SCHOOL DIFFICULTIES. A VIEW FROM THE POINT OF VIEW OF THE THEORY OF MOTION CONSTRUCTION BY N. A. BERNSTEIN.

Maximova  Helen, Shvagereva Vera "Co-creation" LLC, Moscow,

Russia School problems often arise because of the problematic or unfinished lower, fundamental, levels of the body and mind structure. Then the inability to draw, write, or speak beautifully and correctly will mask the development of intelligence and the possibilities that exist at higher levels of building movements and the psyche. If a person has a good A level, then they feel their body better, knows how not to fuss, keeps attention, because our attention is always associated with tonic tension. With a weak V level ("Abdomen"), certain problems of the functioning of internal organs or diseases may occur, which draws on the forces of the body and, secondarily, inhibits the development of higher mental functions. The movements of children with a weak B level are slow, deliberate and go with constant conscious control. (They say about such people - the child is “slow”)With a good C level, the child actively learns about the world around him, is curious, distinguishes himself in space, feels the boundaries. With a weak C level, problems arise with the perception of boundaries in space, at higher levels, handwriting problems; line following problems; problems of perception of margins in a notebook. A child with a weak D level may have problems with social interaction – understanding situations, understanding what exactly correct behavior is, the concept of rules, problems with planning and following the plan. The level of intellectual regulation of actions E-thinking, expanded phrasal speech, writing, intellectual actions. With a weak E level, the child has problems with abstract thinking, with difficulties in producing a concise utterance.