

**Glebova Marina Vladimirovna, PhD,
professor, Honorary Doctor of Science, Honoris Causa
of International Academy of Natural History**

Full Member of the European Academy of Natural History

A CONTRIBUTION TO THE PROBLEM OF UNDERSTANDING OF THE NATURE OF A PRODUCTIVE MENTAL ACTIVITY

Key words: productive mental activity, productive thinking, systematic and dynamic parameters of mental activity, education.

A modern conditions require of the transition to an educational paradigm of a productive type of training, to the intensification of efforts on the improve of an intellectual education of the younger generation. A general education in the modern school, along with the formation of knowledge and skills should provide of the systematic teaching of school students to the basics of the highly productive creation, productive thinking, directional on search for new approaches to the decision of vital tasks.

At the level of a highly productive and a creative activity the potential human capabilities in the transformation of surrounding reality depend heavily on the ability to obtain, notice, reveal and put before by ourselves oneself new goals of this activity. This condition of a highly productive activity, according to psychologists, determines genetically most responsible stages of the thinking process, leading to the emergence of new ideas.

The opportunity at no allowance to delve into the study of the question delivered to a task and of its goal is of a great interest for a pedagogical science. Our research gives grounds suggests that namely this possibility conceals in yourself particularly promising ways of formation of an independence and activity of pupils' thinking, to the originality and resourcefulness of their mind in the most diverse forms of activity.

The vast majority of vital tasks for their solution requires not only and not so much finding of the new ways and means of how much transformation of goals themselves, from a position and on the basis of which has identified already these new tools and ways to solve. The underestimation and misunderstanding of this exclusively important condition of a highly productive mental activity limits psychological and pedagogical opportunities of the disclosure ways of a construction the most effective educational activities and development of productive thinking.

In the works of A.V. Bruschinsky was make a perspective conclusion, but which still poorly taking into consideration in modern psychology and pedagogy about that in the thought process of solving the task can not be in advance of specified, initially fully predefined landmarks that would clearly and directly has

determined a cognitive activity. Essential aspects of understanding the problem were given by Y.A. Samarin, who as a mechanism of productive thinking had considered a systematic and dynamic regulation of a highly productive mental activity.

A systemic side of a productive mental activity manifested in continuous union with a dynamic side, ie to a opportunity of the variety approaches to the phenomena of reality are. However, the itself dynamism of the mind depends on the diverse skills and knowledge generated during the life experience of the individual, which in turn is caused by the diversity of its activities [2].

A systemic and dynamic nature of mental activity is due to the dialectical relationship of reproductive and productive thinking. Therefore, a improving the reproductive thinking, in turn, contributes to the development of productive thinking of pupils . In addition, a significant development of productive thinking occurs during a independent work of pupils at a constant feedback and a self-control.

A basic effort of human by the solution of the vital tasks predominantly focuses on the implementation of activities, not having to a pre-built sample, ie performed without orientation on already completely finished and not subjecting to the change a target. Phasic change in the process of formation of a goal in the creative process is the basic condition of a highly productive mental activity.

The highly productive nature of a mental activity manifested in the fact that the well-known phenomenon takes part unexpectedly in a new system of links at the expense of destruction previously formed stereotypes, ie through the conversion of previously accumulated cognitive experience.

In this regard for the pedagogy of the development of productive thinking most important the following thesis are. The successful development of productive thinking in the learning process can be achieved under special conditions, which include: the intensifying activity of a teacher, the content of education, adequately reflecting the system of knowledge about the world, nature and essence of the person, the completeness and systematics of activities; the orientation of cognitive activity in the direction of mastering the methods and laws of scientific cognition; the joint creative activity of the teacher and the student; the psychological support of all subjects of the pedagogical process [3].

Bibliography

1. Brushlinskiy A.V. The management of the thinking and feedback / / The theoretical problems of management of a cognitive activity of the human.- M., 1975. - P. 6.
2. Samarin Y.A. Essays of the psychology of the mind. - M.1963. – P.382.
3. Glebova M.V.The sources of a formation and the dynamic parameters of a productive mental activity. // International Journal of experiential education. 2012. № 10. Pp. 33-35.