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The computer code must also be clear enough for other programmers to read it and understand it.</p><p>Despite these similarities, MIT neurologists have found that reading computer code does not activate the brain regions involved in language processing. Instead, it activates a distributed network called a multiple demand network, which is also used for complex cognitive tasks, such as solving math problems or crossword puzzles.</p><p>However, although reading computer code activates multiple demand networks, it seems that it depends more on different parts of the network than math or logic problems, which indicates that coding will also not accurately replicate the needs of cognitive mathematics.</p><p>Understand computer code seems to be its own thing. It's not the same thing who speaks, and it's not the same as math and logic, says Anna Ivanova, mit graduate and lead author of the study.</p><p>Evelina Fedorenko, Frederick A. and Carole J. Middleton associate professor of career development in neurology and member of the McGovern Institute for Brain Research, is a senior author of the paper that appears today eLife The study also involved scientists from the MIT Computer science and artificial intelligence laboratory and tufts university.</p><h3>Language and cognition</h3><p>The main focus of Fedorenko's research is the relationship between language and other cognitive functions. In particular, it investigates the question of whether other functions depend on the brain's language network, which includes the Region of Broca and other regions of the left hemisphere. In previous work, her laboratory has shown that music and mathematics do not seem to activate this network of languages.</p><p>Here we were interested in exploring the link between language and computer programming, partly because computer programming is so new that we know that there can be no hard mechanisms that make us good programmers, Ivanova Ivanova there are two school thoughts about how the brain learns the code, she says. One thinks that in order to be good at programming, you need to be good at math. On the other hand, coding and language parallels may make language skills more relevant. To shed light on this issue, the researchers found to investigate whether brain activity patterns when reading computer code would coincide with language-related brain activity.<p><p>The two programming languages that scientists focused on in this study are known for their readability - Python and ScratchJr, a visual programming language for children from the age of 5. All subjects studied in the study were young adults who were proficient in the language in which they were tested. While programmers were lying in a functional magnetic resonance imaging (fMRI) scanner, the researchers showed them fragments of code and asked them to predict what action the code would produce.</p><p>Scientists have seen little to no response to the code in the language regions of the brain. Instead, they found that coding tasks mainly triggered the so-called road demand network. This network, whose activity spreads through the front and parilets of the brain, is usually recruited for tasks that require a lot of information at once, and is responsible for our ability to perform various mental tasks.</p><p>It's almost nothing, that is cognitively complex, that makes you think difficult, Ivanova says.</p><p>Previous studies have shown that problems of mathematics and logic seem to largely depend on many in-demand regions in the left hemisphere, and tasks related to spatial navigation activate the right hemisphere more than the left. The MIT team found that reading computer code seems to activate both the left and right sides of the much-demand network, and ScratchJr activated on the right side of little more than the left. This conclusion contradicts the hypothesis that mathematics and coding are based on the same brain mechanisms.</p><h3>Effects of experience</h3><p>Scientists say that although they have not identified any regions, which seem designed solely for programming, such specialized brain activity can develop in people with much more coding experience.</p><p>It is possible that if you accept people who are professional programmers who have spent 30 or 40 years coding in a particular language, you can start seeing some specialization, or some crystallization of many parts of the demand system, Fedorenko says. For people who are familiar with coding and can effectively perform these tasks but have had relatively limited experience, it just doesn't seem like seeing any specialization yet.</p><p>Companion paper appears at the same issue eLife, a team of researchers from Johns Hopkins University also reported that solving code problems activates demand for a large network rather than language indicates that there is no definitive answer to whether coding should be taught as a math skill or language skill. This is partly because programming can be based on both language and several demand systems, even if , after learning, programming does not rely on language regions, say scientists.<p><p>There have been claims from both camps - it must be combined with mathematics, it must be accompanied by language, says Ivanova. However, it seems that informatics educators will have to develop their own approach to the teaching code most effectively.</p><p>The study was funded by the National Science Foundation, MIT Department of Brain and Cognitive Sciences and McGovern Brain Research Institute.</p><p>Reprinted with edition mit news. Skaityti originalų straipsnį .</p> Asmeninis augimas <p>Smegenų mokslas lėmė kai kuriuos metodus be narkotikų, kuriuos galite naudoti dabar.</p><p>Esu sveikatos psichologas, kuris sukūrė metodą, kuris naudoja mūsų rip-riaumojimas emocijas greitai išjungti stresą ir aktyvuoti teigiamas emocijas vietoj. This emotional brain training method is not perfect for everyone, but it can help many people get free from stress when they are stuck due to negative thoughts.</p><h2>Why stress response is so hard to turn off</h2><p>Three key things are difficult to turn off stress-activated negative emotions:</p>
First, our genes make us worry. The ancestors of our hunter-gatherers survived assuming that every uproar of grass was a hungry lion, not harmless birds hunting for seeds. We are basically programmed to be hyperaware threats, and our brains quickly begin stress chemicals and negative emotions in response.
Secondly, chemical a cascade of stress hormones in the brain, associated with negative emotions, damaging cognitive flexibility, target-oriented behaviour and self-control.
Third, our &en;a href= target=_blank rel=noopener noreferrer>tendency to avoid negative emotions puts people in a continuous cycle of ignoring unpleasant feelings that exacerbates stress and emotional health problems alt=Brain illustration alt=Brain illustration></img alt=Brain illustration > > vs. emotions in the brain.<p><p>Laurel Mellin, CC BY-ND</p>>en;p>Traditional stress-related approaches were based on cognitive-behavioral therapy, which focuses on modifying thinking and behavioural patterns. It was created before our modern understanding of stress overload.&en;/p><p>New York University researchers discovered paradox: Although cognitive methods were effective in low-stress situations, they were less effective in combating the high stress of modern life.</p><p>Emotional brain training works with these high-stress emotions, in an effort to tame them by releasing negative emotions as the first of two steps to prevent stress overload.</p><h2>1 action: release negative emotions</h2><p>The only negative emotion in the brain , which supports actions not avoidance and passivity, is anger.</p><p>Studies have shown, that anger suppression is associated with depression and that anger suppression does not reduce emotions. Instead it has been found that healthy anger release reduces other health risks associated with stress.</p><p>Our technique is to disable stress overload using controlled burst anger to help the brain exert better emotional control and allow emotions to flow rather than become chronic and toxic. After that first short explosion, other feelings may flow, starting with sadness, to grieve for the loss of security, then fear and regret, or what we would do differently next time.</p><p>You can talk yourself through the stages. To experiment with the process, use these simple phrases to express negative feelings and release stress: I feel angry that ...; I feel sad that...; I feel afraid of that...; and I feel guilty that ... </p><h2>Step 2. Express positive emotions</h2><p>Releasing negative emotions can naturally lead to positive emotions. Express these feelings using the same method: I feel grateful that ...; happy that ...; I feel safe that...; and I'm proud of that... </p><p>Your mindset can change quickly, a phenomenon that has many possible explanations. One explanation is that positive positive neural circuits that protect memories from being in the same positive state in the past can be spontaneously activated. Another is that the transition from negative to positive emotions silences your sympathetic nervous system - which causes a struggle or flight response - and activates the parasitic system, which works more like a brake of strong emotions.<p><p>Here's what the whole stress reduction process can look like to me now:</p>
I feel angry that we are all isolated and I do not see my new grandson Henry.
I hate that everything is so cut! I HATE THAT!!! I feel sad that I am alone now.
I'm afraid it's never going to end.
I feel guilty that I complained! I'm lucky to be alive and have a shelter and love for my life.
<p>Then positive:</p>
I feel grateful, that my daughter-in-law sends me pictures of Henry.
I feel happy that my husband and I laughed together this morning.
I feel safe that this will eventually pass.
I am proud, that I am doing everything I can to cope.
<p>After a difficult year and with more challenges in the future in 2021, Renewing my approach to emotions can be a drug-free mood booster. Our fears about COVID-19 are not taking us. We can surpass the brain fear response and find moments that play with promise.</p><p>Laurel Melellin, University of California, San Francisco family and community medicine and pediatrics associate professor emeritus</p><p>This article is published from Chat under Creative Commons license. Read original article</p>Article.</p>

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