

## A CHRONOTYPE AND THE SCHOOL PROGRESS OF CHILDREN

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The school progress of children with different chronotypes discovered by means of Ostberg's questionnaire is considered in the article. The progress of children was studied by examining the class registers. Empirical selection was presented by 80 students from the 3<sup>rd</sup>, 5<sup>th</sup>, 7<sup>th</sup>-10<sup>th</sup> classes of a comprehensive school. 26 representatives of a "lark" chronotype, 46 students of a "pigeon" chronotype and eight people of an "owl" chronotype are found among them. Thus, "pigeon" chronotype is found more frequently in the selection of students as well as in the population in general. The relation of age features and frequency of chronotypes occurrence in the selection is analyzed. At the age of 10–11

years more representatives of a "lark" chronotype are found, while at the age of 14–15 years the "pigeon" and "lark" chronotypes are found with the same frequency. The children of our selection at the age of 13 years are registered for the first time as an "owl" chronotype. Features of progress in school subjects of children with different chronotypes are revealed. Students of a "pigeon" chronotype have the best results in many subjects. The relation of the school progress of a chronotype and the number of a lesson in the whole selection and separately on classes is shown. "Larks", more often than the representatives of other chronotypes, were evaluated higher for an examination on many subjects held on the 1<sup>st</sup> lesson. "Owls" had lower marks in many subjects: the time of lessons of the 1<sup>st</sup> shift is not suitable for their effective teaching. The results can be used to compile recommendations on optimizing the conditions of educational process of students.

**Keywords:** chronotype, biorhythm, "lark", "pigeon", "owl", school progress.

### References

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