

## **The educational process organization on the basis of the cerebral hemispheres individual profile functional asymmetry**

Yakovenko T., Kamahina R., Mavlyudova L.  
*Kazan Federal University, 420008, Kremlevskaya 18, Kazan, Russia*

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### **Abstract**

Inter-hemispheric asymmetry (functional brain asymmetry) is the most important property of personality, (this unevenness) is "various on nature and participation of the left and right hemispheres, unequal on importance, implementation of mental functions". It is the main condition of a brain normal functioning. Functional asymmetry of cerebral hemispheres represents complex property of a brain, reflecting distinctions in distribution of mental functions between its right and left hemisphere. Successful training and development of the child is promoted by considering these functional brain asymmetry - full development of a calloused body during school childhood, education and training according to dynamics of a child's brain development. In order that any child could study easily and with interest, creatively developing capabilities and talents, and receiving profound knowledge without damage to health - the technique of training and education system should consider the child's specific development features. First of all, the type of functional brain asymmetry (dextrocerebrality, sinistrocerebrality, reciprocal cerebrality) and respectively, thinking type (logical, figurative). As well as the nervous system type of the child, activity of information perception channels, memory type, temperament, state of health, working capacity, informative processes gender features of a children. All these development features of the child determine nature of its cognitive activity. Neglecting them leads to many pedagogical and social problems such as: difficulties in training, misunderstanding and mechanical learning of a training material, lack of interest in school training.

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### **Keywords**

Activity approach, Brain, Educational process, FSES (federal state educational standard), Inter-hemispheric asymmetry, IPL (individual profile of lateration), Neuro-pedagogics, Professional competences, Professional standard of the teacher, The differentiated approach