

SYSTEM OF MAJOR MENTAL FUNCTIONS IN PRESCHOOL CHILDREN

EKATERINA D. BESPANSKAYA-PAVLENKO

Belorussian State University

4, Nezavisimosti pr., Minsk, 220030, Republic Belarus

E-mail: bespanskaya@yandex.ru

The article covers results of the empirical analysis of the system of leading mental functions at preschool age. The methodological foundation of the study is functional stage periodization of ontogenetic development (Yu.N. Karandashev, 1981). The study presents the description of the system of interconnections of the major mental functions at preschool age, as well as the dynamics of development of the major mental functions during the age under study. The author comes to the conclusion that integral evaluation of the major mental functions' development at preschool age allows to say that the major mental functions – perception, attitude, understanding, and reflection at preschool age are developing in the interconnection with each other and form a holistic system with a specific structure of elements at every stage and during every phase. Development of each of the major mental functions takes place at the immediate interconnection and is based on the preceding mental functions, which form the foundation for their emergence.

Key words: preschool age; major mental function; system of mental functions.

cognitive independence; scientific and research activity of students; project activity of students.