

Development of abilities with the help of the chronogomeopathic method
using the Astromed software complex and vegetative
resonance test

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The purpose of this work is to create interest among physicians using the method of bioresonance therapy and homeopathy in the problem of abilities. In particular, to an increase in mental abilities and abilities in a field that is considered inaccessible for one reason or another to an individual, using energy-informational preparations.

In modern psychology, the issue of the development of abilities is relevant. Numerous experiments are underway. Meanwhile, today there are still open questions related to the identification of the psychological essence, determination, as well as the process and conditions for the formation of abilities. This is largely due to the fact that there is no single approach to this problem. Each direction develops this problem within its own paradigm, or all paradigms are studied (by comparison) from the outside, but so far without significant practical implementations.

In psychology, conventionally, the following concepts of the study of abilities are distinguished:

1. Activity concept (L.A. Wenger [1]): abilities are considered as universal human "essential forces" that need to be effectively developed with the help of certain teaching methods. The specific subject of study of this phenomenon as a relatively independent psychological reality escapes [1].

2. The concept of individual differences (E.A. Golubeva [2], N.S. Leites [3], B.M. Teplov [4; 5]): abilities are understood as manifestation of individual differences. Research is focused on identifying qualitative differences, understood as the originality of abilities, as opposed to "quantitative differences" meaning the degree, level of ability. Representatives of this trend have not yet resolved the issue of practical development of abilities.

3. Personality concept (S.L. Rubinstein [6], V.N. Myasishchev [7], A.M. Matyushkin [8], K.K. Platonov [9], B.M. Teplov [4; 5]) - abilities are viewed through the prism of personal characteristics. For example, the dominant motivation of behavior, the level of aspirations, the characteristics of ideals. Representatives of this direction study the relationship between abilities and basic personal characteristics, how abilities manifest and develop, included in different personality structure, and vice versa: how the development of abilities leads to a change and improvement of the existing structure of the personality. The process of developing abilities is carried out by purposeful formation of a certain personality structure, personal attitude to life events.

4. Age development concept (A. Freud [1; 6], E. Ericson [10]). According to this understanding, any new factor that is included in development upsets the already established structure. adaptation mechanisms, causes destructive changes in it and stimulates the formation of new psychological formations, including abilities. "The development of a person ... this is the development of his abilities, and the development of a person's abilities is also

there is that which is development as such "[10].

In the concepts described above, regardless of what is put at the forefront in considering the problem of abilities, the direction of actions is carried out along the vector: creation and certain conditions for specific development of the individual's abilities and their maintenance, and, ultimately, the formation of his personality.

The problem of determining abilities

Consideration of abilities from the standpoint of their physiological basis plays an important role, but is underestimated by modern psychology. One of the first scientists who raised this problem was B.M. Teplov.

He approached the question of natural basis abilities (individual differences), based on the ideas of I.P. Pavlova [4; 5] on the innate properties of the nervous system. Considering, at the same time, that "inborn can only be anatomical and physiological features, those. the makings that underlie the development of abilities, the abilities themselves are always the result of development "[4; five].

B.M. Teplov proceeded from the fact that, in addition to differences related to the content side of mental life, people also differ in some formal, or dynamic, features of behavior (for example, in speed characteristics). Some of these features are especially stable, appear in a variety of situations, and therefore the question arises about their physiological basis and natural conditions.

The properties of the nervous system do not determine any strictly defined forms of behavior, but they form a "ground" on which some features are more easily formed, it is more difficult - other.[1; 4; 5]

B.M. Teplov put forward the position on the value of different poles of the same typological property (strength - weakness, mobility - inertia); about feedback between the strength of the nervous system and its sensitivity. Thus, the concept of weakness of the nervous system received a certain content (weakness - this is not only low performance of the nervous system, but also its high sensitivity,

reactivity) [4]. Dissimilarity of typological properties points to differences are not in the degree of perfection of the nervous system, but in the originality of its capabilities.

"Sometimes it is believed that it is necessary to look for ways to change the properties of the nervous system in the desired direction. This point of view cannot be considered correct. First, we still do not know anything about the ways and means of changing the properties of the nervous system, but we firmly know that this change can occur only very slowly and as a result of changes in some biologically essential living conditions. Secondly, it is not known what should be considered the "desirable" properties of the nervous system ... A weak nervous system is a nervous system of low efficiency (in the physiological sense!), But high sensitivity. Who will undertake to decide in general form which nervous system is better: more sensitive, but less efficient, or less sensitive, but more efficient? "[five]. "Changes in the properties of the nervous system should ultimately lead to leveling of individuality, to the desire to make all people the same. " "Society is interested in

wealth and diversity of individuals in socially valuable individuals, in the flowering of individuals, and not in their leveling "[5].

To date, psychology has not resolved (posed) the question of how it is possible to influence an individual, proceeding from his physiology, and so that this effect is not leveling of individuality. The only way to solve this problem, which seems to us, is to introduce constitutionally-oriented homeopathy into psychological practice. In this case, the organism itself develops the "desirable properties of the nervous system."

Having conducted a survey among homeopaths using the constitutional approach, it was noted that while taking homeopathic medicines, the patient has:

- changes in the personality structure (motivation, self-esteem, etc.),
- improvement of adaptation mechanisms,
- manifestation of individuality (a style of activity appears),
- improving the quality of activities.

And also it is possible to stop the progression of various inclinations: neuroses, habits, harmful activities, or to prevent their occurrence.

Therefore, we propose to build a different vector of influence on the individual: not from the space of his social situations to the development of one or another of his abilities, but, on the contrary, from changes in the structure of the individual's consciousness to the restructuring of his behavior and his social situation directed by him [5].

At the same time, he does not deny the methods of work available in psychology, but unites and complements them, acting from the inside on all aspects of the personality studied in the directions described above, at the same time.

The importance of this moment lies not only in the fact that the process is accelerated development or formation of a the necessary ability, but it also expands, it space of opportunities: becomes possible to develop the necessary ability in a situation where, according to the ideas of modern psychology, it is impossible to do (for example, the psychophysiological status of the individual or age does not allow). And also to remove the contradiction highlighted by B.M. Thermal about the properties of the nervous system. Since constitutional homeopathic remedies do not impose the required type of reactions on the body, but help it independently manage all processes, from the point of view of its best self-realization.

In this regard, we offer, in addition to psychological methods of influence:

1. Consider homeopathic medicines (especially in high potencies) as a means of developing the abilities and higher mental functions of the individual complementary to the traditional psychological means and methods of developing his psyche [5].

2. As a model according to which the choice is made suitable homeopathic remedy, consider chronomeopathic model of matching homeopathic remedies and patient delusions, developed by K.N. Mkhitarian [11]. This model is a special case of the general chronosemantic model of internal time developed by Yu.V. Gotovsky and K.N. Mkhitarian [12].

3. Choosing a homeopathic drug realize, using

the chronobiological software package "Astromed-M" is a software package for determining the patient's homeopathic constitution by the date and place of his birth [11].

4. Dosage of the drug, potency, the number of doses and the order the transition to another drug should be determined using the ART criterion - a condition used in the ART test to test a particular hypothesis [13; fourteen].

5. In cases where necessary - use the targeting system drugs.

Practical example

Child 9 years old.

Gender: male.

Request: develop the ability for mathematics.

Main complaint: frequent unsatisfactory grades in mathematics, foreign language, it is difficult to read by heart.

Additional Information: Job was conducted simultaneously with neuropsychological correction, which began in two years before visiting homeopath and promoted with positive, but slow and changeable dynamics.

On the first day of the visit to the homeopath, a capricious mood was noted. According to the drawing tests, the child showed low self-esteem. Fear of elevators.

Work was carried out using the software package Astromed-M [11]. After entering the data on the day, place and time of birth of the patient, the direct loads were calculated by seasons, and a group of drugs, candidates for a constitutional drug, was identified: baryta carbonica, natrium muriaticum, argentum nitricum, cyclamen, lycopodium, sepia. According to the calculation of the program for the current time period, the dominant position is occupied by sepia.

Using the KMX test [15]:

KMH ↓ Sepia C1000 ↑.

Where, KMH - complex constitutional marker - special an electronic autonosode of a patient used for constitutional targeting.

Homeopathic remedy Sepia C1000 is selected.

A follow-up appointment was scheduled four weeks later. During the interval between receptions, the time for completing homework was reduced from 2-3 hours to 40 minutes, and interest in learning poems sharply manifested itself. According to the parents, what was previously regarded by others as an inability or poor memory began to be assessed as unwillingness.

Three weeks after the control intake, Natriummuriaticum C1000 was selected and prescribed using the same technology.

In the first week after prescribing the drug, there were no obvious positive or negative changes. At the end of the month, according to the observations of specialists attended at neuropsychological classes and test indicators, there was a jump in the performance of the proposed exercises, the memorization process improved. We noticed (not right away) that the child sometimes began to use the elevator himself, without waiting for the adult.

At the next appointment, the drug Baryta carbonica C1000 was prescribed, having checked it according to the KMX criterion:

KMH ↓ Baryta carbonica C1000 ↑.

The first math test was excellent, the second good. According to the child, they were not written off. As confirmation, the parents noted that the tasks (similar in the past tests), which were solved with great difficulty, became easier. The prevalence of good mood. Five weeks later, there was a little difficulty in solving math problems. All other achievements (including test indicators) remained at the achieved level, without deterioration. The work continues to the present.

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