

## **THE PROBLEMS OF THINKING ABOUT MIND, BODY AND EXPERIENCE**

### **Introduction**

Psychology, the scientific study of behavior and the mind. This definition contains three elements. The first is that psychology is a scientific enterprise that obtains knowledge through systematic and objective methods of observation and experimentation. Second is that psychologists study behavior, which refers to any action or reaction that can be measured or observed—such as the blink of an eye, an increase in heart rate, or the unruly violence that often erupts in a mob. Third is that psychologists study the mind, which refers to both conscious and unconscious mental states. These states cannot actually be seen, only inferred from observable behavior.

Psychologists have concentrated on thinking as an intellectual exertion aimed at finding an answer to a question or the solution of a practical problem. . It had its foundations in the cognitive, gestalt psychology of Max Wertheimer, Wolfgang Köhler, and Kurt Koffka,<sup>[9]</sup> and in the work of Jean Piaget, who provided a theory of stages/phases that describe children’s cognitive development. . They study various aspects of thinking, including the psychology of reasoning, and how people make decisions and choices, solve problems, as well as engage in creative discovery and imaginative thought[6]. That is, Piaget suggests that the environment is understood through assimilations of objects in the available schemes of action and these accommodate to the objects to the extent that the available schemes fall short of the demands. As a result of this interplay between assimilation and accommodation, thought develops through a sequence of stages that differ qualitatively from each other in mode of representation and complexity of inference and understanding [7].

It is important to understand that the psychology of thinking – it’s a new vision and understanding of man, where he is the starting model. The thinking mechanism is not possible to consider without such elements as mind, body and experience. In connection with what is proposed below to consider all the factors in more detail.

### **Main part**

What is the category of “character-education”? On this understanding of the nature of character and education there are many

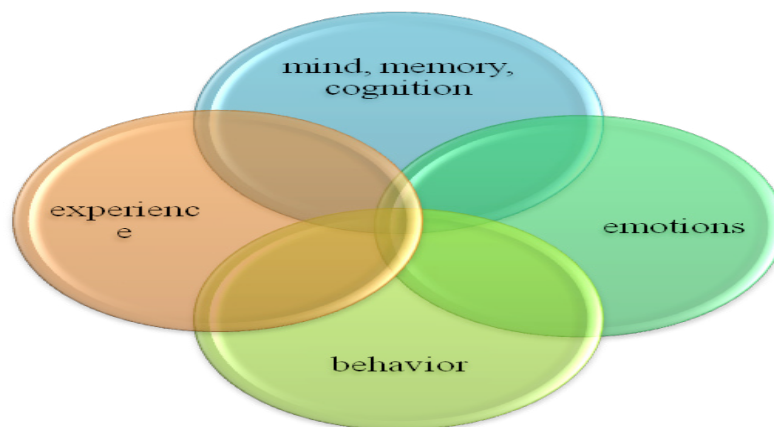
arguments. From a scientific point of view, should approach this issue incrementally: for example, in psychology there are “steps”, which essentially boils down to “nature education” (table 1):

**Table 1** – Factors affecting the education

NATURE EDUCATION				
<i>PERSONALITY</i>		+	<i>BEHAVIOR</i>	
LIFE EXPERIENCE [Pinker 2004]				
<i>Characteristics</i>				
Innate tendencies	Genetic traits	Equal from birth	Human – product experience	Infectious diseases and their impact on mental abilities
<i>Note – self-compiled</i>				

One day John Locke (1690-1959) put forward the idea that the newborn human mind is a blank state. Here it turns out that the accumulated life experience makes us who we are. Of course, according to this theory a person always has the chance to become

what he “wants” to be [Pinker 2002]. Psychology as a science cannot share concepts such as mind, behaviour. But they should be divided into “nature” and “nurture”, all the processes are interlinked (see figure 1):



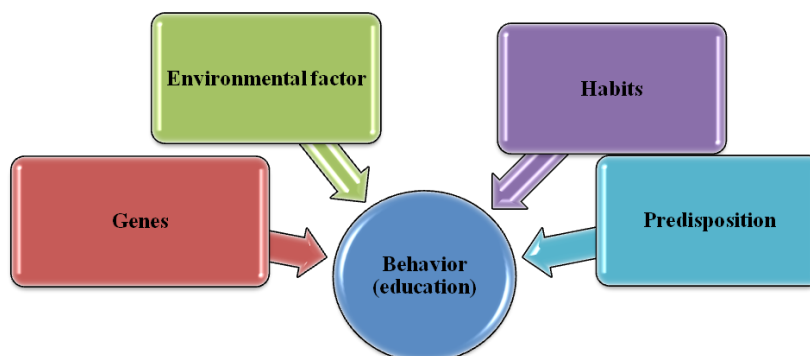
**Figure 1** – the interaction of the factors “nature education”  
*Note – self-compiled*

In various scientific studies, it was observed that in the brain was found the genes that allow you to “enable” and “disable” the various processes (when learning, memorizing), suggesting that the brain may be different (e.g. the human brain from the animal brain, the brain of one person from the brain of another) [Rutter 2002, Kandel 2006].

A new way of thinking about nature and nurture is – softwiring. This term describes the biological system (genes, structure of the brain, brain cells, etc.) that are involved in thinking and behaviour at the genetic level [Herbert&Rich 1999, October 2010]. Science has proven that people are prone to interaction

“thoughts” and “behaviour”. The science of genetics is evidence of this. The research shows

that human behaviour directly influences the “behaviour” of man.



**Figure 2** – Nature education

*Note – self-compiled based on the source [Begley 2007, Pinker 2004, Ridley 2003]*

The accompanying figure 2 shows the influence of various factors on “education/behaviour” of a person. We clearly understand that at birth every person has a certain set of “genetic instructions”, then under the influence of the above factors such as: habits (lifestyle), environmental factors that indirectly affect the changing genes, and family history of the person, so to speak produced by “character” we are trying to connect with “education”.

Speaking about the physical-mental dualism should be understood as “brain” and “body” are interconnected. And the question arises whether the mind can control the body? In Western psychology for a long time believed that the “body” and “mind” parts. But the practice of Eastern psychology proves to us that the human brain can control the body. Gradually, the example of Eastern culture and

modern psychology is more and more inclined to think that “mind” and “body” are parts of one whole.

It is no secret that the “body” of a person can tell a lot, for example, about his character, problems, and everything will happen much faster than he would do it himself. From a scientific point of view the body remembers everything: it impressed all of our feelings, experiences, important events, negative life experience. Through the body you can work with emotions, relationships, self-acceptance, etc. In turn the behavior of the person, his character, oddly manifested in the bodily sphere and expressed in gait, gestures, facial expressions, etc.

Evolution as “change” in psychology should be seen as an important principle in understanding the nature of the “conduct” of the person. Consider the fundamental processes of evolution (table 2).

**Table 2** – Processes of evolution

Evolution
<i>The evolution</i> of biological species is the basis of “ <i>natural selection</i> ”
The time variation of the frequency of genes within a single species
A <b>gene</b> is an instruction for the production of proteins (cell membranes, hormones, enzymes, muscle tissue)
All elements fulfil the intentions of the human in the «brain» and «body»
The « <b>behaviour</b> » of man, therefore, is based on genes and can be passed from generation to generation

*Note – self-compiled based on the source [Buss 1999]*

The founder of the theory of “natural selection” was Darwin (19<sup>th</sup> century, English naturalist). The basis of the mechanism of natural selection is based on the principle of randomness. Thus, in some periods of time, genes begin to change for no apparent reason.

The functioning characteristics of natural selection:

- Different external features (appearance, colour, etc.).
- The existence of differential reproduction.
- Family history (genetic basis).

– Availability of the final result (the spread is, the better the survival rate, reproducibility).

In the evolution of the observed mutations (random changes in gene). Every generation is a product of modifications from its evolutionary past. In this case, natural selection allows you to create a structure and model behaviour. In the process structures of thought, behaviour, do not miss the moments that reflect models of adaptation. In the evolution of the living world is constantly faced with the problem of adaptation to the external environment. A vivid example is the following (table 3):

**Table 3** – Adaptation in human development

Survival (danger – predators, weather conditions)		<b>FIXTURE</b>	Inherited solutions to ancestral problems that have been naturally selected
Food (choosing healthy food)			Contributed to reproductive success
Reproduction (find a partner)			Solved the problems of the past, but not this
Communication (interaction)			The presence of the traits and tendencies of their ancestors, which they had once used
<i>Note – self-compiled based on the source [Tooby&amp;Cosmides. 1992]</i>			

During this process a by-product of adaptation of the man considered to be the language of science. At the present stage, questions of the adaptive problems the human mind from the distant past and influenced

the evolution transformed into a scientific study of the functions and capabilities of the human mind. In turn, this transformation can show us the following correlation (figure 3):



**Figure 3** – the influence of nature and nurture on the human mind

*Note – self-compiled*

Modern psychology allows us to choose alternative paths in understanding the problems some diseases that affect thinking, mind, body and experience. As an example I want to cite the following points of view (table 4):

In fact, it turns out that psychology as a science should not take into account only one point of view, you should open new explanations of the different processes related to human behaviour.

**Table 4** – Main problems influencing human development

<i>Diseases psychological disorders</i>	<i>A common point of view about the disease</i>	<i>New approaches in understanding the causes of disease</i>
Schizophrenia	The development of the disease was associated with education	Occurs against a background of biological and environmental influences
	Imbalance of neurotransmitters	
Depression	Traditional treatment – drug therapy	The problem should be sought in the brain. A certain part of the brain becomes hyperactive and it was proposed to encourage with the help of «deep brain stimulation» (H. Mayberg, 1997, 2003). The goal is to drastically reduce depressive symptoms
Social anxiety (syndrome)	The popularity of electronic interaction in social networks (up to 30 years)	Consequences: virtual popularity, the desire to hide the «real person», «electronic behaviour» and concepts of «friended», the idealization of images, the creation of «alternate personality» (avatar), second (virtual) life
<i>Note – self-compiled based on the source [Moffitt, Caspi &amp; Rutter 2005, Stevens &amp; Morris, 2007]</i>		

During the whole period of his life, man develops his thinking. Thinking itself is a heterogeneous process, it goes through several stages in its development, consists of many operations. In this connection, as the object of study was taken,

a family of 4 people: father, mother, daughter and son. As a research method was taken, the method of observation.

How do we understand the scope of the study is based on the following (table 5):

**Table 5** – Main characteristics of the object under study family

<i>Family members</i>	<i>Gender</i>	<i>Age</i>	<i>Education and level of thinking</i>	<i>Additional information</i>	<i>Hobbies related to self-development</i>
<i>1 group researched the – Parents</i>					
Father	Male	42	Education – higher technical. Thinking has developed all kinds of thinking.	Possession of 2 foreign languages	Active in sports, he reads a lot of books on self-development.
Mother	Female	40	The higher education of economic. Thinking has developed all kinds of thinking.	Possession of 1 foreign language	Reads a lot of scientific literature, the literature on self-development. For the past 10 years has increased their intellectual potential.
<i>2 group studied – Children</i>					
Daughter	Female	18	Education – Student. Thinking has developed all kinds of thinking.	The command of 3 foreign languages	Reading books on self-development.
Son	Male	7	Education – Student. Thinking – verbal-logical and visual-schematic.	Trained	Visits of clubs and societies, contributing to the development of thought and body.
<i>Note – compiled by the author themselves</i>					

According to the table 5, we can assume the following:

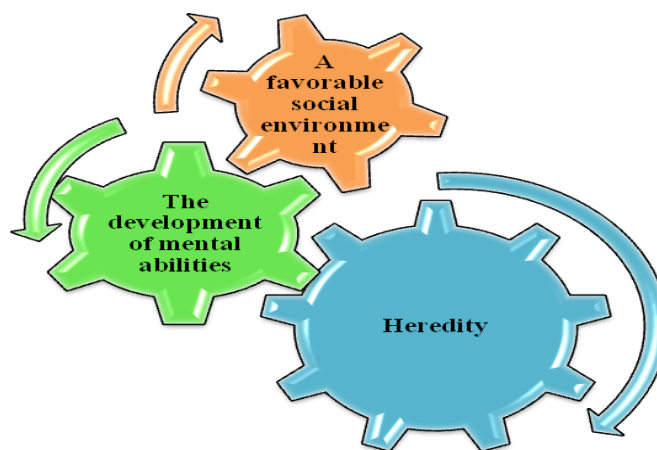
– The categories “father” and “mother” level of thinking is high, as throughout his life, they only learn, gain experience and self-developing.

– Category “a daughter” the level of thinking is easy enough to predict, as according to various

studies, the peak of thinking (intellect) is attained at the age of 18-20 years.

– In the “son” level of thinking according to the assumptions of many scientists should be 70-80% of the mental faculties of an adult.

On the level of thinking in the family was affected by such *factors* as:



**Figure 4** – Factors influencing the thinking of the family

*Note – compiled by the author themselves*

In fact, it turns out to achieve certain results, it is important to purposefully stimulate all the processes for the development of thinking since childhood. During the life of the person adapts to everything, and therefore, his behaviour, his creative activity wearing

deliberate directly affect all the thought processes. According to the above mentioned factors in figure 4, important here to get a positive result on the family on the development of positive thinking and gaining experience were made the following steps (table 6):

**Table 6** – Main conclusions on the assessment of factors associated with thinking in the family

<i>The study area</i>	<i>The factor of heredity</i>	<i>Factor the development of mental abilities</i>	<i>Factor in a favourable social environment</i>
<i>The positive side</i>	The presence of 2 children inherits genetic information and the development of external factors such as upbringing, education, etc.	The constant stimulation of brain activity, creativity, etc.	Stimulation of social contacts, family members, attention, care, warmth, etc.
<i>The negative side</i>	Abilities parents may not always be reflected in the cognitive activities of children	Individual characteristics of one child (son) – impulsivity, unwillingness to focus	External environmental influences (Internet, gadgets, etc.)
<i>Possible risks</i>	The presence of chronic and hereditary diseases, which can negatively affect the development of thinking, mind and body	The lack of goals activities	Changing moral values of the family.
<i>Recommendations</i>	The process of thinking self-conforms	Communication and relationships between the object known	It is necessary to consider psychology, the individuality of each member of the family and their correspondence with generally accepted norms

*Note – compiled by the author themselves*

Life practice has shown that there are disadvantaged families, therefore, in accordance with their negative social environment, thinking, mind, life experience is definitely lower than in the favourable families. Here disturbances of thinking, intelligence, development of various mental illnesses.

In the study of the family studying the psychology of thinking was defined as follows – the actions of members of the family in different natural situations, interaction with other people has helped me to learn the relationship of each to learning, solving life's everyday tasks, determination of time and the most important is the reaction, how is the process of thinking in this family. The life experiences on the development of thinking “father” and “mother” convey to their children developing certain skills and abilities, personality traits.

### Conclusion

In conclusion what we want to point out that questions of human thought and behaviour should not be considered narrowly. Primarily, this is due to the fact that there is not a specific point of view in the consideration of this question. In applied psychology are just different explanations of human thinking, where scientific research based on scientific

experiments and critical thinking. But the paradox of all this is that the main goal is the establishment of the relationship between the mind, body and experience in the development of mankind.

That you can select as the final argument:

1) Scientific approaches and critical thinking to help choose among the many explanations of the essence of what constitutes thinking and behaviour, based on observations and research.

2) To fully understand the thoughts and human behaviour (brain development, learning, intelligence, perception, personality, social behaviour, psychological disorders) develop from a complex interaction between biological and environmental forces.

3) Conduct innovative research to open new horizons.

4) Increased social anxiety because of the appearance and unwillingness to overcome social fears in real life.

In fact thinking is the highest level of knowledge of human reality. In connection with what humanity is all the same to solve the problems which life puts before the human need to reflect, draw conclusions, and thereby to know the essence of things and phenomena, to discover new laws and their relationship, and then on this basis to transform our world.

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