

### WAYS AND MEANS OF THINKING DEVELOPMENT IN PRIMARY SCHOOL AGE

Artemenko O.N., Bakunova I.V., Demidenko O.P.

*Stavropol State University*

*Stavropol, Russia*

The problem of learners' thinking development and perfection is one of the most important problems in psycho-pedagogical practice. It is fairly considered that the main way to solve it is the rational organization of the whole academic activity. A specially organized game training of thinking can be considered as a supplementary, auxiliary way.

The weight of evidence suggests that a general base for any sound mental activity behaviour is the presence of three universal components of thinking as a minimum:

1. A high level of elementary mental operations formation: analysis, synthesis, comparison, segregation of the essential and other operations appearing as most divided elements of thinking;

2. A high level of activity, thinking unreservedness and plurality, manifested in production of a great amount of various hypotheses;

3. A high level of thinking organized and purposeful nature, manifested in a clear orientation to segregation of the essential in phenomena and use of generalized analysis outlines.

The main task of primary school is to guarantee the personality development of a child at a higher level compared to the pre-school period.

A source of the sound development of a primary school child is two kinds of activity. First, any child develops according to the past experience digestion of the mankind due to the inclusion into its contemporary culture. At the heart of this process there is educational activities aimed at the digestion of the knowledge necessary for the life in the society. Second, any child in the process of development realizes its possibilities independently due to its creative activity. As distinct from academic one, creative activity is not aimed at the digestion of general knowledge. It evokes self-activity and self-actualization in the child, the embodiment of its own ideas aimed at the creation of the new.

Performing the specified kinds of activity, children solve many problems and do it for different purposes. So, in academic activity training problems are solved to master any skill or digest one or another rule. In creative activity intellectually demanding creative tasks are solved to develop children's abilities. That is why, if a general ability to learn is formed in the process of educational activity, then within the framework of creative activity a general ability to search and find new solutions, unusual ways to achieve the required effect, fresh approaches to the offered situation consideration. If we speak about the present state of modern primary school in our country, then the central place is still taken by academic activ-

ity. At the lessons of the two main classroom disciplines – language and mathematics – children almost always solve training routine tasks. Their purpose is to reduce gradually children's searching activity with every following task of one and the same type and finally make it disappear at all.

The state of modern primary school one cannot call a normal one. On the one hand, the existed dominant influence of the knowledge and skills digestion activity thwarts children's intellect progress and creative thinking, first of all. In connection with such a system of teaching children accustomed to solve the problems having always ready-made solutions, a single one, as a rule. That is why children become embarrassed, when a task has no solutions or, vice versa, has a set of them. Besides, children get used to solve problems on the basis of the already learned rule, so, they are not able to act independently to find any other new method.

On the other hand, constant solving routine problems impoverishes the child's personality, its attitude to itself, in particular. Little by little, children start evaluating themselves, their possibilities only through the prism of a successive or non-successive settlement of routine problems, which depends on the corresponding rule or definite knowledge digestion. Often it results in the fact that a positive self-esteem of a child depends not on the display of its invention or quick understanding, but on the diligence and carefulness in mastering rules and knowledge. However, that is not to say that in modern primary school there are no problems of searching character at all. But, first, the settlement of such problems is far from being intelligible to all children, but the most quick-witted ones; and, second, to solve these problems is not obligatory.

Thus, intellectual upbringing, thinking development is an important side in the primary school child personality development, in its cognitive sphere, in particular. An active search for relations between different events is typical of human reasoning. It is the orientation to the reflection of directly non-observed relations, segregation of principal and unequal, essential and non-essential details distinguishes thinking as a cognitive process from perceptions and sensations. The study of thinking is referred to the number of the most difficult and poorly developed problems of psychology.

---

The work was submitted to international scientific conference «Modern education. Problems and solutions», Thailand – Cambodia, February 18-28, 2009, came to the editorial office on 10.12.2008.

## ON RATIO OF SPORTS AND PHYSICAL CULTURE

Barabanova V.B.

*Southern Federal University  
Rostov-on-Don, Russia*

There are a lot of different points of view on ratio of sports and physical culture. Most of Russian scientists consider sports to be a part of physical culture together with physical education, physical reaction and rehabilitation. But there are other scientists who argue that physical culture and sports only partially coincide or do not coincide at all. The fact that there are different points of view proves the complexity of the issue. Looking into the problem makes us pay attention to such crucial issues of the sport theory as the position of sports in the cultural environment and its cultural potential; problems and tendencies of sports' development as well. Comprehension of the problem of the ratio of sports and physical culture needs to differentiate the notion of "physical culture" and "physical training". Thus, it is necessary have new views on physical culture in the terms of new historical environment should be based on researches on the cultural phenomenon. Taking into consideration the fact that there are a number of the definitions of culture the main objective of the given article is not to give an original definition; We support the definitions given by other scientists. In this case the culture is experiences of a community or a people, fixed in people's behavior, verbal and institutional forms. These experiences comprise the system of human's activities. According to which an individual develops social relations, changes his or her inner nature. But what is the specific feature of the physical culture? The definition of the culture should reflect the fact that the culture the integrated mechanism of the social reproduction, all parts of which interact with each other and are not autonomous. Any phenomena the individual comes across are parts of the culture – political, moral, physical, etc. Therefore theoretically the physical culture can be considered as a specific area of culture. However it is hardly possible to consider it to be a separate part of the culture. Yet at the level of socio-philosophic, cultural analysis the notion "physical culture" must reflect in the consciousness specific features of different processes for perfection of physical and spiritual conditions. In the course of these processes natural and natural-somatic characteristics of a human being gain personal characteristics. In the beginning of these processes an individual is just a living thing, biological body then an individual turns into a subject of activity. Human somatic is a certain type of natural and social unity, possessing sensitive characteristics (due to socio-cultural transformations). It should be emphasized that "human somatic" is a category showing the changes in the human flesh in the course of social modifications; so this category should be considered together with another very important

and complex category as "spirituality". These notions are interconnected. Somatic has elements of spirituality and somatic is a form of spiritual existence in the physical world. Thus, physical culture is a part of cultural phenomena connected with the development of human flesh into human somatic (having overbiological substratum) and the inclusion of the natural individual in the world of culture. The area of cultural phenomena goes together with somatic existing of human beings, their physical condition. So the latter should be treated as a specific cultural value, it is necessary to achieve its perfection and improvement. Physical culture is not a homogeneous phenomenon; on the contrary it is heterogeneous, has a complex structure and is continuously changing. It comprises various activities related to forming, developing and perfecting of human somatic. They form areas of physical recreation, rehabilitation, education (the ways to control an individual's movements), and upbringing. Let's assume that sports possessing its own features in relation to each of these areas; but being homogeneous in relation to physical culture are a part of its components cannot be considered as a phenomenon outside of its areas. Physical culture in a whole and each of its areas comprises activities realizing social transformations of a human body, development of movements, physical perfection and development of personal qualities. It is sports that make an individual be aware of limits of physical development, of the perfection of an individual's ability to move, physical force, and endurance. Meanwhile this very area an individual manifests his or her natural abilities which are necessary to maximize spiritual forces. Thus, in the area of sports to some extent enables realization and manifestation of a human being's existence borders. And this applicability (essence) realizes sports within the framework of physical culture, instead of outside of them. Physical culture is the area defined, on the one hand, by nature (this area an individual begins to master after the birth, being still a natural non-social object); on the other hand the essence of all its intentions is the perfection of human somatic. Although perfection is an endless process (both in onto- and phylogenesis) at every given moment of the social time it is finished. It is defined by means of a sport achievement; record, by the fact of overcoming the rivals and oneself. Consequently sports are not just a part of physical culture; it is the most important instrument of its self-development. Thus, the place of sports in ontological environment of culture in general and physical is defined first of all its ability to single out the boards of overall realization of abilities possessed by human somatic. Culture transforms an individual's natural forces, transferring them into a different- social – dimension, giving them a different way of existence implementing human creation and ensure in such a way reproduction of all the society in general. Physical culture develops and preserves human somatic. Sports participate in all