

Determination of connections between academic and psychometric indicators among Georgian women and men of accelerant and normal development

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ABSTRACT

In literature there is nearly no information about peculiarities of learning teaching in different somatic types; even more, there is not studied the question whether there is any connection between the level of learning teaching and its personal indicators, as in constitutional types and accelerants of normal physical development. For this purpose we divided the researching population in three groups: in the first group we included the part with poor academic progress and medium marks – 2,5-3,5; in the second group – medium progress and marks – 3,6-4,4; and in the third group – high academic progress and marks – 4,5-5. In the research it was verified that the effectiveness of teaching depends not only on perfect teaching methods, but also on a persons individual and psychological features; and that the teaching capability depends on age, sex, intellect, ability of cognition and other factors. We established that high academic progress in all subjects is characteristic to accelerant women, while medium academic progress is characteristic to women of normal physical development. It is the same with young Georgian men of normal physical development and accelerant men, they are characterized with medium academic progress in all subjects, while as we have already mentioned, a comparatively high level of academic indicators is observed among accelerant women.

KEYWORDS: *somatic type, accelerant, psychometrics, fixed mood, factual analysis*

MATERIAL AND METHODS

We have studied 20-24 years old 65 women of normal physical development and 35 (Georgian) men, also 100 accelerants, among them 45 women and 55 men. We divided them in 3 groups according to academic progress (poor, medium and high). In the first group there were included contingent with 2,5-3,5 marks; in the second group – contingent with 3.6-4.4 marks; and in the third group – 4,5-5 marks. The research of mood was carried out experimentally according to D.Uznadze method of fixed mood. For statistic processing we used method of factual analysis for psychometrics and academic indicators as well.

RESULTS AND DISCUSSION

Among young men of normal physical development from the point academic progress poor mathematical progress (20,00%) is observed in mathematics and 22,86% in anatomy; medium academic progress of is observed in mathematics (65,71%), in anatomy (65,71%); high academic progress in mathematics (14,29) and in anatomy (11,43) (Tab.1).

Among young women of normal physical development poor academic development is observed in mathematics (16,93%) and in anatomy 15,38%; medium indicators in mathematics (66,15%); in anatomy 64,62%; high academic indicators are observed in mathematics (16,92%), and in anatomy (20,00%) (Tab.2).

Among accelerant young men according to academic progress there are observed poor academic indicators in mathematics (20,00%) and in anatomy (14,55%); medium academic indicators are observed in mathematics (65,45%) and in anatomy (69,09%); high academic indicators were observed in mathematics (14,55%), and in anatomy (16,36%) Tab.3.

Among accelerant women from the point of academic progress there are observed poor academic indicators in mathematics (15,55%) and in anatomy (20,00%); medium indicators were observed in mathematics (66,67%) and in anatomy (53,33%); among accelerant women there were observed high academic indicators in mathematics (17,78%) and in anatomy (26,67%) (Tab.4).

Names of signs	Percents according to Categories			
	A	B	C	D
Temperament:				
Melancholic	Yes : 11.43%	No : 88.57%	-----	-----
Phlegmatic	Yes : 34.29%	No : 65.71%	-----	-----
Choleric	Yes : 17.14%	No : 82.86%	-----	-----
Sanguine	Yes : 37.14%	No : 62.86%	-----	-----
Character:				
Intravertal	Yes : 62.86%	No : 37.14%	-----	-----
Extravertal	Yes : 37.14%	No : 62.86%	-----	-----
Intellect:				
Logic	Poor : 11.43%	Middle : 62.86%	High : 17.14%	Very high : 8.57%
Verbal	Poor : 14.29%	Middle : 60.00%	High : 17.14%	Very high : 8.57%
Mathematical	Poor : 14.28%	Middle : 60.00%	High : 11.43%	Very high : 14.29%
Mood:				
Excitability	Weak : 57.14%	Strong : 42.86%	-----	-----
Static	Weak : 51.43%	Strong : 48.57%	-----	-----
Dynamics	Weak : 51.43%	Strong : 48.57%	-----	-----
Progress:				
In mathematics	Poor : 20.00%	Middle : 65.71%	High : 14.29%	-----
In anatomy	Poor : 22.86%	Middle : 65.71%	High : 11.43%	-----

Tab.1 Percents for psychometric marks and academic progress among men of normal physical development.

Names of signs	Percents according to Categories			
	A	B	C	D
Temperament:				
Melancholic	Yes : 20.00%	No : 80.002%	-----	-----
Phlegmatic	Yes : 27.69%	No : 72.31%	-----	-----
Choleric	Yes : 23.08%	No : 76.92%	-----	-----
Sanguine	Yes : 29.23%	No : 70.77%	-----	-----
Character:				
Intravertal	Yes : 47.69%	No : 52.31%	-----	-----
Extravertal	Yes : 52.31%	No : 47.69%	-----	-----
Intellect:				
Logic	Poor : 9.22%	Middle : 64.62%	High : 13.85%	Very high : 12.31%
Verbal	Poor : 12.31%	Middle : 61.54%	High : 15.38%	Very high : 10.77%
Mathematical	Poor : 12.31%	Middle : 61.54%	High : 18.46%	Very high : 7.69%
Mood:				
Excitability	Weak : 53.85%	Strong : 46.15%	-----	-----
Static	Weak : 46.15%	Strong : 53.85%	-----	-----
Dynamics	Weak : 53.85%	Strong : 46.15%	-----	-----
Progress:				
In mathematics	Poor : 16.93%	Middle : 66.15%	High : 16.92%	-----
In anatomy	Poor : 15.38%	Middle : 64.62%	High : 20.00%	-----

Tab.2 Percents for psychometric marks and academic progress among women of normal physical development.

Names of signs	Percents according to Categories			
	A	B	C	D
Temperament:				
Melancholic	Yes : 18.18%	No : 81.82%	-----	-----
Phlegmatic	Yes : 34.55%	No : 65.45%	-----	-----
Choleric	Yes : 21.82%	No : 78.18%	-----	-----
Sanguine	Yes : 25.45%	No : 74.55%	-----	-----
Character:				
Intravertal	Yes : 54.55%	No : 45.45%	-----	-----
Extravertal	Yes : 45.45%	No : 54.55%	-----	-----
Intellect:				
Logic	Poor : 10.91%	Middle : 63.64%	High : 16.36%	Very high : 9.09%
Verbal	Poor : 18.18%	Middle : 52.73%	High : 21.82%	Very high : 7.27%
Mathematical	Poor : 10.91%	Middle : 67.27%	High : 18.18%	Very high : 3.64%
Mood:				
Excitability	Weak : 43.64%	Strong : 56.36%	-----	-----
Static	Weak : 56.36%	Strong : 43.64%	-----	-----
Dynamics	Weak : 43.64%	Strong : 56.36%	-----	-----
Progress:				
In mathematics	Poor : 20.00%	Middle : 65.45%	High : 14.55%	-----
In anatomy	Poor : 14.55%	Middle : 69.09%	High : 16.36%	-----

Tab.3 Percents for psychometric marks and academic progress among accelerant young men.

Names of signs	Percents according to Categories			
	A	B	C	D
Temperament:				
Melancholic	Yes : 20.00%	No : 80.00%	-----	-----
Phlegmatic	Yes : 28.89%	No : 71.11%	-----	-----
Choleric	Yes : 28.89%	No : 71.11%	-----	-----
Sanguine	Yes : 22.22%	No : 77.78%	-----	-----
Character:				
Intravertal	Yes : 46.67%	No : 53.33%	-----	-----
Extravertal	Yes : 53.33%	No : 46.67%	-----	-----
Intellect:				
Logic	Poor : 11.11%	Middle : 62.22%	High : 11.11%	Very high : 15.56%
Verbal	Poor : 13.33%	Middle : 57.78%	High : 17.78%	Very high : 11.11%
Mathematical	Poor : 24.45%	Middle : 48.89%	High : 13.33%	Very high : 13.33%
Mood:				
Excitability	Weak : 55.56%	Strong : 44.44%	-----	-----
Static	Weak : 44.44%	Strong : 55.56%	-----	-----
Dynamics	Weak : 55.56%	Strong : 44.44%	-----	-----
Progress:				
In mathematics	Poor : 15.55%	Middle : 66.67%	High : 17.78%	-----
In anatomy	Poor : 20.00%	Middle : 53.33%	High : 26.67%	-----

Tab.4 Percents for psychometric marks and academic progress among accelerant women.

CONCLUSION

By the information obtained by us it is established that correlation between temperament subtypes and indicators of academic progress among accelerant women is within limits of 0,2-0,3; sometimes it is higher than 0,3. They are characterized with high academic progress in all subjects,

while women of normal physical development are characterized with medium level of academic progress. The medium level of academic progress in all subjects is observed among young (Georgian) men of normal physical development, while accelerant women are characterized with comparatively high level of academic indicators.

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Определение связей академических и психометрических показателей с нормальным физическим развитием и среди акселераторов

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Р Е З Ю М Е

Сведения литературы по вопросу об особенностях усвоения учебного материала среди различных соматотипов в весьма скудны. Совершенно не изучен вопрос, имеется ли какая-либо связь между уровнем усвоения учебного материала и личностными характеристиками, при нормальном конституциональном физическом развитии, и среди акселераторов нами обследованы лица, подразделенные на три группы: в I группу вошли лица с низкой академической успеваемостью и средними баллами от 2,5 до 3,5; во II – со средней успеваемостью от 3,6 до 4,4 баллов; III группу – с высокой академической успеваемостью от 4,5 до 5 баллов установлено, что эффективность обучения зависит не только от качество методов обучения, но и от индивидуально-психологических особенностей личности. Уровень усвоения учебного материала зависит от возраста, пола, интеллекта, способности восприятия и ряд - других факторов. У акселераторов-женщин отмечается высокая академическая успеваемость по всем предметам, в то время как среди женщин с нормальным физическим развитием отмечается средний уровень академической успеваемости. Средний академический уровень успеваемости по всем предметам установлен среди молодых мужчин грузинов с нормальным физическим развитием, а также мужчин-акселераторов.

Ключевые слова: соматотип, акселерант, психометрия, фиксированное настроение, фактический анализ