

Prospects for the development of abilities in children using the
chronogomeopathic method using a software package

Astromed-M

K.N. Mkhitaryan, Yu.A. Storozhenko
(Center "IMEDIS", Moscow, Russia)

IN psychological vocabulary are given the following definitions:
"Sensitive periods - these are periods of ontogenetic development in which the developing organism is especially sensitive to certain kinds of influences of the surrounding reality. These are periods of optimal timing for the development of certain aspects of the psyche - processes and properties "[6].

"Capabilities - individual psychological peculiarities, determining the success of the performance of an activity or a number of activities, not reducible to knowledge, abilities and skills, but determining the ease and speed of learning new ways and techniques of activity "[6].

From the standpoint of modern psychology, childhood is the most important sensitive period in human development. At this time, the foundations of almost all mental and physiological processes are laid. The fundamental orientation of personality development is being formed. At the same time, in accordance with the modern psychological paradigm, the success of a person's realization in the future (simply speaking, the measure of his happiness in this life) depends on the level of development of his personality and his abilities, which is mainly achieved in his childhood, especially during preschool age. How successful a person is in the future is largely determined by the characteristics of his childhood (LA Venger, NE Veraksa, AV Zaporozhets, OM Dyachenko [2-3]).

In this regard, psychologists were tasked with identifying the most significant aspects of such changes that can determine key directions mental development of the child from the point of view of its further successful implementation. As one of these areas of focus came to the fore development of abilities child.

Modeling this process in Russian science is based, first of all, on the cultural-historical theory of L.S. Vygotsky [4]. According to this theory, the mental development of a person, in particular the development of his abilities, is determined by the formation of his consciousness, the structure of which consists of higher mental functions: perception, thinking, memory, imagination.

In psychology, in the process of considering the development of a child, in particular the appearance of certain abilities in him, the following direction ("vector of influence") has been highlighted: society ® social situation ® child ® development of abilities and personality formation. In other words, society, creating and defining the social situation and supporting it, provides conditions for the specific development of the child's abilities and, ultimately, the formation of his personality (based on its adequacy to this society and the realization of a person in it). However, often the influence of society, as a factor in the development of abilities and the formation of the child's personality, turns out to be either insufficient or inadequate for his subsequent successful life realization.

Due to this circumstance:

1. A palliative question can be raised not about development, but about maintaining

already existing abilities of the child (in fact, the functioning of his body at a certain level of mental integration). This situation may arise, in particular:

- if the child is behind in development, ahead of him or suffers from any diseases;
- if the environment is not sufficiently rich in the necessary means for development;
- if the available funds do not allow solving the development problem in the required time frame, missing the sensitive period.

2. It is possible (according to W. Churchill) go ahead and put task to build a different vector of influence: not from the space of the child's social situations to the development of one or another of his abilities, but, on the contrary, from changes in the structure of the child's consciousness to the restructuring of his behavior and his social situation directed by him.

The last problem in modern psychology remains unresolved to this day. And, first of all, because its solution requires means of influencing the child's psyche, which are not limited to placing him in some social environment that develops certain abilities and higher mental functions (a specially organized system of social situations).

We offer:

1. Consider homeopathic medicines (especially in high potencies) as a means of developing the abilities and higher mental functions of the child, complementary to the traditional psychological means and methods of developing his psyche.

2. As a model according to which the choice is made suitable homeopathic remedy to consider chronogomeopathic model of matching homeopathic remedies and patient delusions, developed by K.N. Mkhitaryan [5]. This model is a special case of the general chronosemantic model of internal time, developed by Yu.V. Gotovsky and K.N. Mkhitaryan [5]. This model is based on the following two principles:

- the patient's psychological reality can be described as a system of his delusions - the axes of concentration of his attention on a certain task of self-realization, conscious or unconscious. With respect to each of these axes of concentration of attention, the patient solves the same problem - whether he successfully solves the corresponding task of self-realization or not.
- being a cut witheveryday reality patient, his psychological reality can be described, on the one hand, in the language of classical astrology, and on the other, in the language of homeopathy. This correspondence makes it possible to describe the patient's homeopathic constitution in terms of his internal time, i.e. buildchronogomeopathic model of his constitution and then use it to select the constitutional remedy that suits him.

3. The specified dose of the homeopathic preparation, its potency, the number of his receptions and the procedure for switching to another drug should be determined in a mixed way, using astrological ideas about the timing of internal restructuring of the child's body, as well as radioesthesia.

The proposed approach and the method based on it, called by the authors the method of chronogomeopathic therapy or the method of chronosemantic development of abilities and the formation of the child's personality, allows solving developmental problems that are not amenable or difficult to solve traditional psychological methods. And, moreover, as far as the authors know, such tasks are simply not considered by psychologists. To such development objectives include:

- ability to preservation health with points vision psychophysiological functioning of the body;
- the ability to accelerate the acquisition of skills (year for month), typical for a given age stage (speech, reading, writing, etc.);
- the ability to master "non-traditional" mental operations that are not explicitly identified by modern psychology, in particular, abilities that are usually called talents;
- ability To development compensating abilities, ensuring the normal behavior and socialization of the child in case of existing genetic damage.

The method of chronogomeopathic therapy (chronogomeopathic development of abilities and personality formation) was tested by us in practice (for 2.5 years) and invariably gave good results.

In order to objectify the process of the child's mental development, his abilities, higher mental functions and his personality, the following tests were used in the course of therapy:

- Lusher (color preference test);
- test for a non-existent animal;
- free drawing test;
- tests for vocational guidance;
- a group of tests for anxiety;
- test of communication skills;
- sporadically - many others.

A total of 49 children were examined and treated at the age of one year (only the observation method was used for this age group) to 16 years (the beginning of puberty). However, the authors expect to devote a separate article to the discussion of the statistical reliability of the obtained therapeutic results, from the point of view of the instrumental study of children, as well as the set of psychological tools suitable for this. In this paper, the proof of the effectiveness of the method is based on observations, examples of which are given below. The order in which the incidents are described does not correspond to the medical, but to the psychological approach.

Example 1

Patient S., 6 years old. Parents request:

- mental retardation, manifested in the form of problems with coherent speech; a child by the age of six speaks extremely rarely and only individual words; cannot make sentences based on pictures;

- the child rarely demonstrates his wishes and preferences;
- shyness, avoids all kinds of communication, hides in society behind mom, or behind any interior items;
- fear of elevators, to any floor, even with mom, climbs the stairs;
- skin problems (available from 2 years of age): papular rashes all over the body, which are aggravated by colds, dermatitis on the limbs of the hands.

Before visiting a homeopath working with p / c "Astromed-M", the following work was carried out in the period from 3 to 5 years:

- visiting psycho-neurological rooms;
- was treated with hormonal ointments and antibiotics.

As a result of the procedures performed, skin rashes decreased, but continued to appear in the event of colds. In the sphere of speech and communication, no changes were observed.

At the first visit to the homeopath, Natrium mur was given. C1000 in the amount of 1 globule.

On the same day, the following reactions were observed: refusal of any food during the day. A severely itchy rash appeared on the face with a tendency to intensify, which in the evening turned to the sides, while the skin became dry. Two days later, the nails on the right hand began to exfoliate and break.

The child suddenly and rather sharply spoke in a coherent speech. Roughly speaking, I went into the kitchen and demanded food from my parents. Then, gradually, day after day, he began to pronounce his grievances to his parents.

After 3 weeks, Silicea C1000 - 1 globule was given.

The rash has spread to the back. At the same time, the child became overly active. When entering any room, he stopped hiding behind his mother or under the table. I easily began to learn poems (in one evening - a quatrain). There was moodiness, hysteria.

A month later, Natriummur was repeated. C1000 - 1 globule.

The child has a stable dynamics of improving coherent speech. He began to talk about cause-and-effect relationships regarding the actions of his parents. The rash was localized on the back. The boy became very touchy. Requires constant attention from parents.

A month later, the drug Sepia C1000 - 1 globule was given.

The child began to react more calmly to external stimuli. Very active and talkative. Joyful notes appeared in the speech. He began to smile more often. I began to use elevators in the presence of my mother or other significant person (not necessarily an adult). The rash was localized on the limbs.

Currently, the course of chronogomeopathic therapy for the child continues.

Example 2

Patient K. is 16 years old. Parents request:

- squint;
- poor learning ability.

Additional information: the child attends an external school (sixth grade), because he cannot "get along" in a team, refuses to go to school every day, do his homework, often skips, at breaks

sticks to classmates (lifts their skirts). Prior to the definition of the school, the externship changed three schools. Average performance - 3 points. Severe headache appears when reading. There are problems in the relationship with the parents.

During the testing process, a very low self-esteem, auto-aggression was revealed.

At the first visit, the patient was given Stramonium C1000 - 1 globule.

The reaction was the next day, followed by daily dynamics: a small rash on the face and swelling of the eyelids, which disappeared the next day. Behavior has softened.

A month later, the drug Taretula C1000 was given - 2 globules.

The boy began to study. He had a desire to hand over all the items. Some of the disciplines that he could not master during the year, he learned in a week and passed the exams for "excellent".

A month after the last dose, the patient was given Baryta carb. C1000 - 2 globules.

The behavior continued to improve. The family has leveled off relations with the closest relatives. The child himself asked the homeopath for drugs to improve attention, explaining that he needed to do it.

Currently, the course of chronogomeopathic therapy for the child continues.

Example 3

Patient L. 5.5 years old.

Parents' request: daytime and nocturnal enuresis.

Additional information: the girl is sociable, easily comes into contact, but at the same time is quite aggressive, prone to hysteria. Restless, fidgety, feels the need to constantly be in motion. Does not bring the work started to the end (for example, he starts to draw - he throws it, in the future he does not return to the drawing). Dislikes going to kindergarten after an unpleasant incident with a teacher.

At the reception, the girl was prescribed Silicea C1000 - 1 globule. The next day after taking the drug, the girl described herself twice during the night. Three days after that, nocturnal enuresis "went away", and daytime enuresis began to go astray: one day - a break, the next day - two urinations per sleep, or two days in a row there is urination, two days are absent. In two weeks, both daytime and nocturnal enuresis completely stopped. At the same time, the girl showed persistent changes in behavior for three weeks. She became more restrained. Less often I took up any classes, but what I took up, with minor interruptions, I gradually brought it to the end.

After 5 weeks, there was a return of daytime enuresis for a week, signs of acute respiratory infections appeared. The drug Silicea C 1000 - 3 globules was reappointed.

The symptoms of acute respiratory infections have intensified. The girl did not attend kindergarten for a week. An improvement has come. After three days, the enuresis disappeared. There was a return the next day, after which there were no further returns.

Along the way, the following effect was observed: the quality of drawings (lines

more confident and clear, additional details have been added, plot line) and changed color preference (decreased dominance red, appeared yellow, before fully absent). The child's behavior became a little more restrained.

Commenting on the above examples before discussing the results statistical studies of the method, it should be noted that:

- the authors did not observe no one deterioration of the psychological state of the child against the background of the method used.
- moreover, not a single case was observed when the applied treatment would not give a pronounced positive result, at least this the result did not fit into the framework of a instrumental separate study. For example, the authors observed 100% phenomenon an improvement in the mental state of the child, treated by the considered method, according to the test "Free drawing".

In the process of treating a child in order to develop his abilities, the practitioner may encounter a number of technical problems:

1. Assessment of the psychological status of the child from the standpoint of astrohomeopathy usually requires serious astrological qualifications as a physician, as well as extremely time-consuming routine calculations. For example, to assess the main (leading) psychological delusion of a patient, at least:

- the location of the Sun in the patient's horoscope, in particular, in the zodiac sign;
- the location (ibid.) Of the Ascendant (visible at the moment of the patient's birth at the edge of the Earth);
- the location of the moon;
- the influence of the planets in contact with the Ascendant;
- the influence of the planets in the first house of the horoscope;
- individual factors of the horoscope;
- the above factors, taken in seven dynamic positions;
- no less laborious is the determination of the timing and potency of the selected homeopathic remedies.

The solution to all these technical problems in the area of change is achieved through the use of p / c "Astromed-M". This program contains models of the patient's chronosemantic constitution, using languages to describe it, built from groups of constitutional preparations that resolve its main delusions. It turned out that these models are almost ideal for choosing homeopathic remedies.

Conclusions:

1. In the process of applying the proposed approach in practice, there were results obtained outstanding, from point of view traditional psychological approach: unattainable with its help or achievable for a significantly (sometimes 5-10 times) longer period.

2. For the results achieved in the development of abilities and personality formation does not have to pay any price for adaptation - on the contrary, these processes are accompanied by a significant improvement in the child's health, improvement of his relationship with others, and the expansion of his

life perspective (by building a more perfect task of its self-realization according to Yu.V. Gotovsky and KN Mkhitarian [5]).

3. The key point of the method used is the combination homeopathic and astrohomeopathic (the theory of delusions according to K.N. Mkhitarian and the corresponding chronosemantic model of the patient's internal time, expressed in the language of constitutional homeopathic remedies) concepts of patient therapy.

4. Technical difficulties of the method used - high level the astrological and psychological qualifications required from the therapist, as well as the great laboriousness of the calculations required for its correct application, are completely resolved by the use of the Astromed-M p / c by the therapist.

5. The method considered in the work is complementary to conventional methods psychocorrection and can be used in conjunction with them. Especially in difficult cases, "buried" by traditional psychology, for example, in the case of genetically determined developmental disorders of the child.

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