

## Productivity-Emotiveness Model of School Students' Capacity Levels

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**Abstract :** A new two-factor model of school students' capacity levels is proposed. It considers the academic productivity and emotional condition of children taking part in the study process. Each basic level reflects the correlation of these two factors. The teacher decides whether the required result is achieved or not and write down the grade (from 'A' to 'F') in the register. During the term, the teacher can estimate the students' progress with any intervals, but it is not desirable to exceed a two-week period (with primary school being an exception). Each boy or girl should have a special notebook to record the emotions which they feel studying a subject. The children can make their notes the way they like it - for example, using a ten-point scale or a short verbal description. It is recommended to record the emotions twice a day: after the lesson and after doing the homework. Before the students start doing this, they should be instructed by a school psychologist, who has to emphasize that an attitude to the subject - not to a person in charge of it - is relevant. At the end of the term, the notebooks are given to the teacher, who is now able to make preliminary conclusions about academic results and psychological comfort of each student. If necessary, some pedagogical measures can be taken. The data about a supposed capacity level is available for the teacher and the school administration. In certain cases, this information can be also revealed to the student's parents, while the student learns it only after receiving a school-leaving certificate (until this moment, the results are not considered ultimate). Then a person may take these data into consideration when choosing his/her future area of higher education. We single out four main capacity levels: 'nominally low', 'inclination', 'ability' and 'gift'.

**Keywords :** academic productivity, capacity level, emotional condition, school students

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