



The level of school skills and emotional and will qualities of the children with small mental dysfunction

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In this article the author considers the question about the age changes in school skills and emotional and will sphere of the boys of 7-16 years old. It is assumed, that the difficulties in the education of the examined children remain with the age due to the disturbance of regulative mental mechanisms, leading to the development of hyperactivity

Key words: *small mental dysfunction, school skills.*

Small mental dysfunction (SMD) – this is a slightly expressed form of children's encephalopathy [7]. The number of the children suffering from SMD, in whole children population according to different authors fluctuates from 2 up to 21 %. The symptoms of SMD are extremely different and are changing with the age. The main symptoms brightly demonstrate themselves at the first years of studies in the elevated motor activity and diversion (syndrome of the hyperactivity with the deficit of attention). Such children can not concentrate for a long time upon unique object; they are distracted all the time by different раздражители [1]. In the first school forms some children have difficulties in education, which are not connected to mental dysfunctions or behavior disturbances. It can be irregular perception of space interrelations, disturbances in counting or reading. The difficulties with abstract thinking are increasing with the age. Especially often we can observe speech disturbances [2]. While neurological symptoms are rather "light" a big percent of these children fall within the risk group, within the group of children who are backward or unable to acquire school knowledge and skills [4].

«Unfortunate» formation of CNS becomes the obstacle for the timely and sound mental activity of these children. Mental abilities of the child turn to be unsatisfactory to correspond to social requirements, which are made by parents, kindergarten, and school [5]. Though there is a significant progress in studies of the problem of social adaptation of the children with disturbances in CNS formation, many aspects of this important medical and psychological problem are not still solved [3].

The aim of this research was to study school skills of the boys from 7 to 16 years old with small mental dysfunction.

The carried out research was comparative, random, open and group-oriented. The main sample consisted of 86 boys of 7-16 years old with small mental dysfunction (SMD). The schoolboys with SMD were divided into groups using to age criterion according to World Health Organization classification (1997): junior school age, early stage of pubertal period and the medium stage of pubertal period. Diagnostics of school difficulties, disturbances within emotional and will sphere were made with a standard set of tests [6].

According to the test results of children with SMD of junior school age, 36 % of school children have difficulties in behavior, 64 % of children have no such difficulties.



Besides 53,5 % of children have significant difficulties in education in junior school age, it means they have difficulties in reading, writing and also counting. Children very often are unable to find the difference between numbers within one dozen. Moreover we could notice the combination of the immaturity of intellectual and emotional spheres. Thus, while studying the particularities of emotional and will spheres and functions of attention it was established that nervous tension and anxiety often demonstrate themselves among 29 %, seldom – 35,5 %, very seldom – 35,5 % of boys. The motive worry and disinhibition are very often found among 25 %, seldom – 43 %, very seldom – 32 % of boys. The absent-mindedness, diversion demonstrate themselves among -21,5 %, often – 25 %, seldom – 32 %, very seldom – among 21,5 % of boys. The symptoms of the weariness and nervous exhaustion of CNS часто проявляются у 64,5 %, seldom – among 14 %, very seldom – among 21,5 % of boys. The passivity and spiritless while making an assignment are often observed among 46,4 %, seldom – among 21,5 %, very seldom – among 32,1 % of the boys. The shyness, restraint could be seen among 71,4 %, seldom – among 14,3 %, very seldom – among 14,3 % of the boys.

At the early stage of the pubertal period of children with SMD a high percent of school children suffered from behavior disturbance (17,8 %). However, in emotional and will sphere of these children we have found the symptoms of nervous tension, hyperactivity, increased anxiety and etc. Including, symptoms of the nervous tension and anxiety are observed among 17,8 %, seldom – among 53,5 %, very seldom – among 28,7 % of the boys. The motive worry and disinhibition are often seen among 10,7 %, seldom – among 32 %, very often – among 28,65 % of the boys. The absent-mindedness, diversion are often observed among 14,2 %, seldom – among 28,6 %, very seldom – among 35,7 % of the school children. Symptoms of weariness and nervous exhaustion of CNS are often found among 39 %, seldom – among 21,5 %, very seldom – among 28,6 % of the children. The symptoms of the passivity and spiritless while doing the tasks, often show themselves among 32,15 %, seldom – among 35,7 %, very seldom – among 32,15 % of the boys. The shyness and restraint of the children of the early stage of the pubertal period are often observed among 17,8 %, seldom – in 14 % of cases.

To the medium stage of the pubertal period there is again an increase of the percent of schoolchildren with behavior disturbances (56,7 %) in the emotional and will sphere among the adolescents with SMD. Symptoms of nervous tension and anxiety show themselves among 40 % of adolescents, the rest of them have such symptoms very seldom. Symptoms of the hyperactivity among adolescents of this group are observed with the same frequency, as at the early stage of the pubertal period: motive worry and disinhibition show themselves among 10 %, seldom – among 33,3 % of schoolchildren, 56,7 % of adolescents have no these symptoms. The absent-mindedness, diversion are observed among 16,7 %, seldom – among 40 %, very seldom – among 43,3 % of schoolchildren. Symptoms weariness and nervous exhaustion of CNS are found among 46,7 %, seldom – y 26,65 %, very seldom – y 26,65 %. The irritation and



aggressiveness are often demonstrated among 6,7 % of the adolescents. The symptoms of the passivity and spiritless while making an assignment are often observed among 26,6 %, seldom – among 73,4 % of schoolchildren. Shyness and restraint of these adolescents are only found among 10 % of cases, the rest of the sample had no such symptoms.

So, if the children have SMD, then the decrease of the behavior, the emotional and will disturbances happen at the early stage of the pubertal period, but to the age of 13-16, there is a new increase of these disturbances. The boys of the age 11-16 also demonstrate disturbances of school skills. At the same time, the symptoms of hyperactivity at the early and medium stages of the pubertal period manifest themselves more distinctly comparing with junior school age. So we can make the conclusion, that the disturbance of mental regulation activity (SMD), which is expressed in the syndrome of the hyperactivity, increases with the age.

The Literature

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