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# The Influence of Learning Workload on Schoolchildren Health/ Development and Teaching Motivation

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## Abstract

Based on Lithuanian and foreign scientific, pedagogical and psychological literature and normative state documents, the article identifies a disproportionate educational workload depending on the age of children. The influence of workload on schoolchildren's motivation and health/development is examined. Exhaustion of the nervous system due to an irrational daily routine, reasons for noncompliance with the daily routine and lack of healthy sleep due to an inadequate amount of homework exceeding the hygiene norms of the student's "safe" mental work are identified. The author analyses the learning workload, motivation to learn and health problems in the development of children's social competencies. This paper also examines the education system's shortcomings (lesson schedule, methodology/ didactics, amount and complexity of homework corresponding to the age of the schoolchildren), which depend on the health/development of students and the motivation for learning and the desire to attend school. The survey results of students, teachers and parents are being presented.

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*Index terms*— learning workload/motivation, desire to attend school, child/student health/development, sleep/adolescence

## 1 I. Introduction

very nation puts all its hopes in children. As teachers, parents and active community members, we can impact the lives of young people every day. We can help young people become active members of society. We change their future by caring for them, understanding their problems, showing them possible solutions and teaching them. <...> We encourage our children to be the best version of themselves <...>. We must teach them more than the names of state capitals and mathematical functions. They must learn to respect themselves and others. We can help them build strong relationships with family, peers, school, community and the world around them. Our children need the self-confidence they can gain by developing their talents. They need to learn to control their emotions constructively and set positive goals. Children must acquire the knowledge and skills necessary to lead a healthy and safe life <...>. We can help them develop this essential knowledge and skills (International LIONS QUEST Association, 2019). By the State Education Strategy 2013-2022 (from now on -the Strategy), the strategic planning of Lithuanian education continues, the efforts of the educational community are mobilized for fundamental changes in education that meet the expectations of society, the primary needs of the state, and global educational trends. Taking into account the aim of the Lithuanian progress strategy "Lithuania 2030" to create an intelligent, active, solidary, educative society, the strategy sets a fundamental task for education -to mobilize the educational community and all the people of Lithuania (solidarity) to constantly train purposefully, to achieve personal and national success, ensuring equal opportunities <...> to form a positive public attitude towards the family. Generational solidarity is fostered in society; a harmonious family is strengthened as the essential community cell and a guarantor of the nation's survival, where a free, creative and responsible person matures. Education is an activity aimed at providing a person with the basics of a full-fledged independent life and helping him/her constantly improve their abilities. Learning is the natural right of every human being. Education

## 2 TASKS:

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44 protects and creates the nation's identity and transmits the values that make human life meaningful, society's life  
45 harmonious and solidary, and state progress and security. It is a priority area of public development supported  
46 by the state (EDUCATION LAW OF THE REPUBLIC OF LITHUANIA (summary version), 2022. In Article  
47 40 of the Republic of Lithuania Law on Education: material provision of Education and learning workload, it is  
48 claimed that the learning environment at school and the learning workload of students must comply with hygiene  
49 norms and safety health requirements of students established by legislation and guarantee the implementation  
50 of educational programs. However, long-term studies show that the current academic workload of Lithuanian  
51 students is not compatible with real students' physical and mental abilities to maintain the implementation of  
52 educational programs, it contradicts the performance of a healthy daily routine for students, does not meet  
53 hygiene standards, and also require human logical correction. The hygiene standards for the preparation of the  
54 school education plan have been determined-LITHUANIA HYGIENE NORM HN 21: 2017, must be helpful for  
55 students, educate/teach students within their capabilities as children, not to increase, but to shorten their time  
56 at school. Analyzing the long-term situation of homework in Lithuania, the most beautiful thing that has been  
57 done for children's future -for their healthy development-is that a system was created in the elementary grades  
58 that allow children not to be assigned to do homework and not be evaluated by grades. However, research shows  
59 that grades are written in individual institutions, and reading is assigned in all public schools and levels. More  
60 than ten years ago, the links between the learning workload and students' psycho-emotional well-being were  
61 established: students who assess the learning workload as too high are more likely to feel tension at school, their  
62 motivation to learn is weaker, they have a worse image of the school as an institution, they feel a greater fear  
63 of teachers and their peers, the general well-being of students is often negatively affected. Better relations with  
64 parents are indicated by those students who think that the learning workload corresponds to their capabilities.  
65 Too much learning workload harms the elements of the daily routine (Sketerskiene; ?urkiene, 2009). However, it  
66 was not possible to adjust the training workload.

67 In Lithuania, there have been no significant studies on effectively teaching various subjects to students  
68 of different genders and ages. Also, in the last decade, there has yet to be a thorough study of the  
69 workload of schoolchildren, which corresponds to real life hygiene norms. Schools must understand how to  
70 effectively teach various subjects to students of different genders and ages. It is difficult for "schools" to  
71 adjust the teaching/learning workload purposefully because they lack knowledge and understanding of children's  
72 development and daily routines. Schools "feel perfectionist" that children can work at an adult's pace and have  
73 no information about children's actual sleep and rest. There is an increase in the number of children with special  
74 needs because, at a particular stage of development, children are not required depending on their age (starting  
75 with the methodology in kindergarten, where the lessons are not in a "game" form; in primary schools, grades  
76 are used, which significantly traumatizes children's psychological state due to a lot of negative evaluation and  
77 the reason is that a child does not know something, and by the way, it is not child's job to know; children  
78 "do not have time to fall in love with science", because from early childhood they already develop a fear of  
79 science; psychological aspects are not taken into account when transitioning from primary to primary school; the  
80 importance of the teenage period is missing, when significant changes take place and physiological personality  
81 changes).

82 For this reason, one of the prior directions for updating the educational content is developing scientific potential  
83 on this topic in Lithuanian higher education institutions that train pedagogues. It is essential to build a purposeful  
84 path, not to put all the decisions "on the shoulders of the school". All innovations must be implemented with  
85 the help of significant research, scientifically verified, so that children have as little stress as possible. It will help  
86 overcome differences in student achievement, increase social inclusion, and, most importantly, preserve children's  
87 health. It is necessary to provide scientifically based methods and tools that would allow this practice to be  
88 successfully implemented and developed.

89 An actual problem of the organization of the modern education process is the effort to create a healthy daily  
90 routine, to choose ways of presenting educational content that help reveal the individuality of the students, their  
91 self-expression, help to accept information and integrate into the educational process according to personality  
92 differences, individual learning style (Statauskiene, 2009; ?uralovic 2018 ?uralovic , 2021)), and most  
93 importantly according to the student's age, not exceeding the possibilities of his age, so that he feels emotionally  
94 safe as he grows. However, this can only be achieved if there is a fundamental teaching load that corresponds to  
95 the age of the child/student.

96 The goal is to analyze the impact of the training workload on students' health/development and training  
97 motivation.

## 2 Tasks:

- 99 1) Analyze the concept of healthy development according to Humanistic pedagogy; 2) Analyse psychological and  
100 pedagogical literature on practice; 3) To determine the total learning workload of various subjects at various levels  
101 and its impact on the health/development of schoolchildren (daily routine, motivation to learn, sleep, compliance  
102 of the workload with the age of the schoolchildren to learn "safely" and preserve physical and mental health);  
103 4) Identify the aspects of inadequate/defective didactics/ methodology in schoolchildren's education and their  
104 consequences;

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105 5) Identify factors that promote positive/healthy personality development, promote learning motivation, desire  
106 to attend school, develop self-confidence and human value thinking.

### 107 3 The concept of healthy development according to

108 Humanistic pedagogy: Child development can be defined as a sequence of biological, psychological and emotional  
109 changes that occur from birth to the beginning of adulthood. In society, we talk about what specific actions and  
110 things a child needs, and we forget to talk about what the child's spirit needs. The most important thing for a  
111 child is absolute, unconditional love that does not demand anything and does not judge the child's actions: I will  
112 love you always, even when you do not behave as I expect. It is necessary to help the child to grow up as a person  
113 with developed emotional intelligence, socially skilled, self-conscious and happy person so that he can recognize  
114 and name his own and others' emotions, that can be empathetic, ready to do good things, < ...> would care  
115 not only about himself but also the interests of others, be cooperative, feel responsible for the impact of their  
116 lives for the future generations <. It is a philosophy of approach to the child. Maybe that is why everything  
117 cannot be that simple. Humanistic pedagogy is primarily the opposite of authoritarian pedagogy, in which the  
118 teacher can command, force, and explain how to live but not necessarily be an example. Humanistic pedagogy  
119 encourages one to look at the child as a person even before birth and to delve deeper into what a person is and  
120 how to help him become a person. It is a way of approaching the child and his education process. A philosophy  
121 that encourages the teacher to be conscious, to think about who the child is, who the teacher is, and to teach  
122 the child the most important truths about life and its meaning. This philosophy also tries to accept the child as  
123 a teacher, a source of truth and light. Goals and values of the educational process of humanistic pedagogy <?>:  
124 love and respect your neighbour, treat people the way you want to be treated, speak nicely, do good things, be  
125 sincerely polite, sympathize and help. This is the unshakable basis of the main message of every session, every  
126 moment of work and creativity with children/students. However, everywhere and always, we, teachers, parents,  
127 and everyone who surrounds the child's life, must fulfil three necessary conditions: 1) be especially patient; 2)  
128 love children unconditionally and tenderly; 3) feel responsibility for their future, for the impact of their actions  
129 on their lives. school usually prepares two schedules: one for the state, the other for the children and parents,  
130 because the wrong thinking is still rooted in the fact that it is not the quality but the quantity that matters;  
131 the more lessons, the more knowledge the child will "get", become smarter and pass exams. However, such  
132 schedules are detrimental to the daily routine of schoolchildren. The school schedule usually does not correspond  
133 to the daily hygiene norms of the student; the student cannot work/study at school for 7 hours. during the  
134 day. It is already the second shift, and the child "works" like an adult. Appropriate methodology and useful,  
135 comprehensible, not overloaded subject content can save class time. It is not the quantity but the quality that  
136 determines the student's knowledge acquisition, learning motivation and personal progress. Keeping students  
137 in schools "as they see fit" is unnecessary. The student must engage in extracurricular activities according to  
138 their interests. When the children return home, they still have to prepare their homework, the complexity of  
139 which not every parent will explain -there is no logic and the goals of such education and science are unclear.  
140 The amount and complexity of homework do not correspond to the age of the children. For example, usually  
141 for a student, even in primary and basic education, 4-5 are scheduled for the next day, there are even six tasks  
142 for six subjects, and the homework for one subject usually covers several methods (reading, writing, repeating,  
143 memorizing), which means that one subject must at least a few more tasks. Thus, it can be said that one thing  
144 often turns into "multiple things" and takes much time to complete. This is already a "student" methodology.  
145 There is a lot of stress on the child's growing personality because every child wants to catch up with everything  
146 and remain positively evaluated. Negative grades, disappointment with education, and, most importantly, their  
147 personality appear. As a result, the student develops fears and loses the motivation to learn. He knows he is  
148 "unsuitable" because he cannot maintain the full workload. As a result of such a pace of life, many children  
149 with special needs appear because this nature of science in education systems is already in the first grade, and it  
150 greatly "damages" children's psychological state and exhausts the nervous system. Studies have shown that, on  
151 average, a gifted student does homework for less than 2 hours. more often 3-4-5 hours.

152 Negative grades are demotivating. Where teachers do not feel the student's age and do not find the appropriate  
153 methodology according to the child's way, there is an irrational giggle of negative grades for class and homework,  
154 control and independent work, various tests, etc. The vague terms "control and independent" work hurt children's  
155 psyches. The term "control" and its interpretation have depreciated and are "barren" because they cause a feeling  
156 of fear in the student. A child should be valued first for his efforts and then for his knowledge. It is important  
157 for the psychological safety of children to comply with the rules of the Education Act: several checks are not  
158 allowed in one day, but they are common in schools. Consequence: Children hate school and feel as if they are  
159 "imprisoned by education". Education experts suggest changing the tests to be accessible, passable and positively  
160 evaluated by every student and teacher. It can be concluded that the hygiene norms of Lithuanian schoolchildren  
161 corresponding to the healthy development of the schoolchild have been violated: the student's feelings, sleeping  
162 hours, and extracurricular activities (time for revealing abilities/talents, becoming a personality). A happy,  
163 peaceful, warm presence in the family is important for children so that homework does not become a reason for  
164 quarrels in the family. The most important thing is the family's well-being, not how much is "crammed" into the  
165 child's head according to a rigid educational plan. During the pandemic, many parents and teachers saw a real  
166 "system/life science/learning(s)" in which our children/students "exist". The excuse that the "pandemic" caused

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167 such a burden on the children is meaningless. Paradoxically, the "pandemic" only highlighted and showed all  
168 the shortcomings of the Lithuanian education system and especially showed the enormous workload our children  
169 should handle, which is why it was difficult to teach children because basic science is based on homework and about  
170 50% of students master basic knowledge with the help of tutors. Meanwhile, teachers say that general programs  
171 are too complicated for students. There are excellent teachers/ leaders in Lithuania who were "broken" by an  
172 inappropriate/defective education system/strategy. Today's teacher has daily contingencies, which are "nerves".  
173 A teacher cannot create qualitative lessons, having to teach his subject and also participate in various projects,  
174 seminars, exhibitions, integrate with other subjects, organize excursions, presentations and "sit" at school over  
175 time, when the brain has to rest. The next day the brain has to function by devoting oneself to pedagogy. It is  
176 a pity, but the modern teacher works like robots and constantly "something is demanded" from them, and they  
177 "must" smile. Of course, children need a smile. The wisdom and calmness of teachers of a respectable age educate  
178 children much more than ICT that needs to be understood and respected. Most students are addicted to smart  
179 technology. Training seminars will not help; the best Lithuanian teachers who are teachers by nature "disappear"  
180 (leave their jobs) because both the teacher and the student are human and have "limited" opportunities for work  
181 and rest. Schools have been trying to regulate workload for decades, but long-term research shows that it is  
182 impossible without a specific system. Children's psychological state and harmonious relationships in families are  
183 still affected because the most important thing is the regime of children so that they develop according to their  
184 age and become happy individuals. In schools, it is impossible to regulate the amount of homework; it must  
185 be specific/concise/accessible and manageable for every student or there should be no homework at all. The  
186 most important thing is the emotion when learning and absorbing something new. Just as teachers' plans must  
187 be "transparent". This means what (thing), in what environment (office, theatre, museum, nature), how much  
188 (information), in what ways (mostly three to suit each kinesthetic, visual, audio) and in what time (e.g. during  
189 one lesson or more) children will learn, absorb, what knowledge, skills they will acquire and whether they will be  
190 positive at that time, whether learning will bring them joy and self-confidence and whether they will tell their  
191 parents that they hate school and do not want to attend it anymore. For some reason, educational innovations  
192 are placed on the school's shoulders; schools must themselves accept, implement, and stabilize "somehow". Then,  
193 the students become the object of a new experiment. By the way, there are facts that pre-kindergarten groups  
194 work similarly with "non-childish homework", as well as little fine motor skills are developed, there is a lack of  
195 variety of activities where children have to work a lot with their fingers, not only drawing but also sculpting,  
196 construction, where both hemispheres of the brain develop at a certain age. The child's language development,  
197 coordination and mental awareness depend on it. In primary schools (especially those of ethnic minorities),  
198 teachers are forced to teach the creative technology subject during breaks and in an extended group; children  
199 have no idea about real happy creativity because the minimum mandatory number of lessons in all subjects in  
200 the general programs is higher than in only Lithuanian schools and teachers that teach "over-teach, pressure"  
201 children, without even integrating creative subjects/methods. Children hide in themselves before they have time  
202 to adapt. In this place, the hygiene norms are severely violated; it doesn't matter that there are more things;  
203 there must be a "healthy" load. It is difficult, but it is possible to choose the right way by including all three  
204 main senses of training: hearing, sight, and feeling (kinesthetic, visual, audio). For the well-being of children, it is  
205 important to adjust the minimum number of lessons per student per week in the updated curricula (UTA), which  
206 were also "old" (the year 2008), so that it is the same in all schools and those where teaching in the language of  
207 the national minority is legalized. For example, fifth graders have five (5th) extra hours/lessons. It is just another  
208 working day for a student, but there are seven days a week, two of which are for the student's mental and physical  
209 rest. This seriously disrupts the daily routine. More classes, more homework, a child's backpack is heavier (some  
210 fifth/ sixth graders reach 5/7 kg), classes end late (around 3-4 pm), sleep late, parents restrict extracurricular  
211 activities, chronic fatigue appears, immunity weakens, lack of joy of life, because children feel imprisoned by  
212 science. Then there is a feeling of inferiority and a feeling of hating school, not attending it, and quarrels arise  
213 in families, misunderstanding each other, because some parents think that their child cannot study, while others  
214 "press" them to be able to. However, studies show that the workload for children is simply inadequate; it affects  
215 children's nervous system and development -health. There are facts that those "scientists" and pioneers, to whom  
216 the whole class is being compared, are mostly children engaged in one scientific activity, under much pressure  
217 from their parents, usually with no additional education (groups) and physically weaker -they are one group  
218 of susceptible children, as if "trained" only for victories. Sadly, we are raising a generation of very vulnerable  
219 perfectionists. In Lithuania, dividing students into groups according to abilities is common in basic education  
220 institutions. When admitting students to schools based on educational results, there is a risk that the division  
221 of students not only according to ability but also according to social and economic status will take effect. In  
222 2018, a new (UTA) ability-based educational program was started in Lithuania. Its purpose is to help improve  
223 student learning outcomes. Preparatory work included training of teachers and school leaders. It is planned to  
224 start implementing the new educational program in primary and secondary schools from the 2023-2024 academic  
225 year. Implementing this reform will also change the achievement evaluation system, according to which the main  
226 focus is currently not on complex skills but on subject knowledge <...> (Lithuania. Education and Training  
227 Monitor, 2022). It should be emphasized that school leaders are usually "obeyed" by educational documents,  
228 and schools are given too much freedom, responsibility, and "burden" when drawing up a school/gymnasium  
229 education plan in deciding the future "fate" of children's education. Therefore, all science is based not on quality

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230 but on quantity. When renewing/changing the general programs of Lithuania, it is important not to increase but  
231 to reduce the workload of education because the UTA is too complicated for children/students, too demanding  
232 of what students should be able to do when completing primary, basic/secondary education. Also, developing  
233 information technologies in primary school will only increase the workload on schoolchildren's education and  
234 health risks will increase, especially the needs of students. By implementing the latest programs into the current  
235 workload of Lithuanian schoolchildren and teachers, it can be said that there will be "neither healthy teachers  
236 nor healthy students". Such requirements will encourage even more children with special needs, teachers will  
237 conform to the requirements, and children's psychological state will be damaged.

238 Aspects of flawed educational strategy/didactics/ methodology: Here are a few examples. Could each of us  
239 adults memorize, twice a week, a few texts in English (when it is not the mother tongue), without even retelling,  
240 being in the fifth grade and getting two fours in one day for evaluation? For today's fifth grader, regardless of  
241 age, it is a huge test of his feelings, stress and, as a result, regression in other subjects. Fifth graders are in a  
242 transition period, not just from fourth to fifth grade. It is probably not even necessary to state conclusions. This  
243 is a common methodology used by teachers. What do parents do in such a case -they hire a tutor if they can  
244 afford it, others try to make "pointless" agreements with teachers, and others pressure their child as best they  
245 can, depriving the child of all his hobbies. It is a "salvation" for children if the teacher differentiates the tasks,  
246 but then he lowers the grades. The problem is that most teachers teach, "over-teach", and set goals that are not  
247 age-appropriate, claiming that this is what the general curriculum says. Meanwhile, children's development is  
248 affected, and what kind of learning can we talk about here? These are sad facts. Educational specialists/teachers  
249 must take into account the psychological characteristics of the adolescent period and emphasize the transition  
250 from primary school to primary school, which coincides with the transition period from junior school age to  
251 adolescence (11-12 years old), during which physical, psychological and social changes are important. Another  
252 example of a similar methodology is answering on the blackboard in front of the whole class. Case study. One  
253 gifted fifthgrader was so worried when answering at the blackboard for the first time that her mother calmed  
254 her down only with the help of sedatives. However, the teacher told the following lesson to bring a chair to the  
255 blackboard and answer while sitting, and only for her to facilitate answering. Another case was when another  
256 fifth grader had to answer in front of the whole class as well, and then he was unable to answer during other  
257 classes. Such methodologies should be abandoned forever. These are just a few cases, and there are many more.  
258 The important role of teachers is delicacy and clear and reasonable requirements that correspond to students'  
259 abilities. It is necessary to notice the smallest achievements of the child to praise him for his merits and work.  
260 Assessment should promote personal development, positive self-awareness and self-motivation to learn. Lots of  
261 positive reviews. Abandon the phrase "students evaluate each other" methodology, which disrupts the creation  
262 of friendly relations and the socialization of students. A commendable method of self-assessment. "Experimental  
263 projects" with teenagers, where any negative evaluation exists, disrupt their perception of the world because  
264 it affects their feelings. Abandon "answering at the blackboard" because when standing in front of the class,  
265 children are more vulnerable; let them answer at their desks and of their own volition.

266 Ugly writingreasons: Research shows that by the fifth grade, the student tries very hard to write down in  
267 the notebook everything the teacher tells him during the lessons, and then some students' writing becomes  
268 "terrible" because they cannot keep up and are very worried about it. Of course, teachers always deduct grades  
269 for "crooked letters." A student does not have to write quickly after finishing primary school; quick writing makes  
270 the writing messy and wrong. On the other hand, some children's handwriting is beautiful and neat, others are  
271 not yet formed, and this is absolutely normal. It depends on several reasons: the level of development of fine  
272 motor skills, the child's development, and the teachers' requirement -the pace of work for children to perform  
273 one or another task. Also, by demanding certain notebooks with "big" lines, teachers are doing a "disservice" to  
274 themselves and their children because research has shown that writing in a primary school notebook at a student's  
275 pace is a big help in forming/consolidating beautiful handwriting and orderliness. Sometimes, it takes all the  
276 "spare" years for the child to move to another notebook, which is the norm. This process is called adaptation and  
277 humanity. Knowing that children's handwriting has nothing to do with their intelligence is important. These are  
278 intelligent, gifted, advanced and high-achieving children/people.

279 Number of notebooks in one subject: When a child enters the fifth grade, another world opens up, similar  
280 to how a twelfth grader should immediately defend a research paper. It is hard to pick the right example, but  
281 the jump is huge. Many new things, new teachers, different methods, and a new environment and if it is still a  
282 school for ethnic minorities, then the child immediately moves as if from the fourth to the seventh grade because  
283 several other things contribute to him, and it is a heavier burden not according to age. Studies have shown that  
284 some subjects, that is, one subject has 3 5 five notebooks. It is not clear why so much is needed. A student's  
285 backpack is heavy. One thing is one notebook and no notebooks for tests. Children are much calmer when it is  
286 "just" a notebook. By the way, teachers are required to check all notebooks; this is a small part of their salary  
287 and additional, but research has proven it does not always necessarily work. It is common for a student to receive  
288 "red-painted" notebooks as feedback. Tired teachers mean tired kids, which continues like a "vicious" cycle for  
289 many years. A person said to be empty inside will certainly not "give" anything to children. And it is no longer  
290 a secret that the emotion with which we give or receive information when we explore something new and when  
291 we acquire new skills is important. The result depends on how you feel. Positive thinking is a driving force  
292 in all areas of life, and our only instil it in them through our examples. "Excessive" use of smart technologies

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293 negatively affects the development of fine motor skills. According to British doctors, smart technologies slow  
294 down the development of children's fine motor skills. <...> Lithuanian pedagogues and specialists also notice  
295 that more and more children, when they start school, hold their writing instruments incorrectly. They advise  
296 developing fine motor skills for small children and older children because trained finger movements increase  
297 children's self-confidence and self-esteem. British paediatricians claim that modern children find it more difficult  
298 to hold a pencil or pen because their finger muscles are not sufficiently developed due to the frequent use of  
299 phones and tablets <...>. The fine motor skills of children who started attending school ten years ago were much  
300 better developed. The tendency to hold the writing instrument irregularly and the number of left-handed people  
301 is increasing. Children without additional education and training now find it more difficult to hold a pencil and  
302 a pen, write and draw. Unfortunately, technology is changing the development of fine motor skills. At an early  
303 age, the development of fine motor skills is related to the development of language, and as the child grows up, it  
304 is related to the ability to independently perform various tasks, fasten buttons, use tableware, pick up something,  
305 turn it, open it, construct it. It is a mistake to think that the movements of the fingers are trained by themselves.  
306 Specialists at the Child Development Center say that children who are fully educated from infancy have much  
307 better fine motor skills than those whose education is given less attention and time. The development of finger  
308 muscles is also slowed down by the fact that technology too often distracts children from activities important  
309 for developing fine motor skills. Children who are immersed in technology are less likely to engage in other  
310 activities, especially drawing or building, which are important for hand and finger development. Tablets and  
311 phones should be given to children minimally and purposefully. The development of children's skills in schools  
312 is changing. The rapid development of technology forces us to teach children in such a way that they adapt to  
313 new conditions and easily manage and understand the new tools that appear. Developing fine motor skills <...>  
314 to employ the fingers properly in early childhood and school age is important. <...> If fine motor skills are not  
315 developed, children often do not know how to hold a drawing tool correctly; they have difficulty drawing shapes  
316 and signing numbers and letters. They have a harder time cutting with scissors. Developed fine motor skills  
317 influence children's independence skills: the more activities a child can do by himself, the more confident and  
318 happy he will be. At school, the child will feel fulfilled and confident. It is extraordinary to get today's kids away  
319 from their screens and engage them in other skills-building activities. Children of this generation need engaging,  
320 creative and tangible results

321 The importance of "happiness" hormones: Melatonin is a hormone of the pineal gland which is produced during  
322 the dark hours of the day. Light at night suppresses melatonin production. Melatonin is an important biological  
323 regulator of the body. It regulates daily and seasonal biorhythms, glucose metabolism, activity of gonads,  
324 activity of the cardiovascular system, activity of the gastrointestinal tract, activity of other endocrine glands,  
325 and activity of the immune system. The name "melatonin" is made up of two words: (mela-) because of its effect  
326 on melanocytes, (-tonin) part of the word "serotonin" because it is from serotonin that Melatonin is produced.  
327 Studying at night suppresses melatonin production, which disturbs the body's homeostasis ???erny?iov et al.,  
328 2014). According to D. Stravinskien? (2021), <...> serotonin is one of the neurotransmitters (neuro carriers)  
329 present in our body, which is involved in the transmission of nerve impulses between neurons. Serotonin is  
330 produced from the essential amino acid tryptophan, which our body receives through food. Most serotonin is  
331 produced in the intestine (about 95%), and the other part in certain brain structures (about 5%). Accordingly,  
332 it is divided into peripheral and central. The produced peripheral serotonin enters the blood -it is stored in  
333 platelets and combined with blood plasma proteins, metabolized in the liver and eliminated through the kidneys.  
334 In this way, the blood's free peripheral serotonin is regulated. Central serotonin is stored in certain presynaptic  
335 neurons in the brain. Peripheral serotonin produced in the intestine regulates intestinal motility, determines the  
336 absorption of glucose in the intestine, delays the action of insulin and, through certain mechanisms, regulates the  
337 function of the pancreas -the release of digestive enzymes. As it accumulates in platelets, it participates in blood  
338 : drawing, cutting, sculpting, and building. While constructing, children play and develop their fine motor skills  
339 and other abilities <...>. Much attention should be paid to the development of modern children's fine motor skills  
340 (Medicine. It, 2018). According to R. K?vala (2021), excessive and excessive use of information technology can  
341 cause serious damage not only to mental but also to physical human health. Therefore, it can be concluded that  
342 it is important to use ICT (information and communication technologies) in moderation during lessons, taking  
343 into account the permissible norms of ICT hygiene. Pay particular attention to mobile phones, which are boldly  
344 used (during online and contact learning) for educational purposes in all classes and subjects, regardless of the  
345 children's age, health, capabilities and knowledge. Mobile phones emit negative radiation, and the dependence  
346 of school children on this means of communication and communication is increasing. Allow the phone to be used  
347 only for its intended purpose and outside of class. coagulation processes -it promotes the sticking of platelets, the  
348 contraction of blood vessels, and causes their spasms. It acts as a certain growth factor, as it is a protein-derived  
349 substance that stimulates cell proliferation and promotes wound healing. Serotonin stimulates the release of nitric  
350 oxide from vascular endothelial cells and thus dilates blood vessels. Central serotonin also regulates the flow of  
351 glucose into the brain to meet the energy needs of brain cells. At the same time, it affects our psycho-emotional  
352 state -it makes us feel happier, calmer, more focused, more emotionally stable, less anxious, and sleep better. It  
353 is essential to have a balance between central and peripheral serotonin. <...> The body's central and peripheral  
354 serotonin levels must be maintained at 5 and 95 per cent. When the brain produces too little serotonin, a  
355 person's self-esteem decreases, a sad mood prevails, apathy appears, it is more difficult to concentrate, memory

deteriorates, which makes it more difficult to study/work, an individual is more sensitive to pain, insomnia most likely to appear, because the sleep hormone melatonin is not produced in the absence of serotonin. The need for simple carbohydrates also increases, and then weight increases. People with low self-esteem and who cannot adapt to the influence of various stressors tend to develop depression <...>. Serotonin production is stimulated by light through certain parts of the retina. Vitamin D produced in the sun increases the production of serotonin. <...> An important factor is physical activity, which supports physical and psycho-emotional well-being because serotonin and other hormones are released during physical activity -dopamine (hormone of satisfaction) and euphoria -causing endorphins. Another important factor is food, which stimulates the production of serotonin. It ensures a sufficient amount of tryptophan in the diet, which is obtained from protein-rich food -meat, fish, eggs, legumes, grains, seeds, nuts, and milk.

The importance/lack of physical activity is one of the main problems of the society of this age (Tannis, Senerat et al., 2019). The human body has a biological need to move, which is necessary to maintain the proper functioning of the human body. According to research, the physical activity of people today has decreased significantly, by 59 per cent. The population of the European Union is not physically active enough. The sedentary position is a health risk factor independent of the level of daily physical activity, provoking chronic non-infectious diseases and increasing the risk of early death. Even 90 per cent of sedentary workers have experienced symptoms of musculoskeletal disorders of varying intensity. A strong association between daily sitting time and physical frailty has been found. Therefore, it is necessary to reduce or limit sitting time if an individual wants to improve their well-being and daily lifestyle. ), decreased social connections, increased anxiety, isolation and with an increase in the feeling of loneliness, deterioration of mental health, and with a decrease in work productivity <...>. R. ???valas (2021) states that a lack of physical activity promotes postural disorders due to muscle weakness, deformation, and morphological body asymmetry. The consequences of little physical activity can accompany children for the rest of their lives. According to international studies, 34-50 per cent of children and adolescents worldwide are characterized by irregular posture. The incidence of postural disorders in Chinese children and adolescents is 65%. In Poland, the frequency of postural disorders is higher among obese children and adolescents and reaches as much as 74%. As the age of children increases, posture disorders are detected more often.

#### **4 The cause of all acquired postural disorders is low physical activity, long-term sedentary work and bad posture that has become a habit. Maintaining correct posture requires strong, agile muscles that can easily adapt to the changing environment and position.**

However, without engaging in any physical activity, these muscles begin to disappear, they cannot maintain the correct spine position, and they begin to bend (Niparavi?ien?, 2006). Thoracic kyphosis, one of the children's most common postural disorders, is related to children's habit of using computers/ICT 4 (four) or more hours a day. This posture disorder is caused by an irregular sitting position at the work desk, usually slouching. Thoracic kyphosis is more common in children who engage in physical activity once a week or less. Acquired spinal deformities account for 95 per cent. all postural disorders. 2020 of the Institute of Hygiene, according to the data, various posture disorders (lordosis, kyphosis, scoliosis posture) were identified in 19.52 thousand children per population. Scientist R. ???valas (2021) states that low physical activity, sitting for long periods, high-calorie foods, snacking, and abundant consumption of biologically inferior products also significantly influence obesity (up to 90%). Also, childhood obesity is associated with psychological problems -anxiety and depression, low self-esteem, poorer quality of life, and bullying. Experiencing stress and negative emotions is associated with a tendency to overeat and to choose more sugary foods. The main methods of treating obesity are nutritional correction, physical activity, not eating while watching TV, using smart devices or reading a book, and regularly spending at least 60 minutes actively per day or walking at least 10 thousand steps per day, limiting sitting at the computer ???K?valas, 2021 ). Two stages of a child's life are distinguished, during which physical activity significantly decreases: when children start attending school and during adolescence (Steene-Johannessen et al., 2020). Puberty is an integral part of the human growth cycle. This period is very complex and can vary from person to person, and is characterized by changes in emotional, behavioural or brain activity, body, strength and appearance (Mendle et al., 2019). In Lithuanian schools, if the child/adolescent is not assigned a special education, all children play sports according to the same program. By comparing physical capacity indicators (balance, flexibility, leg and arm muscle strength, speed, dexterity, cardiovascular endurance) of adolescent schoolchildren who play sports and those who do not, it was found how the physical capacity indicators of adolescents differ depending on whether they engage in after-school activities additional sports activities or not (some organized sports training is attended at least 2-3 times a week). It was found that in all tests, the average test scores of students who played sports were better than those who did not play sports (INTERNATIONAL SCIENTIFIC CONFERENCE, 2022).

Importance of sleep/impact on children's health. Even before the pandemic, it was established that the sleep duration of Lithuanian children was insufficient. In a 2016 study, it was observed that only 8 per cent

#### 4 THE CAUSE OF ALL ACQUIRED POSTURAL DISORDERS IS LOW PHYSICAL ACTIVITY, LONG-TERM SEDENTARY WORK AND BAD POSTURE THAT HAS BECOME A HABIT. MAINTAINING CORRECT POSTURE REQUIRES STRONG, AGILE MUSCLES THAT CAN EASILY ADAPT TO THE CHANGING ENVIRONMENT AND POSITION.

of children sleep enough. The trend of shorter sleep in young worldwide and is associated with the increasing schoolchildren's workload/anxiety, especially with assigned homework. Studies show that most students do homework until late, even midnight when it's time for a deep sleep. Loud neuroscientist and sleep expert Walker, 2020, claims that limiting sleep duration in developed countries affects health, life expectancy, safety, productivity and especially children's learning. Sleep is one of the most important phenomena in life. Sleep enriches many brain functions, including learning, remembering, and making logical decisions. It recalibrates our emotions, strengthens the immune system, harmonizes metabolism and regulates appetite. People do not just sleep but experience two different phases of sleep. Scientists have named them according to eyeball activity: NREM, or low-eyeball-activity sleep, and REM, or high-eyeball-activity sleep. The phase of REM sleep, during which the brain is almost as active as when awake, is closely related to the experience we call dreams and is therefore also called the dream phase. Dreams create a space of virtual reality where the brain combines past and present knowledge and generates creativity. The NREM phase is divided into four more separate periods, during which sleep becomes more solid. The two sleep phases, NREM and REM, compete tirelessly throughout the night for the decisive influence on the brain. The NREM sleep phase first controls the brain, followed by REM sleep. An unbalanced diet and a carbohydrate-only diet lead to a lack of protein, and by preventing the brain from experiencing deep NREM (most of the first half of the night) or REM (second half of the night) sleep, both of which have essential but different functions in the brain and body, there are many physical and mental health problems. The difference between infant, child and adult sleep is the number of its phases. Adults typically have a continuous, monophasic sleep pattern, while infants and children have polyphasic sleep patterns, with many short sleep fragments per day. REM sleep in the early stages of human life is not optional but mandatory. As the baby grows, his sleep periods become more stable and longer, and their number decreases. The daily rhythm determines this change, it is also called the circadian rhythm. Everyone has it (Latin circa means "around", Latin diem -"day"). The internal twenty-four-hour clock in our brain transmits its daily circadian rhythm signal to all other areas of the brain and every organ in the body. The circadian cycle determines when we want to be awake and when we sleep, and it also regulates other regular processes in the body, including when we eat and drink, our emotions and mood, the amount of urine we produce, our body temperature, our metabolic rate, and the production of many hormones. A six-month-old baby sleeps fourteen hours a day, and NREM and REM sleep phases share this time equally. A five-year-old child sleeps eleven hours a day, and NREM sleep accounts for 70 per cent of that time, while REM sleep accounts for only 30 per cent. In late adolescence, the ratio of 80 per cent and 20 per cent NREM to REM sleep settles and remains this way throughout a person's youth until reaching middle age. As childhood ends and adolescence begins, the influence of deep NREM sleep becomes stronger. The intensity of NREM sleep increases during middle and late childhood, peaks before puberty and then declines. The NREM sleep that occurs during this transitional period of life is exceptional. The formative effect of deep NREM sleep is becoming increasingly felt. Among the many functions attributed to deep NREM sleep, adolescents' thinking is not as rational as that of adults; they are more inclined to take risks, and their ability to make decisions is relatively poor. As the brain matures, and children often have a difficult transition from adolescence to adulthood, the intensity of deep sleep changes, which helps to overcome the difficulties of adolescence and later safely enter the realms of adulthood. In the study of the maturing brain, the neuroscientific equivalent of nature photographs taken at different times was created, in which a tree is captured in spring with its buds (infancy), then with its leaves in summer (late childhood), even later with its mature and lush green leaves (early adolescence), and finally with the arrival during winter shedding of leaves (end of adolescence/beginning of adulthood). In the Universal Lithuanian Encyclopedia (2023), it is stated that an age stage Research shows that all schoolchildren often feel sleepy in the afternoon (around 12-2 pm) for several reasons: 1) they go to bed late, they do not get enough sleep -they do not get enough sleep for a teenager/ student: at least 8/9-10/11 hours.; 2) due to decreased blood glucose concentration, usually after not eating enough at lunch or not eating breakfast at all. Most schoolchildren do not eat in the morning because they do not have time or do not want to, because they are worried before classes (mostly elementary grades, especially fifth/sixth graders). Glucose concentration also decreases when much glucose or simple carbohydrates are eaten during lunch (students give in to impulsive eating). Instead of carbohydrates, it is better to eat a protein snack; 3) Lack of fluids -drinking little water (lack of awareness and skills); 4) Does not move much -often sits on mobile phones during long two/three/four (20 min.) breaks and "sits down" with 6/7 lessons.

, a stage of human physical and mental development, with approximate duration limits: infancy (0-2 years), early childhood (2-6 years), middle childhood (7-11 years), adolescence (early 11-16 years old, late (about 16-19 years old), young adult (about 20-40 years old)). The nine-year-old (twelve-year-old's) circadian rhythm is such that the child, partially influenced by the rising wave of Melatonin common to all his peers at that time, falls asleep (or should) around the twenty-first (second) hour. During adolescence <...> cognitive abilities and logical and critical thinking strengthen. Changes in deep NREM sleep always precede later stages of cognitive development in the brain by several weeks or months, clearly indicating the nature of the causal relationship: deep sleep is likely the driver of brain maturation, not the other way around. When studying the intensity of deep sleep in the brain, it is established that the maturation curve is first visible in the posterior part of the brain, which is responsible for visual and spatial perception. Then, it spreads evenly to the front of the brain in the later stages of adolescence. The last stop on the puberty journey is the part of the frontal lobe that regulates



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478 rational thinking and decision-making. Thus, the back part of the adolescent brain was more like an adult, while  
479 the front part remained childlike throughout this stage of development. Teenagers develop rational thinking late,  
480 as the part of the brain responsible for this ability is the last to feel sleep's healing and maturational effects. Sleep  
481 is not the only factor in the development of the brain, but it is essential because it creates the conditions for the  
482 formation of mature and logical thinking. By recognizing that deep NREM sleep is essential for teenagers, we  
483 will not only understand what normal brain development is, but we will also begin to understand what happens  
484 when processes do not go as they should and we are faced with abnormal brain development. Most common  
485 mental illnesses, such as depression, are now considered medical disorders caused by abnormal development. Sleep  
486 enhances various brain functions, such as our ability to learn, remember, and make logical and rational choices.  
487 By positively affecting our mental health, sleep rewires our brain's emotional connections and allows us to face  
488 social and psychological challenges with calmness and composure the next day. Sleep in our body replenishes the  
489 defensive arsenal of the immune system, prevents infections and protects against various diseases. It balances  
490 the ratio of insulin and glucose circulating in the blood while restoring normal metabolism in the body. Sleep  
491 regulates appetite and helps maintain healthy body weight by encouraging healthy food choices rather than giving  
492 in to impulsive eating. A good microbiome is formed in the body during long sleep. Unfortunately, our society  
493 and parents' attitudes do not allow us to appreciate and recognize that teenagers need more sleep than adults.  
494 A. Room (2022) also claims that sleep is a necessary pause at the end of the day. An adult needs seven to nine  
495 hours of good sleep every night. If a person sleeps less than seven hours a night, the desire for sweets increases.  
496 A regular sleepwake schedule where you wake up and go to bed around the same time is critical. It would be  
497 best to wake up around 7 am and go to bed around 10 am. According to ??aylor (2021), an 8-to 11-year-old  
498 student (especially during adolescence/puberty) should be getting 9 to 11 hours of sleep per night. An increased  
499 need for sleep is a normal part of puberty. During puberty, the body has important tasks, such as growth spurts  
500 (bones grow most during sleep), hormone production and the growth of completely new body parts (breasts in  
501 girls), and emotional changes. This is a huge work for the body, so it needs energy. One of the best ways to  
502 ensure that the brain and bodywork as well as possible is to provide them with quality sleep. Sport/movement  
503 is also impossible without quality sleep. After all, sport helps the brain to produce the "hormone of happiness"  
504 -serotonin.

## 505 **5 II. Research Organization and Results**

506 To find out the problems of the teaching/ learning workload and the compliance of the workload with the healthy  
507 daily routine of the student, the age group (class), the compliance of the load with "safe" learning and maintaining  
508 health/healthnervous system and personality development, from 2016 to 2023, a longterm study was conducted  
509 using various methodologies (by rotation): survey/interviews of students, teachers, parents, "Interviews", various  
510 "Case Analysis", "Amount of homework assigned by various schools/ analysis of

## 511 **6 G**

512 The Influence of Learning Workload on Schoolchildren Health/Development and Teaching Motivation complexity  
513 in electronic diary" and analysis of class time and breaks in school timetables. In 2020 -2023, with the help of  
514 parents, the amount and complexity of homework were studied and recorded by teachers in electronic diaries.  
515 The amount/complexity of homework in 10 public part-time schools (Lithuanian and ethnic minorities) was  
516 investigated, and more than 1,000 students and parents were interviewed. The study included grades 1-10  
517 students and their parents from different Lithuanian schools.

518 The research identified the current/defective mode of the schoolchild's day contrary to the student's healthy  
519 development. Most of the schoolchildren lack time for extracurricular activities/informal education/ hobbies  
520 (now 10%), time in the family, communication (reflection of the day/expression of emotions, feelings) (now 10%),  
521 and time outdoors/in nature. Most of the time -about 7 hours (50%) is devoted to lessons because lessons start  
522 at 8 or 9 am, end at 3 pm or 4 pm, and in rare cases, at 2 pm. About 3/5 hours (30%), less often 2 hours, are  
523 allocated to homework. The amount and complexity of homework do not correspond to the age of the children.

524 In most cases, a student, even in primary and basic education, has 4-5-6 subject(s) assignments for the  
525 next day (rarely 2-3(s) subjects). Homework for one subject usually involves multiple tasks/multiple methods  
526 (reading, writing, retelling/retelling and memorization), so one subject often turns into "multiple subjects" and  
527 takes much time to complete. There is much stress on the child's growing personality because every child wants  
528 to do everything on time and remain positively evaluated. As a result of such a lifestyle/tempo, the daily  
529 routine, emotional state/physical health/sleep/selfconfidence/self-awareness/healthy development are disturbed,  
530 more negative grades appear, motivation to study and the desire to attend school disappear, and the student's  
531 values change. The number of children with special needs is increasing. More than ten years ago now, the links  
532 between learning load and students' psycho-emotional well-being have been established: students consider the  
533 load as too high, they feel tension at school more often, their motivation to learn is weaker, they rate the school  
534 as an institution more poorly, they feel a greater fear of teachers and students, general students' mood is more  
535 often nervous. Excessive study load harms physical and mental health, elements of daily routine, sleep, physical  
536 activity, and extracurricular activities/dreams. However, it was not possible to adjust the training workload until  
537 2023.

## 7 THE MOST IMPORTANT CONCLUSIONS -IN BRIEF

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538 The conducted study proved that the current teaching load of Lithuanian students is not compatible with  
539 reality/students' physical and mental abilities/ability to respond to/maintain the implementation of educational  
540 programs, contradicts the implementation of a healthy daily routine for students, does not meet hygiene standards,  
541 and they also require a human/ logical correction. The hygiene standards for the preparation of the school  
542 education plan have been determined-LITHUANIAN HYGIENE NORM HN 21:2017 must be helpful for the  
543 student, allow to educate/teach students within their capabilities as children, not to increase, but to shorten  
544 their working/studying time at school. - SUBJECT Abandon the "students evaluate each other" methodology,  
545 which disrupts the creation of friendly relations and the socialization of students a commendable method of  
546 self-assessment. "Experimental projects" with teenagers, where any negative evaluation exists, disrupt their  
547 perception of the world because it affects their feelings.

### 548 7 The Most Important Conclusions -In Brief

549 Abandon "answering at the blackboard" because when standing in front of the class, children are more vulnerable;  
550 let them answer at their desks and of their own volition 19. No extra diplomas for the first ones at the end of a  
551 specific trimester class because all children strive and are different, some go unappreciated, and most importantly,  
552 everyone is valuable. It must be remembered that many children remain "missed" without proper methodology.  
553 Therefore, it is unfair to notice and highlight only the prime movers. It is an "absolute defeat" in terms of  
554 education. 20. Olympiad tasks in all subjects must be created purposefully for the age group and class of  
555 students, considering the subject programs. For teachers not to teach students "in advance" because children's  
556 brain circuits have a certain period of maturation and are psychologically unprepared for information and load  
557 not according to their age. 21. Establish a separate position for a class teacher so that there is no personal  
558 interest. Research shows that most classroom teachers experience "teacher burnout." The teacher-educator must  
559 not teach a single subject in the class so that the children do not feel pressured as a class teacher or subject  
560 teacher. The tutor would perform the following functions: monitoring lessons, adaptation of the student in the  
561 new school; adaptation of the student when returning after the vacation (some students/ talented and healthy  
562 have difficulty socializing, mainly primary and basic grades 5-8 often feel anxiety when returning after the  
563 vacation; getting to know the character/characteristics of the student as a person; would take care of the student  
564 if needed at school, in a spiritual/emotional sense (observe/ implement/encourage positive communication with  
565 classmates, creating a family-like classroom community/atmosphere); encourage the formation of healthy eating  
566 skills (eating slowly and without food so that the child does not starve); organize excursions/outings gradually  
567 moving from smaller to more considerable distances, when traveling by bus, but as a priority would promote  
568 getting to know one's city, routes, then other cities of Lithuania (citizenship education); would communicate  
569 with teachers and business people on issues of concern to students/mediate; would communicate with parents,  
570 helping to adjust the student's agenda, would encourage extracurricular activities/revealing and educating the  
571 child's talent, aptitudes/fulfillment of dreams, taking into account the characteristics of the child's age; would  
572 know and understand the peculiarities of school age development (early, middle, late adolescence/sex education  
573 and emotional maturation issues); I educate parents/ lecturers by observing each child as an individual; would  
574 promote positive human spiritual/emotional growth and becoming a happy personality. 22. In schools, implement  
575 a positive program for developing reading and writing skills (without evaluation by grades), which would improve  
576 students' reading comprehension and writing skills and the quality of education. Inform parents about the benefits  
577 of reading and encourage them to read with their children at different ages. Implement the recommended evening  
578 reading of a fairy tale to a child before bedtime (for the child's positive development) as an example. Yes, at any  
579 age, it is easier for a child to explain/reflect certain of his feelings/emotions and describe actions at an essential  
580 stage of his development. 23. During the excursion, for the sake of psychological safety and socialization, students  
581 must be allowed to use the toilet, especially when travelling by bus outside the city limits. There are facts that  
582 even if there is a toilet on the bus, it is not allowed to use it or it is suggested not to use it, so after such  
583 excursions, students have health problems. 24. There is a lack of time to implement the educational content fully  
584 (teachers are burdened with "unnecessary" activities), methodological materials, information dissemination, and  
585 insufficient material base and funding. 25. Today's teacher has daily contingencies: "nerves".

586 A teacher cannot create high-quality lessons, having to teach his subject and also participate in various projects,  
587 seminars, exhibitions, integrate into other subjects, share experiences, organize excursions and presentations,  
588 "collect evidence of his work", constantly meet qualifications/raise qualifications and still "sit" at school overtime,  
589 when his brain has to rest in the family, and the next day he has to come to work devoting himself to pedagogy.  
590 The modern teacher works like a robot, and something is constantly demanded of him. The wisdom and calmness  
591 of teachers of a respectable age educate children much more than ICT -that needs to be understood and respected.  
592 Training seminars will not help; the best Lithuanian teachers who are teachers by nature "disappear" (leave their  
593 jobs) because both the teacher and the student are human and have "limited" opportunities for work and rest. 26.  
594 As a priority in the scale of values, encourage students and teachers not to compete/envy each other but to develop  
595 a safe/positive value/emotional skill in themselves -to rejoice/sympathize with each other's success/failure while  
596 communicating willingly to develop respectful human/empathetic mutual relations. 27. When fifth-graders move  
597 from the fourth to the fifth grade, allocate all the mandatory school years for adaptation and do not evaluate their  
598 achievements with grades or "find" only positive (4/5 in the fivepoint system, some foreign countries practice such  
599 a system perfectly) grades for effort/knowledge. The transition "to grades" must be gradual. Research shows

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600 that some elementary schools do not grade students' effort/knowledge but often convert their achievement to a  
601 verbal grade. However, emotionally more substantial and more selfconfident, smiling/positive more often, more  
602 open to communication, more successful in socializing at school and more advanced in science are the students  
603 of those schools where evaluation by grades in primary school does not exist either verbally or in writing. A  
604 positive evaluation system with grades without negative evaluations is gradually introduced in the sixth grade.  
605 The level of their knowledge, encouraged by teachers during lessons, students learn by helping/lecturing each  
606 other, thus creating friendly/empathetic/human values-based mutual relations. The classroom creates a "family"  
607 community/atmosphere without competition for knowledge or grades. In the seventh grade, a 10-point grading  
608 system was introduced. At all levels and for all subjects (apart from physical education, music, ethics, religion,  
and moral education), Leiner's methodology (materials, visuals, kinesthetics) is perfect for teaching.

We

should pay attention to 1) Goodness is cultivated by goodness; 2) Peace develops peace; 3) Only love develops love; 4) Only patience develops patience; 5) Politeness is cultivated only by politeness; 6) Personality is developed only by personality; 7) Only generosity develops nobility. These simple axioms mean that our behaviour as parents and teachers is an essential lesson in emotional intelligence, social skills, and morality. <> It is important to realize that even if our moral teachers are perfect, schoolchildren's ability to act as they please is limited. The main reason is the low level of brain development. Even if the child's consciousness has received the signal not to eat candy

..> would know what is good and what is bad <...>. until dinner, it does not mean he will do so. The signal does not always travel to the behavioural coordination centre because the corresponding brain pathway is not yet firmly established. But repetition is the mother of science. Patience is a virtue. In addition, you will save a lot of energy if you stop demanding impossible things from your child. Humanistic pedagogy can help us to understand who a child is.

Figure 1:

## 7 THE MOST IMPORTANT CONCLUSIONS -IN BRIEF

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better. Each student achieves results according to individual capabilities at his own pace. The school should make a monthly or trimester control schedule. The test can take various forms -not necessarily a written work but also an experiment, a musical project, or a work of art. It is also important to plan the time of control tasks -you need to consider whether the child/student will be active and not tired. Controls are advised to allocate the most productive time of the day -the second and third lessons. It is best to write them in the middle of the week -on Tuesdays and Wednesdays. Very often, the tests are shifted to the end of the trimester. It is important to arrange the checks evenly so that the child is not overwhelmed by an avalanche of payments at the end of the trimester. Homework in the fifth grade takes about 1.5 hours to prepare (or they might not). During this time, the fifth grader should be able to complete all the tasks. If there were six lessons that day, each of them has 15 minutes for homework. Nevertheless, some subjects, for example, mathematics, mother language, and homework, are usually assigned longer, so nothing is given for other subjects that motivation increases when the student feels that what he is doing is interesting, relevant, useful, necessary, and understandable, and he feels satisfaction with his work and results. The learning workload also depends on the complexity and quantity of tasks. Motivation can be increased by reducing the workload -it is higher when the tasks seem manageable to the student and lower when the workload is too high. There could be no homework. It is best that children are given no more than 15 minutes daily for each subject and give 100 per cent. Homework should be checked. By reducing the Interesting fact: phones, movies, and tablets, used too amount of homework, the student would have time to much, weakens intellectual capacity. In developing fine focus on the desired field. Increase not by grade but by motor skills and all other skills, the rate of improvement the number of subjects evaluated for credit. At least for is determined by the amount and nature of practice. a day, and preferably a week, to be "in the child's shoes" <?> A child's Physical development greatly affects all performing the assigned tasks of all subjects. <...> other areas of development. If a child moves a lot, he is With the start of remote education, to get a 10, it was physically and intellectually strong. And vice versa, if a necessary to study for 18 hours per day; teachers left child has a considerable intellectual load and studies a part of the work to the children to complete lot, you must consider his kinesthetic (body, physical) independently (EDUCATION NEWS). Meaningfulness intelligence. Mobility reduces the amount of stress and motivation of students' learning). hormones in the body, so movement is suitable



Figure 3:

Figure 4:

## **7 THE MOST IMPORTANT CONCLUSIONS -IN BRIEF**

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## 7 THE MOST IMPORTANT CONCLUSIONS -IN BRIEF

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