Paper in Conference Proceedings

Creating Mechanisms to Develop English Learning and Intellectual Work Culture in Students

Gulnaz Radikovna Akhmetshina[1], Ramis Rafagatovich Nasibullov[2], Aniferova Violetta Vitalevna[3], Valentina Khamitovna Adilova[4]

[1] Department of Tatar and Cultural Studies, Kazan Federal University, Kazan, Russia; *joyfull_gulnazik@mail.ru*

[2] Department of Tatar and Cultural Studies, Kazan Federal University, Kazan, Russia; *Ramis.Nasibullov@kpfu.ru*

[3] Department of Tatar and Cultural Studies, Kazan Federal University, Kazan, Russia; *ilyuza-2213366@yandex.ru*

[4] Department of Psychology and Pedagogy, Toraighyrov University, Pavlodar, Kazakhstan; *mega.sppa@mail.ru*

Abstract

This study investigates a person's intellectual and creative abilities which are inherent in the mechanism of developing a culture of intellectual work in English. The study's goal is to create psychological and pedagogical mechanisms for the development of an intellectual work culture in English that provides effective methods for implementing the intellectual and creative formation of a personality in a university. The results of intellectual and creative development, and the qualitative characteristics of personal growth in the mechanisms of development of the culture of intellectual labor in English, is the leading research method for this problem. The article describes a psychological and pedagogical mechanism for the development of an intellectual labor culture in English, which strengthens the mechanism's elaborated structural and meaningful actions for improving and streamlining activities. The mechanism for developing a student culture of intellectual work in English will reveal the qualitative aspects of students' activities for the organization and production of labor products, as well as the development of subjects as carriers of tools and techniques of intellectual and creative activity.

Keywords: English Learning; Intellectual Work Culture; English Student.

1. Introduction

Psychological and pedagogical analysis of the category of intellectual labor culture in English allows for the level of development, ways to determine the level of understanding of labor organization activities, and value attitudes produced on the basis of improved tools, techniques, and moral methods of action. Considered research approaches to the development of an intellectual labor culture in English provide ideal mechanisms for determining the transformation of suitable techniques into actual actions.

However, the achieved level of culture of intellectual work in English does not always correspond to high concepts or norms because value attitudes and their achievements are not a guarantee for cultural preservation. The all-encompassing functions and properties of English intellectual labor culture for the development of a person, creative forces, and abilities, since the accumulated experience of being and the assimilation of information through methods of perception and tools of thinking, techniques of experience and methods of action, as well as the assimilation of value norms, goals, and semantic opportunities to preserve and reproduce spiritual and moral knowledge (Mezinov & Zakharova, 2019).

2. Literature Review

The psychological and pedagogical mechanisms of the culture of intellectual labor in English as a movement and transformation of internal potential manifest in activities rather than the achievements and values that humanity has accumulated in its development process. The culture of intellectual work in English does not exist in a vacuum. Its mechanism is required for the system's end-to-end characteristic because any phenomenon or process in the system that manifests a specific cultural aspect must fulfill the main function - intellectual creativity for the development of absolute

and subjective cultural products. The study of psychological and pedagogical mechanisms for the development of an intellectual work culture in English begins with the notion that they reveal qualitative aspects of students' intellectual and creative activity, reflecting the degree of realization of essential capabilities, creative potential, the correspondence of activity to value, and moral attitudes (Chen et al., 2019).

The content of the mechanism for developing an intellectual labor culture in English determines the process of developing students' internal potential, creative energy, and ways of building relationships through built forms of communication. Block constructs are laid for the creation of psychological and social programs that predetermine the direction of the individual's movement in the psychological and pedagogical mechanisms for the development of the culture of intellectual labor in English (Hivner et al., 2019). The phenomenon of the culture of intellectual work in English in the category of the system-activity approach necessitates not only a holistic reflection of activity in the action of its mechanism but also its internal dismemberment through the allocation of effective, technological, meaningful, and target constructs that determine the principles of development of the culture of intellectual work in English and allow for the establishment of the paths of the subjects of activity, a What should I focus on? How do we transform the activity? How do we form its effect and quality in aggregate?

Block constructs in mechanisms for the development of intellectual labor culture in English are presented in an open system through dialectical preservation and denial, retention and creative overcoming of contradictions, within which students' intellectual labor culture in English develops. Such features of the level of development of the culture of intellectual work in English can be reflected in thoughts through organized activity that concretizes meaningful internal ideal abilities in the created conditions, allowing them to overcome the limited framework of the existing stereotypical norms and established values, aiming at their own path of self-development as the most important factor in self-regulation of the individual's actions and behavior (Muenks & Miele, 2017).

Block constructs in mechanisms for the development of an intellectual work culture in English reflect an effective path of personal self-development as a process for increasing a person's progressive forces and structures that elevate a person's responsibility by giving his life activity activity-value, activity-semantic, and activity-emotional attitudes. The implementation of value attitudes in the psychological and pedagogical mechanisms of the culture of intellectual labor in English can occur through the cultivation of the highest merits and the created environment in society, a team in which each individual must comprehend moral standards and ideals that improve intellectual and creative qualities and personality traits. The establishment of such a mechanism will allow for the determination of methods and approaches that will improve the level of cultural development of society and the individual, as well as his gradual and continuous moral and intellectual self-development. This provision refers to the value-cultural principles of human intellectual labor in order to produce a material and spiritual labor product.

The inextricable link between the culture of intellectual work in English and the development of the student's personality leads to the fact that the developed mechanism is aimed at identifying the principles that determine the forms of relationships between a person and the real environment. From a psychological and pedagogical standpoint, the technological block constructs of developing a "kit," a meaningful selection of information, special tools, and techniques for mastering competencies, including activity-subject, activity-semantic, activity-emotional external data about nature and society, and the internal potential of students in accordance with their formation and development (Getmanskaya, 2015).

3. Methodology

We used theoretical methods to study this problem, such as studying and analyzing reliable, scientifically reliable literary sources, modeling the mechanisms of the process under study, and verifying and summarizing scientific developments and reliable experience in the context of the studied problematic issues. Empirical methods include conversation, testing, expert assessments, rating, and generalization of independent characteristics; observational observation, self-observation; praximetric method study and analysis of labor products; experimental data verification at the ascertaining, forming, and control stages; and comparative analysis of the results obtained. Methods of mathematical statistics and graphical representation of results.

4. Results

Because the process of developing a culture of intellectual work in English as a category refers to holistic education and real unity, obeying general principles and laws, the driving forces and conditions for the development of a culture of intellectual work in English require practical confirmation of the criteria for the development of culture and the development of personal qualities. Internal structural data can be used to improve development tools and their actions, allowing for a certain level of results. Deviating from the normal course of action instabilities, such an approach stimulates the launch of a meaningful construct for the development of a culture of intellectual labor in English aimed at self-organization and self-development (Figure 1).
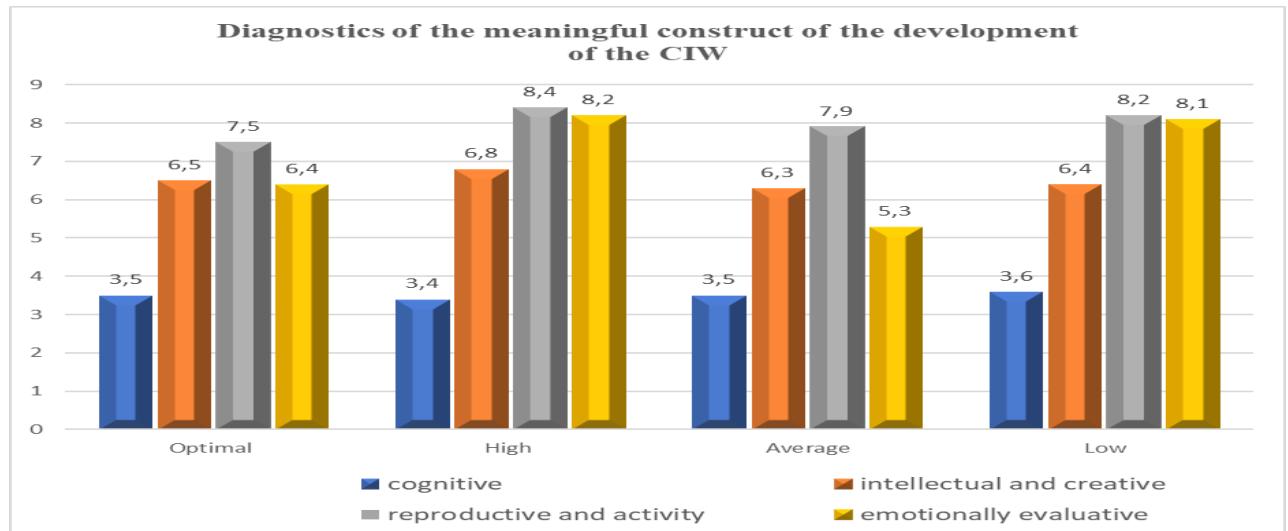

Figure 1. Diagnostics of the meaningful construct of the CIW's development during the determining phase

How an open system influences the process of enhancing its constituent parts and, under altered external conditions, how the mechanism of self-development facilitates the growth of a culture of intellectual labor in English under specific conditions of the educational environment. Through self-improvement and internal reorganization of the levels of development of cognitive-cognitive, intellectual-creative, reproductive-activity, and emotional-evaluative components of the culture of intellectual work in English, the openness of the self-development system subsequently broadens the boundary components of the optimally created conditions of the educational environment.

4.1. Formative Stage

Self-development and its systemic organization refer to a process that allows new structural components and new connections to emerge involuntarily to build interaction in the psychological and pedagogical mechanisms for the development of intellectual culture in English labor. Self-development advancement consists of achieving new effective levels that open up promising paths and higher-level approaches with lower energy costs. Thus, the psychological and pedagogical mechanism for the development of an intellectual labor culture in English through self-development refers to a complex system that enables you to achieve previously unattainable results, accompanied by structural changes, the main links, and dimensions. The central ideas of the theory of the development of intellectual labor in English determine the necessary forms of psychological and pedagogical development of the individual and refer to them as training and education, as a result of which the appropriation of various cultural values occurs. The emergence of an intellectual labor culture in English can be viewed as a self-propelled mechanism, owing to the existence of mechanisms within objects that progress to more complex structural components in the process of appropriating methods of action from the outside.

4.2. Control Stage

The training system, which includes psychological and pedagogical support as well as student support, is part of the control mechanism for the development of the CIW. This is a critical component of the structure management mechanism because it supports the development paths and approaches based on the nature of the support. The following control mechanism knowledge is required for the development of the CIW:

- Knowledge of the level of trained individuals who own intellectual labor tools that increase its output;

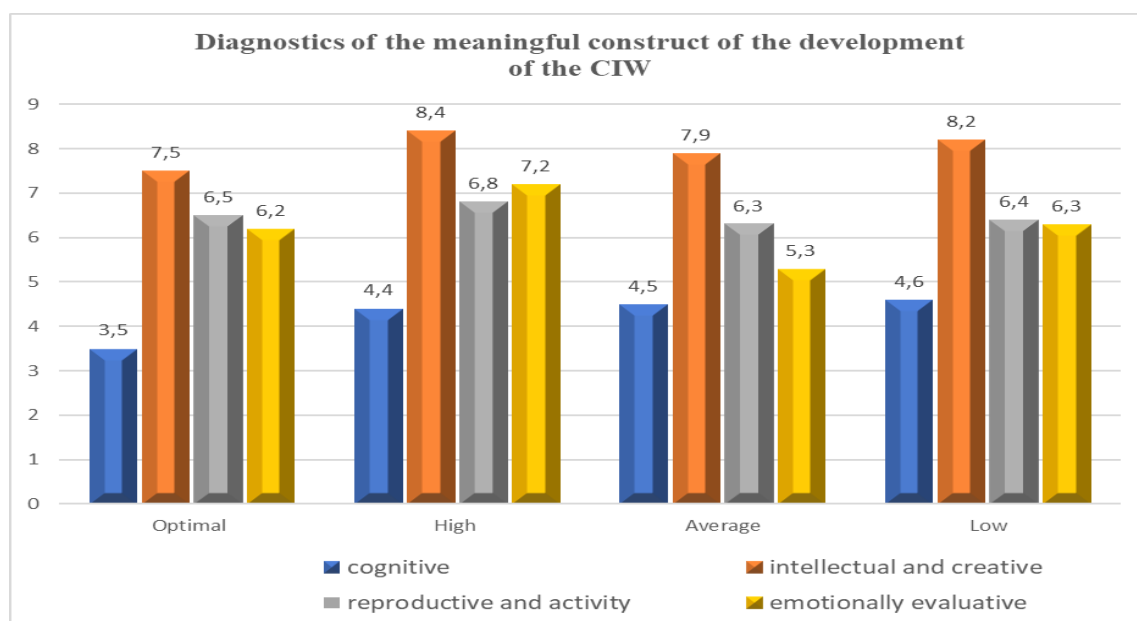- Knowledge of ways and approaches to improve the level of self-development (Figure 2).

Figure 2. Diagnostics of the meaningful construct of the CIW development at the control stage

The conceptual foundation of intellectual labor culture in English allows one to determine specific methods, qualitative characteristics of human labor, and the outcomes of intellectual creativity. Culture, as a conscious work of one's internal potential, increases intelligence and streamlines labor. The following principles underpin this approach to defining the culture of intellectual work in English:

- Intellectual and creative attitude to activity;

- Methods or its technology.

According to scientists and researchers, the student participates in a special organization of activities in the educational system that allows him to master the methods that change personal qualities and properties. The ideas of human development are generalized in Kagan's (1974) works, and a systematic analysis of human activity from a philosophical standpoint is demonstrated (Akhmetshina & Kadyjrova, 2017). Rubinstein's (2003) ideas about a person's integral activity are important for studying the culture of intellectual work in English in practice. According to the American psychologist Guilford Guildford (1965), the convergence of mental operations as the consistency of thinking assumes only one way to solve a problem correctly in the presence of clear and specific conditions, principles, and rules based on mental reasoning. Convergent and divergent intellectual labor products enable the realization of reality, the discovery and determination of connections in a specific object or phenomenon, the derivation of judgments and inferences when solving various practical and scientific problems, the construction and testing of hypotheses, and the proof and refutation of all ideas required for fruitful work.

5. Discussion

The educational content provides for the development of psychological and pedagogical mechanisms for the development of an intellectual work culture in English to enrich the abilities of students through the implementation of various types of activities to develop the ability to work to change personal qualities and properties. Because the development of a culture of intellectual labor in English requires the design of psychological and pedagogical mechanisms, it is necessary to design psychological and pedagogical mechanisms for the development of a culture of intellectual labor in English. Knowledge and skills do not belong to independent values with such mastering but rather constitute the source material that allows training in intellectual work to change or develop in a specific environment and the individual's connection with various sources.

The development process, as a sequential, progressive, and generally irreversible quantitative and qualitative mechanism of change in the human psyche, provides a transition from a lower, simpler level of building a form of

interaction with the real environment to a higher, more complex level. Material tools and ideal means are naturally, directionally, and qualitatively affected by the psychological and pedagogical mechanism for the development of a culture of intellectual labor in English. As a result of these changes, it is possible to identify its new qualitative properties, which are based on the unity of dialectically possible and actual ways, potential and actual principles to transform English intellectual work culture. Potential principles for activity transformation improve the individual's properties and potential capabilities, which are implemented through the real action of interconnected block constructs as a process that prepares the conditions for the next level of development, provoking their self-movement. Another aspect of the potential principle is the effective development construct as a complex systemic education based on new driving principles to achieve higher levels.

6. Conclusions

As a support for the manifestation of qualitative factors and properties, methodological and technological advancements in the psychological and pedagogical mechanism of the CIW's development are premeditated and designed environmental conditions that design development pathways based on their capabilities; the pivot of such a mechanism does not refer to external influencing factors, but rather to internal capabilities that generate external factors. These encompass the ability to develop systems to attain a specific level of proficiency in order to refine methods and approaches further; the mechanism of self-development is inextricably linked to the student's supplementary capabilities, which necessitates circumstances for the realization of the identified challenges.

Acknowledgments

References

Akhmetshina, E. G., & Kadyjrova, L. H. (2017). Pedagogical Approaches to the Development System of Artistic Culture of Individual. *Revista San Gregorio*, *20*, 189-193.

Chen, M. R. A., Hwang, G. J., & Chang, Y. Y. (2019). A reflective thinking-promoting approach to enhancing graduate students' flipped learning engagement, participation behaviors, reflective thinking and project learning outcomes, *British Journal of Educational Technology, 50*(5), 2288-2307.

Getmanskaya, M. K. (2015). Psychological and Age-Related Characteristics of the Process of Teaching Adults. *Pedagogical Skill and Pedagogical Technologies*, *2*, 83-87.

Guildford, J. (1965). Three sides of intelligence. *Psychology of Thinking, Moscow, Progress*, 433-457.

Hivner, E. A., Hoke, A. M., Francis, E. B., Lehman, E. B., Hwang, G. W., & Kraschnewski, J. L. (2019). Training teachers to implement physical activity: Applying social cognitive theory, *Health Education Journal*, *78*(4), 464-475.

Kagan, M. S. (1974). *Human activity (Experience of Systems Analysis).* Moscow, Politizdat, 328 p.

Mezinov, V. N., & Zakharova, M. A. (2019). Teacher training for the development of social intelligence in schoolchildren. *Education and Self Development*, *14*(2), 105-115.

Muenks, K., & Miele, D. B. (2017). Students' Thinking About Effort and Ability: The Role of Developmental, Contextual, and Individual Difference Factors. *Review of Educational Research*, *87*(4), 707-735.

Rubinstein, S. L. (2003). *Being and Consciousness*. Peace and Man, Peter, 512 p.