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## Meditation and its psychophysiological basis

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### Abstract

In the article entitled thought its psychophysiological basis. Has been analyzed the influence of the thought as a humane activity on the formation of an individual as a perfect personality. The article also highlights the psychological-physiological basis of the thought.

**Keywords:** psychological development, common sense, thinking and speaking action, pedagogical process

### 1. Introduction

Meditation is the function of the brain that concerns only to the human beings. During meditation, the analyzing, composing processes and their unity in the brain hemisphere has a great role. During meditation, in the lower and upper lays of the brain hemisphere, there appear processes of analyzing, comparison, confrontation and also other mental and sensible operations on the discussed matters. These mental and sensible operations that appear in the brain are the physiological and psychological basis of meditation. During the meditation, first of all there appear simple mental and sensible connections in the brain hemisphere. In the deep process of learning there appear larger mental and sensible connections. Larger mental and sensible connections improve the level of meditation.

During the meditation process the internal connections in the nerve system begin to function. These connections appear in two forms: the first and the second signal systems. The environment that surrounds us and the events that we face to, make us think, discuss and come to a conclusion. The first irritations that connected with the facts and events are concerned to the first signal system. The second signal system begins to function when the level of the discussed matter rises. Connected with facts and events, the result of the discussion appears not after the first signal, but it appears in details after the second signal. In meditation the function of the second signal system is considered to be more valid. The productive function of the second signal system is concluded by obviousness of the realities. Thus, the second signal system that appears in the brain, it founds the real foundation for analyzing the discussed matter. In the functioning process of the second signal system, there appears clarification of misunderstandings and clarification of realities thanks to the common sense.

The human meditation functions in connection with his (her) speech. The speech materializes the obvious realities that connected with the discussed matter. Clear, fluent and expressive speech creates real ground to express the content of the meditation to the others or, to express it in written form. At the result of meditation analyzing process begins its functioning in the brain hemisphere. At the result of analyzing and joining of the internal and external irritation there appear interim nerve connections and it is called the mechanism of the meditation process. There are the first and second signal systems on the basis of meditation process. At the result of the first signal system irritations there appear first perceptions and notions in the brain. The human brain assimilates these perceptions and notions and makes them his (her) own knowledge. As mentioned above the man's meditation functions in connection with his speech. So, in pedagogy meditation and speech process should be developed in mutual connection-one process should help the other's evolution and formation. First we think and then express the content of our thoughts in our hearts or loudly. All these are displaying and connected formation of meditation and speech process. So, the human thoughts can be materialized and expressed to others orally or in written form. All the thoughts of the humans are connected with the social life. It means that to perceive the laws of environment, to clarify the main laws, the main ideas and principles, are the products of the human thoughts and the products of oral or written speech. In separate fields of life the material and cultural works that are used by the people in everyday life, are the products of the human thoughts. As knowledge

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is the basis of meditation, the value of our meditation is connected with the value of our knowledge. Meditation and knowledge agree with each other. So, as the mental outlook rises higher there strengthens the eager to master the knowledge. And the perfectness of the knowledge raises the quality and speed of meditation. In short the knowledge and meditation help each other's evolution.

The content of meditation is connected with the students' individual-psychological characteristics. The teacher should try to raise higher the mental outlook of the progressive students and the middle level students should be directed to this way. At the same time, the teachers should try to find reasons and ways to help the students who study badly. This must be the noble aim of each teacher. The successful solution of these problems is connected with the right regulation of the students' individual-psychological characteristics. We should mention that, the value of mental outlook of the intellectual people is greater. As the knowledge grows larger the quality of the common sense also grows larger. As the level of common sense grows larger the conditions and chances to master the knowledge also develops. The oral and written speech has a great role on mastering the knowledge consciously. While studying the facts and events we pay attention to the deepness and lucidity of mind and this way we prevent the obliviousness. While the level of meditation grows higher, the students' independence and mental activity also grows higher. Assistant-professor Mejid Ismikhonov writes:

“When we say mental activity, we mean the students' thinking, discussing, coming to a conclusion, putting questions and showing their solutions, grounding some thoughts, solving the mental operations” [1].

While mastering the knowledge the students should be active and have independent creative minds. The teacher should pay special attention to the students' active, independent and creative sense, also expressing their thoughts orally or in written form. To create conscious zeal for learning, it is important to create comparative-problematic situations between the facts and events at the lesson. When the students meet difficult puzzles they get more interested in the question. In order to explain the given program material the teachers' duty is to explain the theme clearly and in order to master the knowledge the students' duty is to study the theme consciously.

Out of the investigated pedagogical-psychological fictions, it is clear that the human brain is the most perfect mechanism. All the mechanisms that we meet in everyday life are the products of human brain. These fictions confirm that the human brain functions have not been investigated completely yet. This problem is still waiting its investigators. Besides, we should know that the human brain should not be left passive. In order to direct the human brain functions correctly we should master the comprehensive knowledge. We know that, if human brain is busy with some investigations, and if it stops this activity for a long time, then the formed neurons connected with this field in the brain lose their function. From this point, it is important to direct the human brain to new investigations.

Meditation is active, independent and creative function of brain and it has no equal on education and bringing up children, and psychological development of humans. Everybody should not be passive, indifferent while learning something. As Holy Prophet Mohammad said: You should learn from the cradle to the grave. Out of this point, the role of meditation in the education and bringing up the children has been appreciated highly in history. Great Indian philosopher

Buddha (566-486 BC) appreciated the mental activity highly on enrichment of the human morality. He wrote: “The real way to kill miseries is to see correctly, to think correctly, to speak correctly, to meditate correctly and to concentrate correctly.” The thoughts said by Buddha, has great effect on mental and spiritual growth of humans [3].

In the holy book of the Zoroastrian religion “Avesta” there are interesting thoughts on the value of thinking in the human life. Zoroaster said that there exist two powers in the world-they are Favor and Harm. By Zoroaster, the man should have three nice things – nice speech, nice thoughts and nice manners. So we come to a conclusion that the human's spiritual duty is to act wisely and without having the independent, creative sense it is impossible to become helpful.

Common sense follows the man forever. Fauna and flora of the nature, lots of events in the environment make the man think, discuss wisely and chose the right way. An unconscious life is a meaningless life. There are valuable thoughts about the sense in the pedagogical-psychological fiction, as well as in the poetry. Poet Mammad Ismail devoted one of his poems to the human sense in his book “Oh Loneliness” [2].

Children are a part of the nature and they should forever be in contact and keep up spiritual relations with the nature. Because, the different events of nature make children think and come to the sensible conclusions. Y.Talibov writes about it: “Excursions to the countryside create pleasant mood and make children think deeply about the thunder, lightening, eruption of a volcano, roar of hurricanes and their reasons. Warbling of the birds, rustling of the leaves, bubble of the streams and waterfalls, whisper of the waves make children happy. They read attentively the textbooks about the colorful spring, abundant harvest summer, golden autumn, and white winter and try to master the knowledge in each page. They look at the blossoms, flowers, fruits, ice clusters, drizzly rain, big snowflakes, colorful rainbow that separates the sky into two parts and think deeply” [4, 5].

After the excursions the teacher organizes discussions and these discussions improve independent, creative sense and speech of the children.

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