Критериями эффективности деятельности учителя в развитии личности и познавательных возможностей школьника могут выступать:

- организация активной деятельности ученика в учебно-воспитательном процессе;
- формирование мотива предстоящей деятельности;
- использование различных, в том числе и технических, источников знаний;
- обучение учащихся различным способам переработки информации;
- личностно-ориентированный подход;
- опора на сильные стороны ученика;
- опора на самостоятельность и самодеятельность ученика.

Реализация личностно-ориентированного образования в школе выдвигает ряд требований к учителю: кроме высокого профессионализма, психолого-педагогической компетентности, он должен обладать свободой от стереотипов и педагогических догм, способностью к творчеству, широкой эрудицией, высоким уровнем психолого-педагогической подготовки, высокой культурой и гуманными установками по отношению к детям, понимать и принимать ребенка таким, какой он есть, знать и учитывать его возрастные и индивидуальные особенности в осуществлении педагогического процесса, обучать, опираясь на сильные стороны каждого ученика.

Учитель, реализующий личностно-ориентированный подход, должен быть более ориентирован на создание для учащегося возможностей занимать активную, инициативную позицию в учебном процессе, не просто усваивать предлагаемый материал, но познавать мир, вступать с ним в активный диалог, самому искать ответы и не останавливаться на найденном как на окончательной истине.

PARENTS, IS IT OK TO VIOLATE YOUR CHILD'S RIGHT TO PRIVACY?

1. Have you ever spied on your friends'/relatives'/family members' online search history? Don't you think that by spying you violate their right to privacy?

2. Has your online history been ever spied on? What did you feel about it?

3. Read the following text that can serve as a starting point for discussion.

Microsoft's Windows 10 and other parental control software face criticism for harming teens' exploration of sensitive topics such as sexuality.

Can giving parents detailed activity reports of their child's online search terms be harmful to young people looking for information on sensitive topics such as religion, sexuality, gender or domestic abuse? When Microsoft this summer launched its new Windows 10 feature that lets parents see what their children get up to online, this was one of the criticisms it encountered. Microsoft has since welcomed feedback and promised an update, with more appropriate default settings for teenagers. However, it is not the only service provider offering this level of parental control. Most security software companies today sell "family" products, many including reports, notifications and video supervision. But is it right to spy on your child?

The UN convention on the rights of the child stipulates that children have a right to privacy and a right to information. They also have a right to protection from all types of violence and exploitation – and there lies the rub. With a young generation more internet-savvy than their parents, ensuring online safety for minors surfing an ever-expanding web becomes a hard task. Today's parents don't have an older generation to turn to for tech advice, so many turn to parental control software instead.

Recent research commissioned for *Norton* by *Symantec*, a provider of antivirus and security software, shows that 46% of British parents worry that they don't know what their children are doing online. Nick Shaw, Norton's general manager, is one of those worrying parents. Perhaps predictably, he uses parental control software, including reports. "I'm not looking at what they're doing day to day, I'm just checking to make sure that they're safe," he says. He emphasises that he uses Norton's family feature alongside face-to-face discussions with his children, and encourages other parents to do the same.

Raj Samani, chief technology officer at *Intel Security*, applies a family protection pack with informed consent and says his children approve of his monitoring because he is transparent about the reasons for it. "My daughter tried to communicate with somebody and I got the notification. And actually what she was doing was unsafe so I ended up having a conversation with her, explaining the concept of anonymity."

Shaw and Samani both have children aged 11-16, the age that 61% of British parents believe is when their children are most vulnerable online. Shaw says

parents' product demands depend on their child's age: parents of young children often want to monitor screen time, whereas those with teenagers raise concerns about social media. "We build a tool that allows parents flexibility to do what they want," says Shaw.

Samani says parents and children do need to have a discussion about the when monitoring should stop: "To me I think it comes down to a point where have you got that level of understanding and maturity."

Cyber security consultant Dr Jessica Barker questions whether parental monitoring is fair on children, and says it can intrude into their privacy. Referencing research by Professor Sonia Livingstone on internet governance and children's rights, she goes so far as to say it can be harmful. "If children feel they are being monitored that undermines any kind of relationship of trust. They might be using the internet in a healthy way to get information and support, and feel that they are not able to do that because they are being monitored."

She brings up the issue of teenagers wanting to explore their gender or sexuality in private. If parents have a problem with that or even use filters blocking LGBT sites, that could cut off access to something hugely helpful, a service previous generations didn't have.

So do software companies consider these issues when creating their services? "Absolutely," says Samani. "We'll always recommend that the reporting and the communication for children should be used as a vehicle to begin or continue that dialogue with children".

Shaw says *Norton* "looks at every aspect when designing a tool", but adds that the primary focus is protecting the child. "At the end of the day it's a tool. How people use the tool is up to them."

When it comes to balancing privacy and protection the key concepts that emerge are education, conversation, consent and the fact that the internet offers lots of opportunities for children – positive and negative. As for how far parental control should go, an anonymous man sums it up well: "Computers shouldn't do the parenting."

4. Make a list of pro's and con's of parental control of their children's online histories. Which items prevail?

5. Discuss in groups the major dilemma of the text – to spy or not to spy on the children's online histories.

6. Make an oral for and against essay on the topic "Is it OK to spy on your child's online search history?

Personality Development - Influences on Personality Development

By Jerome Kagan Ph.D.

The concept of **personality** refers to the profile of stable beliefs, moods, and behaviors that differentiate among children (and adults) who live in a particular society. The profiles that differentiate children across cultures of different historical times will not be the same because the most adaptive profiles vary with the values of the society and the historical era. An essay on personality development written 300 years ago by a New England Puritan would have listed piety as a major psychological trait but that would not be regarded as an important personality trait in contemporary America.

Contemporary theorists emphasize personality **traits** having to do with individualism, internalized **conscience**, sociability with strangers, the **ability** to control strong **emotion** and impulse, and personal achievement.

An important reason for the immaturity of our understanding of personality development is the heavy reliance on questionnaires that are filled out by parents of children or the responses of older children to questionnaires. Because there is less use of behavioral observations of children, our theories of personality development are not strong.

There are five different hypotheses regarding the early origins of personality. One assumes that the child's inherited biology, usually called a temperamental bias, is an important basis for the child's later personality. Alexander Thomas and Stella Chess suggested there were nine temperamental dimensions along with three synthetic types they called the difficult child, the easy child, and the child who is slow to warm up to unfamiliarity. Longitudinal studies of children suggest that a shy and fearful style of reacting to challenge and novelty predicts, to a modest degree, an adult personality that is passive to challenge and introverted in **mood**.

A second hypothesis regarding personality development comes from Sigmund Freud's suggestion that variation in the sexual and aggressive aims of the **id**, which is biological in nature, combined with **family** experience, leads to the development of the **ego** and **superego**. Freud suggested that differences in parental **socialization** produced variation in anxiety which, in turn, leads to different personalities.

A third set of hypotheses emphasizes direct social experiences with parents. After World War II, Americans and Europeans held the more benevolent idealistic conception of the child that described growth as motivated by affectionate ties to others rather than by the **narcissism** and **hostility** implied by Freud's writings. **John Bowlby** contributed to this new emphasis on the infant's relationships with parents in his books on **attachment**. Bowlby argued that the nature of the infant's relationship to the caretakers and especially the mother created a profile of emotional reactions toward adults that might last indefinitely.

A fourth source of ideas for personality centers on whether or not it is necessary to posit a self that monitors, integrates, and initiates reaction. This idea traces itself to the Judeo-Christian assumption that it is necessary to award children a will so that they could be held responsible for their actions. A second basis is the discovery that children who had the same objective experiences develop different personality profiles because they construct different conceptions about themselves and others from the same experiences. The notion that each child imposes a personal

interpretation to their experiences makes the concept of self critical to the child's personality.

An advantage of awarding importance to a concept of self and personality development is that the process of identification with parents and others gains in significance. All children wish to possess the qualities that their culture regards as good. Some of these qualities are the product of identification with each parent.

A final source of hypotheses regarding the origins of personality comes from inferences based on direct observations of a child's behavior. This strategy, which relies on induction, focuses on different characteristics at different ages. Infants differ in irritability, three-year-olds differ in **shyness**, and six-year-olds differ in seriousness of mood. A major problem with this approach is that each class of behavior can have different historical antecedents. Children who prefer to **play** alone rather than with others do so for a variety of reasons. Some might be temperamentally shy and are uneasy with other children while others might prefer solitary activity.

The current categories of child psychopathology influenced the behaviors that are chosen by scientists for study. Fearfulness and **conduct disorder** predominate in clinical referrals to psychiatrists and psychologists. A cluster of behaviors that includes avoidance of unfamiliar events and places, **fear** of dangerous animals, shyness with strangers, sensitivity to **punishment**, and extreme **guilt** is called the internalizing profile. The cluster that includes disobedience toward parent and teachers, **aggression** to peers, excessive dominance of other children, and impulsive decisions is called the externalizing profile. These children are most likely to be at risk for later **juvenile delinquency**. The association between inability of a three-year-old to inhibit socially inappropriate behavior and later **antisocial behavior** is the most reliable predictive relation between a characteristic scene in the young child and later personality trait.

Influences on personality development

The influence comes from a variety of **temperament** but especially ease of arousal, irritability, fearfulness, sociability, and activity level. The experiential contributions to personality include early attachment relations, parental socialization, identification with parents, class, and ethnic groups, experiences with other children, ordinal position in the family, physical attractiveness, and school success or failure, along with a number of unpredictable experiences like **divorce**, early parental death, **mental illness** in the family, and supporting relationships with relatives or teachers.

The most important personality profiles in a particular culture stem from the challenges to which the children of that culture must accommodate. Most children must deal with three classes of external challenges: (1) unfamiliarity, especially unfamiliar people, tasks, and situations; (2) request by legitimate authority or **conformity** to and acceptance of their standards, and (3) domination by or attack by other children. In addition, all children must learn to control two important families of emotions: anxiety, fear, and guilt, on the one hand, and on the other, **anger**, **jealousy**, and resentment.

Of the four important influences on personality— identification, ordinal position, social class, and parental socialization—identification is the most important. By six years of age, children assume that some of the characteristics of their parents belong to them and they experience vicariously the emotion that is appropriate to the

parent's experience. A six-year-old girl identified with her mother will experience pride should mother win a prize or be praised by a friend. However, she will experience shame or anxiety if her mother is criticized or is rejected by friends. The process of identification has great relevance to personality development.

The child's ordinal position in the family has its most important influence on receptivity to accepting or rejecting the requests and ideas of legitimate authority. First-born children in most families are most willing than later-borns to conform to the requests of authority. They are more strongly motivated to achieve in school, more conscientious, and less aggressive.

The child's social class affects the preparation and **motivation** for academic achievement. Children from middle-class families typically obtain higher grades in school than children of working or lower-class families because different value systems and practices are promoted by families from varied social class backgrounds.

The patterns of socialization used by parents also influence the child's personality. Baumrind suggests that parents could be classified as authoritative, authoritarian, or permissive. More competent and mature preschool children usually have authoritative parents who were nurturant but made maturity demands. Moderately self-reliant children who were a bit withdrawn have authoritarian parents who more often relied on coercive discipline. The least mature children have overly permissive parents who are nurturant but lack discipline.

School Plays a More Important Role than Family in Shaping One's Personality

by Cristina Nuta

When it comes to refer to the shaping of one's personality we should firstly mention the fact that school plays an essential part, maybe more than the influence the family has. In order to confirm this statement we should consider the following arguments.

First of all, the personality of each individual begins to take form in the middle of the family and is closely connected to the education, the social status, religion or culture that the family offers. But from an early age a child begins to socialize and he comes into contact with different children of his age and even older, who contribute to his shaping of personality. Therefore, a first place to socialize for a child is kindergarten where he comes to meet several children of different behaviours and with whom he tries to communicate in order to be able to integrate in a certain group.

Moreover, with the passing of years, a child becomes an adolescent, attending a high school or a university, where he tries to belong to a group of friends and have the same concerns and hobbies as the ones in his group. He may try either to copy other friends' personalities as he considers them the best. Then, he may want to have the same clothes and the same sum of money his friends have even if his family cannot afford it. This is a way of trying to feel equal with the others around you even if it is more important to be special in your own and impose your own way of thinking, your ideals and a unique behaviour in society.

On the other hand, at school, teachers try to do their best in order to shape students' personalities by having special classes where they discuss several matters of social life. There are situations when during these classes students have the courage to open a conversation on subjects that they cannot talk at home because they don't have such a close relationship with their parents like: AIDS awareness, foster ecological thinking and environmentalism, drug issues, the latest developments in computers and technology or how to combat right-wing extremism and racism. Consequently, this helps adolescents to freely express their concerns and to know how to sustain their arguments in front of other people's points of view.

But one thing I would like to point out and to conclude with is the fact that, in my opinion, the latest generations have become much more independent and uppish in the sense that they do not listen to their parents' advice and talk disrespectfully to teachers. What do they try to show with this behaviour? Maybe the fact that they try to get rid of the prejudices that characterize our society and have a more modern perspective of life.

School vs Family in Shaping One's Personality

by Diana-Mara Anghelina

From the first days of our lives, each and every one's family plays a very important role in defining the future grown-up's personality. It is the family who we look up to, from the very beginning of building a character. When they are very young, all the children tend to copy the behavior of their parents. Therefore, when the family does not have a proper attitude towards each other, no matter if the child is present or not, all this will later reflect on the mature personality of the child in question.

The first 5 to 7 years in the life of a child are very important in the defining of his or her personality. However, an even more significant role is being played by the education the child gets at school. Besides the various information he gets from the subjects studied assigned by the school curriculum, the pupil will also learn how to behave in a wide range of situations. The most important lesson regarding the shaping of a personality is learning how to conduct oneself in a group of people. Perhaps most of the pupils have had no brothers or sisters and have turned out to be spoiled and selfish. They have not been taught to share things with other children and have no clue about working in a team in order to achieve the completion of different tasks. This is not a good picture to start with, but the reality can sometimes be quite cruel!

School is the place where we get the first guidelines for our grown-up lives. We can learn about team spirit and other interesting things, such as communication within a team and building relationships based on common interests.

Actually, we can easily state that the classes are replications of the teams we will later on work in, and, on the other hand, the teachers are our future mentors or employers. We are being taught about respect and responsibility, things that we could not have learned in our families. It is the nature of life to make us learn by passing through various environments, each of them having a dedicated role in the shaping of our personalities.

How Much Freedom Should Children Have?

1. Put each of the following words or phrases in its correct place in the passage below.

possessive	upbringing	permissive
rebelliousness	suppress	formative
adolescence	run wild	inhibited
authoritarian	juvenile delinquency	

It is often said that we live in a 1) _____ age, one in which people are allowed to do almost anything they like. Is it good for children? They are going through their 2) _____ which is a very 3) _____ stage of their development since their final adult characters are beginning to take shape. Some parents think it is good for children to be allowed to 4) _____, without control or supervision. They say that this enables children's personalities to develop naturally and that they will learn to be responsible by the mistakes they make. However, this might lead to 5) _____ with the children ending up in courts, or it might simply make children self-centered, without any consideration for others. Other parents believe in being strict, but taken to extremes this can produce a too 6) _____ atmosphere in the home, with the children being dominated and ruled by their parents. Parents can also be very 7) _____ and try to keep their children dependent on them. These last two attitudes can encourage 8) _____ against parents, school, authority in a child or, conversely, 9) _____ a child's natural sense of adventure and curiosity. A strict 10) _____ by over-caring parents can make a child so timid and 11) _____ that he or she is unable to express freely his or her emotions and form mature relationships. To bring up children to be normal, well-adjusted human beings requires great wisdom and perhaps a bit of luck.

2. Answer the questions:
1. What behavior can you classify as "run wild"?
2. Do you believe that natural development and permissiveness are effective? What can it lead to?
3. What can very strict parenting lead to?
4. What is required from adults to bring up a normal, well-adjusted child?

3. There are three types of parenting discussed in the text. Which one do you support most? How would you keep a balance between the three of them?

Foundation for Character

Ex. 1. Put each of the following words in its correct place.

self-regulate	perceive	point out	groundwork
critical	concepts	experiences	secure
challenges	fuel		

We know that early childhood 1) _____ can strongly impact who we become. It may be no surprise, then, that this is a 2) _____ time to lay the 3) _____ for building character. Research emphasizes that children who form 4) _____ attachments with their caretakers are poised to succeed.

Securely attached children have healthier stress response systems that help them 5) _____ their emotions; they are calmer, more independent, and better equipped to deal with 6) _____. They also tend to 7) _____ the world as a safe place in which they are free to explore their surroundings. In the process they discover new things and learn 8) _____ such as cause and effect, which can 9) _____ **curiosity.**

As the researchers 10) _____, "Curiosity dimmed is a future denied. Our potential – emotional, social, and cognitive – is expressed through the quantity and quality of our experiences. And a less curious child will make fewer new friends, join fewer social groups, read fewer books. A less curious child is harder to teach because he is harder to inspire, enthuse and motivate."

2. Answer the questions:
1. How can you explain the phrase "to lay groundwork"? What do you understand by "groundwork" of one's character?
2. What do attached children feel towards the surroundings?
3. Explain the meaning of the quote "Curiosity dimmed is a future denied."
4. What should teachers do to ensure children's attachment to them?

WHAT THESE KIDS NEED IS DISCIPLINE

1. You are going to read a newspaper article in which a father gives his opinion about bringing up his three children. What do you think he might say about discipline?

2. Work in small groups and put the following things in life in order of importance. Support your opinions with reasons. When you were a child, were your priorities different? How? Why?

love, fun, living up to family expectations, food, health, job, status, strong moral sense, money, friends, security, family

3. Read the article and answer the questions:

1. Jonathan wants to be like his father in that he would like
    A) to have the same profession.
    B) his children to be proud of him.
    C) to teach his children how to get on in life.
    D) his children to feel secure.
2. Why is Jonathan strict with his children?
    A) He is trying to live up to his father's standards.
    B) He is teaching his children where the limits of behaviour are.
    C) He is making time to spend with his wife.
    D) He is moulding his children according to his beliefs.
3. Jonathan fears society may influence his children so that they
    A) cannot come to their own decisions.
    B) may be vulnerable to advertising.
    C) will grow up far too quickly.
    D) resent their parents' authority.
4. Why did Jonathan finally buy Jacob a Nintendo?
    A) Jacob felt his father was being unfair.
    B) Jacob was behaving well.
    C) Jacob had waited a year.
    D) Jacob was being made fun of at school.
5. Jacob has been having some difficulties at school because
    A) he cannot play football.
    B) his top-of-the-form position is hard to keep.
    C) he is seen to be a swot.
    D) demands on him are becoming unbearable.

Jonathan Myers tells Ann McFerran why he has decided to be as strict with his children as his father was with him.

I'm a very old-fashioned and strict parent, like my own father. He wanted me to become a barrister, like him, but I used to say to him that he'd made me secure

enough not to worry about having a proper job. He was very disappointed when I said I was going to be a writer, but I think that was out of anxiety: he didn't know how I would survive in the world. As a child I was really proud of my father. I have an image of him, 6ft 5 in and broad-shouldered, wearing a smart suit and tie and behaving maturely – an image I feel I should live up to. My father had status in other people's eyes. I worry that I didn't give my children that. They don't see me wearing a suit and going out to work or having status: they see me slobbing around at home in shorts and no shoes.

I think children want to feel proud of their parents because it makes them feel secure in a Darwinian sense. The one time that my children knew how to rate my professional life was when I was nominated for an Oscar for my adaptation of *The Canterbury Tales* – my lucky break. Briefly, I was elevated in their eyes. When I didn't win I felt that I had let them down, which is ridiculous, I had one little cry because I felt I had failed.

I have inherited from my father a strong sense of importance of doing the right thing. And, like him, I am strict, even though I lack the son of authority bubble he had around him. In the right context, my children are allowed to be rude to me – they might call me 'fat face' in a jokey way, when I would never have dared.

But I'm also very authoritarian: I believe strongly in proper bedtimes, that chores have to be done and that certain times of the day – when Julie and I have an evening drink – are reserved for adults, which the children are not allowed to interrupt.

Some parents of our children's friends have told Julie that their children are scared of me because I am so strict with my own children. I know I have quite a demonic image in a few families' eyes. But I want to make my children into the sort of children I want them to be.

We live in a terribly liberal age when people feel they should take a back seat in making moral decisions. I don't think that children should make up their own minds – and saying that is about as unfashionable as you can get. But if you don't influence them, they will only be influenced by others.

I don't believe in reasoning with my children. They do what mummy and daddy say. If you say to a child, "Would you like to go to bed now?" no child in his right mind will agree, and if he does, he needs to be seen by two psychiatrists immediately.

Julie and I don't let our children watch television after 6 pm ever. It's important to think through why a programme is being made. If it's fun, that's fine, but I can't stand all those Saturday morning programmes that are really just to promote the latest pop records and to persuade people to buy accessories. Our children watch it for an hour after school and then it goes off. They never ask to turn it on again.

I think it is a parent's job to preserve childhood as long as possible – which is also terribly unfashionable. We are proud of the fact that Jacob, at 10, still likes cuddly toys.

In our house we never buy toys which are fashionable crazes, such as

Barbies. We held out against getting a Nintendo for a year, even though everyone else in Jacob's class had one. But I cracked when he said, "I don't understand why, if I'm good and I do all my homework and I do everything right. I don't have a Nintendo and all the bad boys do." I thought that was a very strong argument. Jacob could not believe it when we got him a Nintendo for his birthday. But we still lay down rules about its limited use, which he has never argued with because that is the atmosphere in the house.

I am strict about homework and achievement. Our children will work hard until they finish university, and I think they will thank me for the rest of their lives. If they do drop out, at least they will have made a conscious choice. At the moment the elder two are doing well at school and sometimes I try to raise the amount of homework they are given. Jacob protests because I make him take it into school, which makes him look clever. He is already at the top of his form – and that in itself is very difficult for him.

I don't watch football, so nor does Jacob. That is also hard for him. Last year he had a tough time at school in terms of low-intensity bullying. Had he been interested in football, he would have had a *lingua franca* with the others in his year. I was not prepared to change, however. I don't like the attitudes in football.

4. How far do you agree or disagree with Jonathan's opinions?

Render the following texts into English and speak on the problems under consideration.

Ошибки родителей в воспитании детей

Семья – это чаще всего скрытый от внешнего наблюдения мир сложных взаимоотношений, традиций и правил, которые в той или иной степени сказываются на особенностях личности ее членов, и в первую очередь – детей. При анализе родительского отношения к детям психологами выделяются два психологических измерения: форма контроля за поведением ребенка и характер эмоционального отношения к нему.

Нарушение родительского отношения к ребенку или родительских установок в рамках любого из этих измерений или одновременно в обоих приводит к серьезнейшим дефектам в развитии личности ребенка. Так, например, отсутствие должного контроля за поведением ребенка в сочетании с излишним эмоциональным сосредоточением на нем, обстановка изнеженности, заласканности, беспринципной уступчивости, беспрерывное подчеркивание существующих и несуществующих достоинств формирует истерические черты характера. Те же последствия возникают и при безразличном отношении по типу «отвержения».

Чрезмерный контроль, предъявление слишком строгих нравственных требований, запугивание, подавление самостоятельности, злоупотребление наказаниями, в том числе и физическими, ведут, с одной стороны, к формированию у ребенка жестокости, а с другой – могут подтолкнуть его к покушению на самоубийство.

Отсутствие эмоционального контакта, теплого отношения к ребенку в сочетании с отсутствием должного контроля и незнанием детских интересов и проблем приводит к случаям бегства из дома, бродяжничества, во время которого часто совершаются проступки.

Существует несколько относительно автономных психологических механизмов, посредством которых родители влияют на своих детей. Во-первых, подкрепление: поощряя поведение, которое взрослые считают правильным, и, наказывая за нарушение установленных правил, родители внедряют в сознание ребенка определенную систему норм, соблюдение которых постепенно становится для ребенка привычкой и внутренней потребностью. Во-вторых, идентификация: ребенок подражает родителям, ориентируется на их пример, старается стать таким же, как они. В третьих, понимание: зная внутренний мир ребенка и чутко откликаясь на его проблемы, родители тем самым формируют его самосознание и коммуникативные качества.

Наилучшие взаимоотношения между родителями и детьми складываются тогда, когда родители придерживаются демократического стиля воспитания. Этот стиль в наибольшей степени способствует воспитанию самостоятельности, активности, инициативы и социальной ответственности. Поведение ребенка направляется в этом случае последовательно и вместе с тем гибко и рационально.

Text 1. CHARACTER BUILDING: A KEY INGREDIENT OF 21ST CENTURY EDUCATION?

1. Read the text about values-based education. Divide it into 5 parts. Choose a title from the list which best summarizes each part of the text.

- Managing the values education journey
- Powerful influences and repercussions from an early age
- Character building: definition and importance
- The role of schools in character building
- Character capabilities developed during values education

A dictionary definition of 'character' is "the collective qualities or characteristics, especially mental and moral that distinguish a person or thing". What are those qualities and why are they important?

Consider for a moment, what we look for when choosing our friends and our partners, be they ones with whom we wish to share our lives or different *ventures*, work-related or otherwise, and people we elect to represent us in public office. While academic or formal qualifications may be a part of the equation, *personal attributes* and attractive qualities are likely to be the differentiating and deciding factors. Good, strong characters can enrich our lives enormously whilst weak or bad characters can have *devastating effects* on them.

When a baby comes into the world, what do we hope for him or her? Health? Happiness? Success? We each have our own interpretation of what these mean but if we *aspire* creating and *nurturing* positive life chances and opportunities for desirable *outcomes*, then it's important that we strive to ensure the child is continuously experiencing supportive, good quality influences, especially during the tender, preschool years.

Naturally, the development of a child's character is *profoundly shaped* by his or her parents or other early carers and hence the increasingly recognised imperative for skilful, informed, confident parenting and, if a child is at risk, early intervention to prevent long-term damage. As time goes by, teachers and other influential adults play significant parts in the process of children developing positive character traits.

The recent recommendations include a new approach to building character as an integral part of school life. In respect of *personal resilience*, there is a call for schools to publish *policies* for building the character of their pupils and regularly assessing pupils' strength of character.

Values-based schools, already living and breathing a values consciousness that *permeates* the whole school and all that takes place within it, know the uplifting, transformative effects not only on their pupils and their characters but also their achievements, inter-personal relationships and acceptance of responsibility for their behaviour. Additionally, they appreciate the favourable impacts experienced on the quality of teaching, learning and leadership – with the

benefits felt by all school staff, whatever their role, along with parents and carers in the home environment.

Evidence from around the world shows that good, *explicit* values education provides a rewarding approach to character development as it engages individuals in *a holistic way*, gradually equipping participants with the understanding, confidence and skills to enable them to live as empowered, resilient, informed members of society. It leads to a greater understanding of oneself and others as it embraces the emotional, intellectual, spiritual, physical and social aspects of our makeup. With teachers' appropriate professional learning and application, including consistent, *congruent modelling* of positive values and providing safe, supportive classroom environments, pupils have the opportunity of exploring and reflecting upon a wide range of important and relevant issues in local, national and global contexts. From an early age, children can begin to consider real-life situations and realise the potential *ramifications* of choices they make on a day-to-day basis or may make later on, at different stages in their lives.

For both facilitators and pupils, the process can sometimes uncover fears and matters that need sensitive handling and may take time and understanding to resolve. However, as with other areas of growth and learning, participants often express their delight at obstacles they have overcome and the changes they observe in themselves, their relationships and performance. Often not only pupils but teachers and other members of staff, along with parents and carers, *are elated* by the sense of wellbeing derived from the values education guidance and practices and the beneficial changes they feel empowered to make to strengthen and improve different areas of their lives.

2. Make up the list of the words and expressions in the bold type from the text. Check the pronunciation and the meaning. Explain the meaning of each word or phrase to a partner giving the English definition and illustrating its usage.

3. Arrange the five titles from exercise 1 in their logical order so as to make the plan of the text. According to the plan, give a summary of the text, using as many words in the bold type as possible.

Text 2. CHARACTER EDUCATION…OUR SHARED RESPONSIBILITY

1. In the course of reading the text look for the answers to the following questions:

1. What is character education?
2. What is the school's role in character education?
3. What federal resources and support for character education does the US Department of Education provide?

Throughout time, societies have recognized the need to educate the coming generation of adults to pass on knowledge and skills. Recorded history from long before the present era emphasizes that education must also develop character.

One of the great education reformers, Horace Mann, in the 1840s, helped to improve instruction in classrooms nationwide, advocating that character development was as important as academics in American schools. The United States Congress, recognizing the importance of this concept, authorized the Partnerships in Character Education Program in 1994. *The No Child Left Behind Act* of 2001 renews and re-emphasizes this tradition –and substantially expands support for it. Indeed, one of the six goals of the Department of Education is to "promote strong character and citizenship among our nation's youth". To reach this goal, the Department of Education joins with state education agencies and school districts across our country to provide vital leadership and support to implement character education.

Throughout history, character education has been the shared responsibility of parents, teachers and members of the community, who come together to support positive character development.

Character education teaches the habits of thought and deed that help people live and work together as families, friends, neighbors, communities and nations.

Character education is a learning process that enables students and adults in a school community to understand, care about and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others. Upon such core values, we form the attitudes and actions that are the hallmark of safe, healthy and informed communities that serve as the foundation of our society.

Students spend much of their young lives in classrooms. This time in school is an opportunity to explain and reinforce the core values upon which character is formed.

In school, character education must be approached comprehensively to include the emotional, intellectual and moral qualities of a person or group. It must offer multiple opportunities for students to learn about, discuss and enact positive social behaviors. Student leadership and involvement are essential for character education to become a part of a student's beliefs and actions.

To successfully implement character education, schools are encouraged to:

- Take a leadership role to bring the staff, parents and students together to identify and define the elements of character they want to emphasize;

- Provide training for staff on how to integrate character education into the life and culture of the school;
- Form a vital partnership with parents and the community so that students hear a consistent message about character traits essential for success in school and life; and
- Provide opportunities for school leaders, teachers, parents and community partners to model exemplary character traits and social behaviors.

State education agencies, through a collaborative community process, have chosen to incorporate character education into their school improvement plans and state standards. Some states have chosen to implement character education through official state policies such as the Michigan State Board of Education Policy on Quality Character Education. Many schools have chosen to incorporate character education into their plans for Safe and Drug-Free Schools and Communities.

From state to state, the following are common threads in character education agendas:
- Involvement of the whole community in designing and implementing character education for its schools; and
- Commitment to making character education an integral part of the education process.

The United States Congress and the Department of Education have expanded support for character education for more than a decade, enabling schools across our nation to implement character education in a variety of ways. The Department of Education provides grants to state and local education agencies to support the development of character education. Since 1995, through the Partnerships in Character Education Program, the Department has awarded 97 grants to assist in designing, implementing and sustaining high-quality opportunities for students to learn and understand the importance of strong character in their lives.

2. Discuss your answers to the questions from exercise 1 in pairs.

3. Using the facts from the text, give your commentary on the quotations:

1. Within the character of the citizen lies the welfare of the nation (*Cicero)*
2. Nothing is of more importance for the public weal, than to form and train up youth in wisdom and virtue (*Benjamin Franklin)*
3. Education at its best should expand the mind and build character (*Secretary Margaret Spellings)*

Text 3. BUILDING YOUR CHILD'S CHARACTER: CHALLENGES AND SOLUTIONS

1. Read the following text dealing with the challenges to shaping high moral qualities.

We live in a time when teaching our children to be virtuous is especially challenging. Youngsters are surrounded by political sound-bites; outlandish promises from advertisers; and television programming and films filled with lying, gratuitous violence and sex as entertainment. As a parent, you might feel weary and overwhelmed as you try to help your children develop virtues such as honesty, respect for themselves and others, humility, courage and a generous rather than greedy heart. You're not alone. The challenge of helping humans develop high moral character has perplexed philosophers, psychologists and educators for centuries.

Children are born with unique temperaments, needs and gifts. Some find it much easier to share their toys than others. Some feel horrible when they lie, while others seem to delight in deception. Some are timid; others show amazing courage and tenacity. But, no matter where children are born on these continuums, they have the potential to develop good character and become positive contributors to society. In fact, Aristotle, who wrote of such things about 350 B.C.E., believed humans were born to become virtuous, mature adults – to be pillars of virtue for those younger or less developed than we are. And Immanuel Kant, writing some 2,000 years later, added his view that for an act to be truly virtuous, it had to be hard for us to do; it couldn't just come naturally.

Over the years we've had many parents ask us how to help their children develop positive personal qualities. We've heard questions such as: "My son is so selfish, how can I teach him to be generous?" or• "My daughter is always so angry and mean to her friends. What can I do to help her see that she should treat others with kindness and respect?" or "How can I get my child to be more honest?"

When it comes to character development, there is no more foolish philosophy than the old saying, "Do as I say, not as I do." Along with Aristotle, we believe your children first need to see virtue in action in order to try out their virtue-wings. Parents, relatives, siblings and childcare providers give children their first glimpses of courage, honesty, generosity, fairness and respect.

It's not enough for your children to see you and other important adults and peers behaving virtuously. They also need encouragement, praise and character feedback.

Encouragement: You can encourage your children with words or simply by showing faith in their positive potential. For the boy who is acting selfish, you might say, "I'm going to stop reminding you to share because I know you can do it on your own." You can also actively notice your children's behavior when they do something positive. For example, when you see your daughter share her toys with another child, you might just say, "Hey, I noticed you let Joannie play with your

special toy." You don't even need to follow that comment up with praise, because just the fact that you noticed will have an effect.

A basic behavioral principle is this: Children will repeat actions that get them attention from their parents. What this means is that we need to worry more about catching our children doing something right than doing something wrong.

Character feedback: Most parents, us included, find it natural to give negative character feedback to our children. If a child is easily angered and reactive, we forget that she only sometimes is angry and mean, and so we tend to say things like, "Why do you have to be so mean?"

Unfortunately, when we repeatedly focus on the negative with our children, they may begin believing us. So, the girl who acts angry begins to define herself as "an angry girl."• You can see how important it is to notice when your children behave kindly and to give them a positive character building statement such as, "You're the kind of girl who knows how to be nice to her friends."

Dishonesty: Children are often tempted to lie about their misbehavior. This isn't an easy problem, but one strategy that works is to separate the misbehavior from the truth or lie. In other words, when children are honest about the rules they've broken, they can receive "truth bonuses."• Or, if they lie about breaking a rule, then they suffer two separate consequences, one for the misbehavior and one for the lie.

Character development begins at home and continues at school. As a parent, consider how you can bring some of your best character-building ideas to your child's school. You can have a voice in having the school choose character-building reading materials, activities and speakers. Talk to your child's school counselor, teachers, coaches or principal about how you can contribute to the challenge of character development in all young people. *(from "Counseling and Psychotherapy Theories in Context and Practice" by Rita and John Sommers-Flanagan, the University of Montana).*

2. Put down the main points raised by the author. Do you share the points?

3. Quote Aristotle's and Kant's views on developing virtuous attitude to society. If you agree with the quotations, expand on their ideas. If you don't, give your counter-arguments.

4. Comment on the behavioral patterns given in the second part of the text. Do you find the recommended solutions effective? What other solutions would you suggest?

Text 4. TWENTY STRATEGIES TO HELP YOUR CHILDREN DEVELOP GOOD CHARACTER

1. Before reading the text, think about as many of the ways that your parents used to develop your character, make a list of them.

2. Read the text noting down the words in the bold type, explain their meaning or translate into Russian.

The following 20 suggestions are excerpted from Dr. Helen LeGette's book, *Parents, Kids & Character: Twenty-One Strategies to Help Your Children Develop Good Character*.

1. *Model good character in the home.* As William Bennett observed in *The Book of Virtues*, "there is nothing more influential, more determinant in a child's life than the moral power of a quiet example." It is critically important that those who are attempting to influence children's character in positive ways "walk the talk."
2. *Be clear about your values.* Tell your children where you stand on important issues. Good character **is** both **taught and caught.** If we want children **to internalize** the virtues that we value, we need to teach them what we believe and why. In the daily living of our lives, there are countless opportunities to engage children in moral conversation.
3. *Show respect for your spouse, your children, and other family members.* Parents who honor each other, who share family responsibilities, and who resolve their differences in peaceful ways communicate a powerful message about respect. If children experience respect firsthand within the family, they are more likely to be respectful of others. **Simply stated, respect begets respect.**
4. *Model and teach your children good manners.* Insist that all family members use good manners in the home. Good manners are really **the Golden Rule in action.** Whether the issue is courtesy or other simple social graces, it is in the home that the true thoughtfulness for others has its roots.
5. *Have family meals together without television as often as possible.* Mealtime is an excellent time for parents to talk with and listen to their children and **to strengthen family ties.** Whether the meal is a home-cooked feast or fast food from the drive-through, the most important ingredient is the sharing time — the time set aside to reinforce a sense of belonging to and being cared about by the family.
6. *Plan as many family activities as possible.* Involve your children in the planning. Family activities that seem quite ordinary at the moment are often **viewed in retrospect** as very special and memorable bits of family history. A dad's "date" with a teenage daughter, a family picnic in the park, or a

Sunday excursion for ice cream can provide a meaningful time for being together and sharing as a family.

7. *Don't provide your children access to alcohol or drugs.* Model appropriate behavior regarding alcohol and drugs. Despite **peer pressure**, **the anxieties of adolescence**, a youthful desire for sophistication, and media messages that glamorize the use of drugs and alcohol, the family is the most powerful influence on whether a young person will become **a substance abuser**. Nowhere is the parents' personal example more critical than in the area of alcohol and drug use.

8. *Plan family service projects or civic activities.* At the heart of good character is **a sense of caring and concern for others**. Numerous opportunities for family service projects exist in every community, or even young children can participate. Simple acts like taking food to a sick neighbour, mowing an elderly person's yard, or collecting outgrown clothes and toys for charity help youth learn the joys of assisting others and develop lifelong habits of service.

9. *Read to our children and keep good literature in the home.* Great teachers have always used stories to teach, motivate, and inspire, and reading together is an important part of **passing the moral legacy of our culture from one generation to another.** Children's questions and comments about the stories offer parents important insights into their children's thoughts, beliefs, and concerns.

10. *Limit your children's spending money.* Help them develop an appreciation for non-material rewards. In **today's consumerist culture**, youth could easily come to believe that image – wearing the "right" clothes, driving the "right" car, etc. – represents the path to success and happiness. Parents can make strong statements about what they value by the ways in which they allocate their own resources and how they allow their children to spend the funds entrusted to them.

11. *Discuss the holidays and their meanings.* Have family celebrations and establish family traditions. Abraham Lincoln observed that participating in national celebrations causes Americans to feel "more attached the one to the other, and more firmly bound to the country we inhabit." Observing holidays and celebrating family traditions not only develop these **feelings of attachment to and kinship with others,** but they also serve as a special kind of glue that binds us together as human beings, as family members, and as citizens.

12. *Capitalize on the "teachable moment."* Use situations **to spark family discussions on important issues**. Some of the most effective character education can occur in the ongoing, everyday life of the family. As parents and children interact with one another and with others outside the home, there are countless situations that can be used to teach valuable lessons about responsibility, empathy, kindness, and compassion.

13. *Assign home responsibilities to all family members.* Even though it is often easier to clear the table, take out the trash, or load the dishwasher ourselves

than to wait for a child to do it, we have an obligation to help children learn *to balance their own needs and wishes against those of other family members* – and ultimately, other members of society.

14. *Set clear expectations for your children and hold them accountable for their actions*. **Defining reasonable limits and enforcing them** appropriately establishes the parents as the moral leaders in the home and provides a sense of security to children and youth. It also lets them know that you care enough about them to want them to be – or to become – people of good character.

15. *Keep your children busy in positive activities.* Children and youth have remarkable energy levels, and the challenge is to channel that energy into positive activities such as sports, hobbies, music or other forms of the arts, or church or youth groups like the scouts. Such activities promote *altruism*, caring, and cooperation and also give children a sense of accomplishment.

16. *Learn to say no and mean it.* It is natural for children – especially teenagers – **to test the limits and challenge their parents' authority.** Despite the child's protests, a parent's most loving act is often to stand firm and prohibit the child's participating in a potentially hurtful activity.

17. *Know where your children are, what they are doing, and with whom.* Adults need to communicate in countless ways that we care about children and that we expect the best from them, but also that we take seriously our responsibility to establish standards and **to monitor, chaperone**, and supervise. At the risk of being perceived as "old fashioned," insist on meeting your children's friends and their parents.

18. *Refuse to cover for your children or make excuses for their inappropriate behavior.* Shielding children and youth from logical consequences of their actions fails to teach them personal responsibility. It also undermines social customs and laws by giving them the impression that they are somehow **exempt from regulations** that govern others' behavior.

19. *Know what television shows, videos, and movies your children are watching.* While there are some very fine materials available, a proliferation of pornographic and hate-filled information is easily accessible to our youth. By word and example, teach your children **responsible viewing habits.** If you learn that your child has viewed something objectionable, candidly share your feelings and discuss why the material offends your family's values. *Remember that you are the adult!* Children don't need another buddy, but they desperately need a parent who cares enough to set and enforce appropriate limits for their behavior. Sometimes being able to say, "My dad won't let me" provides a convenient escape for a youth who really didn't want to participate in a questionable activity.

3. Which of the ways suggested by the author do you find effective? Have you ever tried any of them? Did it work?

Text 5. SCHOOLS SHOULD DEVELOP CHILDREN'S CHARACTER, NOT JUST THEIR ABILITY TO PASS EXAMS

1. Read the following text for information.

Like it or not, character-building is becoming an increasingly important issue for schools. My argument is that schools of all kinds have become too much like exam factories, concentrating their energies on securing passes at A to C at GCSE level, and have given too little attention to the overall development of the child and their character (the scramble for results has also been at the cost of genuine learning and creative teaching). The government should embrace character-building and all-round education not as an alternative to academic attainment but as an essential adjunct of it. The opportunities open to those of independent education for wider enrichment should be available to all, regardless of school.

The best state schools are already doing much to develop character. King Solomon Academy, for example, in west London. It is breathtaking in ambition. Despite the secondary school having three or four times above the national average on free school meals, it has nevertheless the ambition of every single child going to university. The sense of purpose is utterly formidable. The year sevens are called The Class of 2018, as that is when they will graduate in the upper sixth. The school recognises that many of its children arrive at year seven one or two years behind the national average and they have a mountain to climb.

Headteacher Max Haimendorf has travelled around the US and has imbibed much of the thinking of the charter school movement, and specifically of its Knowledge Is Power Program (KIPP), where schools have long academic days, stern discipline, and high academic aspiration.

Indeed, from the first moment at the King Solomon Academy, one is struck by the silence in corridors: even those lining up for assembly do so in silence. Assemblies themselves have a relentless focus on the modelling of good behaviour, high aspiration and the imparting of a common corporate culture, even down to the synchronised hand-clapping. Teachers are told in the staff handbook that "everyone on the team must be on the same page with the same standards for pupil behavior" and that this is 'non-negotiable". Even small student misdemeanours are to be picked up on, and students are instructed very firmly to stand up silently at the beginning of the class, say "bless you" when a peer sneezes and "I'm sorry" when a teacher reprimands them.

I have never seen a school in Britain, state or independent, with such a high focus on development of character and lofty aspiration. The oldest pupils in the school have just entered year nine. It will be fascinating to see how they respond through the awkward years, and where their destinations will be when they sit A-levels in 2016.

Another school that focuses heavily on the development of character is Kings Langley in Hertfordshire. The focus since has been unremittingly on "excellent character". Students are taught that accepting responsibility for

behaviour is more important than their individual rights, and the parents are told that the school values the development of strong character above all else. The key character traits it highlights are empathy, resilience, self-regulation. In tune with the thinking of Professor Martin Seligman's work on positive psychology, the school sets great store by "deferring classification" and on self-denial, with the aim of achieving something more worthwhile down the line.

Seligman was a big influence on Riverdale School in New York City, which was featured in the New York Times on 14 September. Another key influence has been the experience of KIPP Schools. It would appear that the US is ahead of Britain in realising the importance of character development – which has value, above all, for the most disadvantaged of students.

2. Give the gist of the text.

3. Comment on the American way of developing children's character. Is character-building one of the focuses of Belarusian education?

Роль культуры в формировании личности

Проблема личности всегда находилась в центре внимания исследований культуры, так как культура и личность неразрывно связаны. Понятие культуры имеет очень широкое значение и охватывает многие сферы жизни человека.

В современном языке понятие культуры употребляется в разных значениях. Под культурой подразумевают:

– совокупность достижений человечества в различных сферах общественной жизни;

– степень развития личности, приобщения человека к достижениям науки, искусства, права, морали и других областей духовности.

Именно культура играет важную роль в жизни человека и общества. Индивид становится членом общества, личностью по мере социализации, т. е. освоения знаний, языка, символов, ценностей, норм, обычаев, традиций своего народа, своей социальной группы и всего человечества.

Культура, представляющая собой сложную знаковую систему, передаёт социальный опыт от поколения к поколению, от эпохи к эпохе. В сфере труда, быта, межличностных отношений культура так или иначе влияет на поведение людей и регулирует их действия и даже выбор определенных материальных и духовных ценностей.

Культура позволяет человеку развивать внутренний мир, оперативно реагируя на социальные требования, осознавая их моральный, политический и эстетический смысл, принимать решение и делать нравственный выбор.

Культура является живым процессом, живой судьбой народов, постоянно движется, развивается, видоизменяется. Культура – непреложная составляющая часть жизнедеятельности как общества в целом, так и его тесно взаимосвязанных субъектов: личностей, социальных общностей, социальных институтов.

Роль национальных традиций в нравственно-патриотическом воспитании

В последнее время наблюдается взаимное отчуждение детей и родителей, разрыв теплых эмоциональных связей между старшим и подрастающим поколением. В период дошкольного возраста развиваются высокие социальные мотивы и благородные чувства. Данный период является актуальным для патриотического воспитания, так как в этот период начинают развиваться те чувства, черты характера, которые незримо уже связывают ребенка со своим народом, своей страной.

Корни этого влияния – в языке народа, который усваивает ребенок, в народных песнях, в музыке, играх, игрушках, впечатлениях о природе родного края, о труде, быте, нравах и обычаях людей, среди которых он живет.

В мире нет ни одного народа, который не имеет своих традиций, передающих новым поколениям его опыт, знания и достижения.

Традиции обладают устойчивостью, нормативностью, связь с общественным мнением, нравственными нормами, общественными привычками, стандартами поведения. Усвоение традиций способствует формированию у людей социально необходимых качеств, привычек и навыков общественной деятельности и поведения. Традиции выполняют также познавательную и воспитательную функции. Через традиции происходит приобщение к социальному опыту человечества.

Народные традиции, в том числе традиционные празднества, должны служить средством развития эстетической культуры, коллективного развлечения и отдыха, совершенствования быта.

Как составная часть нравственно-эстетической культуры немаловажное значение имеют традиции общения и взаимоотношений в семье.

В жизни любой семьи отмечаются по традиции семейные праздники. Существуют традиции, которые присуще как стране, так и городу, они имеют место быть в семье и детском саду.

Роль физической культуры и спорта в развитии личности

В системе общечеловеческих культурных ценностей одной из главных составляющих является уровень здоровья и физической подготовленности. Физическая культура и спорт представляют собой самостоятельный вид деятельности человека, значение которого в развитии общества весьма многообразно.

Физическая культура – часть общей культуры общества, направленная на укрепление и повышение уровня здоровья. Она выполняет социальную функцию – воспитание всесторонне и гармонично развитой личности.

В обществе физкультура является важнейшим средством воспитания нового человека, гармонически сочетающего в себе духовное богатство, моральную чистоту и физическое совершенство. Она способствует повышению социальной и трудовой активности людей, экономической эффективности производства. Обязательные занятия физкультурой по государственным программам проводятся в дошкольных учреждениях, во всех типах учебных заведений, армии, на предприятиях и др.

Физическое воспитание - одна из составных частей системы воспитания, имеющая целью укрепление здоровья человека и его правильное физическое развитие. В единстве с умственным образованием, нравственным и эстетическим, трудовым воспитанием и обучением физическое воспитание содействует всесторонннему развитию личности человека.

Человек как личность формируется в процессе общественной жизни. Физическая культура и спорт вносит свой вклад в формирование всесторонне развитой личности.

Нравственное воспитание. На учебных занятиях, тренировках, а особенно во время спортивных соревнований учащиеся переносят большие физические и моральные нагрузки. Всё это формированию у них таких черт характера, как сила воли, смелость, самообладание, решительность, уверенность в своих силах, выдержка, дисциплинированность.

Умственное воспитание. На занятиях физической культурой и спортом учащиеся приобретают знания об использовании приобретенных навыков в жизни. Развиваются наблюдательность, внимание, восприятие, повышается уровень устойчивости умственной работоспособности.

Исследования показывают, что занятия физическими упражнениями способствуют развитию памяти, особенно зрительно – двигательной.

Эстетическое воспитание. В физической культуре и спорте заключены огромные возможности для эстетического воспитания человека, развития способности воспринимать, чувствовать и правильно понимать прекрасное в поступках, в красоте совершенных форм человеческого тела, в доведенных до степени искусства движениях гимнаста, акробата, фигуриста. Выполнение упражнений под музыку в художественной гимнастике, фигурном катании способствует развитию музыкальной культуры. Занятия туризмом, альпинизмом, парусным и другими видами спорта позволяют понимать и чувствовать прекрасное в природе.

Многие люди приобщаются к спорту не только из стремления укрепить здоровье или установить рекорды, их привлекает эстетическое удовольствие от занятий, от возможности постоянно созерцать прекрасное и создавать его в виде совершенных по красоте движений.

Физическая культура и спорт – средство укрепления мира, дружбы и сотрудничества между народами. Выступая в соревнованиях в различных странах, на различных континентах, спортсмены знакомятся с культурой и бытом страны, с историческими местами. Совместные выступления спортсменов разных стран в клубах и национальных сборных командах укрепляют дружбу народов. Теплая дружеская обстановка соревнований, взаимопомощь, уважительное отношение к спортивному противнику способствуют интернациональному воспитанию не только спортсменов, но и зрителей. Международные встречи воспитывают уважение к спортсменам различных стран, к их обычаям, традициям, помогают преодолеть расовые предрассудки, поощряют международное сотрудничество.