

SYMBOL AS A MEANS OF ACADEMIC ACTIVITY'S ORGANIZATION

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The study presents the results of comparative analysis of the sign- and symbol-based mediation in academic activity, based on the theoretical data and author's investigations. It is shown that the role of symbol and sign is not the same at different stages of learning. Sign- and symbol-based mediations are equally ineffective at the primary stage of learning at school. Symbolic generalization in thinking is formed by the end of junior school age, it reaches its climax by the 6th - 8th form. At high school students can utilize both types of mediation with equal success. At institution of higher learning the leading type of academic activity's organization is verbal sign-based mediation.

Key words: sign, symbol; mediation; academic activity; school age.