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RAZVOJNE I TRANSFERNE PROMENE U PROSTORNIM I PERCEPTIVNIM SPOSOBNOSTIMA

Ovaj rad je deo šireg istraživanja iz domena vaspitljivosti primarnih mentalnih sposobnosti. Koristeći longitudinalni pristup praćeni su učenici od devete do petnaeste godine u cilju traženja odgovora na sledeća pitanja: 1. Kakav je trend razvoja perceptivnih i prostornih sposobnosti u ovom periodu, 2. Kakve se promene dešavaju u ovim sposobnostima i to u prirodnim uslovima i uslovima eksperimentalnog programa i 3. Kakvi su efekti eksperimentalnog programa i u periodima po završetku programa; da li postoje tzv. naknadni transferni efekti programa. Analizom rezultata istraživanja utvrđeno je sledeće: 1. Postoji uzlazni trend razvoja perceptivnih i prostornih sposobnosti i to u kontrolnoj i eksperimentalnoj situaciji što znači da se u ovom periodu dešavaju ne samo pozitivne razvojne nego i transferne promene u ovim sposobnostima. 2. Eksperimentalni program je uslovio značajno bolje i trajnije napredovanje eksperimentalne u odnosu na kontrolnu grupu na testovima perceptivnih i prostornih sposobnosti. 3. Članovi eksperimentalne grupe su bolje napredovali i u periodima po završetku eksperimentalnog programa i to periodu od pet godina, periodu od godinu dana i narednom periodu od četiri godine. Ovo ukazuje na tendenciju da postoje ne samo značajni, trajniji nego i naknadni transferni efekti eksperimentalnog programa u prostornim i perceptivnim sposobnostima učenika od devete do petnaeste godine starosti.

Ključne reči: perceptivne sposobnosti, prostorne sposobnosti, transferne promene

DEVELOPMENTAL AND TRANSFERAL CHANGES IN PERCEPTIVE AND SPATIAL CAPABILITIES

This work is a part of a larger research into the domain of the education of primary mental capabilities. The longitudinal approach was used in following the pupils from nine to fifteen years of age with the aim of finding the answers to following

questions: 1. What is the trend in the development of perceptive and spatial capabilities in this period? 2. What changes happen in these capabilities with in natural conditions and in the conditions of experimental programme? 3. What are effects of experimental programme in the periods after the ending of the programme; whether there exist the so-called subsequent transferal effects of the programme? By the analysis of the results of the research the following was determined: 1. There is a growing trend in the development of perceptive and spatial capabilities, both in the control and in the experimental situation, which means that in this period not only positive developmental but also transferal changes in these capabilities take place. 2. The experimental programme enhanced significantly better and longer lasting progress of the experimental group in the tests of perceptive and spatial capabilities as compared to the control group. 3. Members of the experimental group showed a better progress in the periods after the ending of the experimental programme, too; these are the periods of five years, of one year and the following period of four years. This points to a tendency that there exist not only more significant and longer lasting but also the subsequent transferal effects of the experimental programme.

Keywords: spatial capabilities, perceptive capabilities, transferal changes