

Development of higher mental functions in first-graders during the school year depending on the intensity of educational activities

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Abstract

© 2016 Svinar. The relevance of the investigated problem is caused by the fact that most children who start to study do not have a good level of higher mental functions. It leads to difficulties at school and health problems. The article aims at estimating the level of higher mental functions and the degree of educational motivation development among first-graders depending on the intensity of educational activities. The leading methods used to investigate the problem are methods of mental function evaluation of younger students. The article reveals the effect of educational activities, including intensive activities, on the development level of higher mental functions of first-graders. The results prove that the level of spatial visualization ability and short-term auditory rote memory of first-formers taking 3- or 4-year primary education program increases; and these changes are greater among students taking 3-year primary education program. This education system also contributes to increase of short-term auditory memory and semantic voluntary attention (primarily among boys). Intensive educational activities (1-3 system) provide greater motivation and efficiency of training activities than less intensive educational activities (1-4 system). The article is of practical value to educational activities managers, primary school teachers and school psychologists.

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Keywords

Adaptation to the training load, First graders, Higher mental functions, The intensity of educational activities