

## HÁTRÁNYOS HELYZETŰ GYERMEKEK KOGNITÍV FUNKCIÓINAK FEJLESZTÉSE\*

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*The goal of the article is to discuss the possibilities of increasing the effectiveness of cognitive functions. This does not mean the underestimation of genetic influences on intelligence, on the contrary, genetic influences are considered as granted. In the introduction arguments are presented that psychological knowledge can organize educational practice and promote cognitive development and correlated changes in performance and characteristics.*

*Cognitive education is presented in the context of promoting progress in intellectual development and acquisition of competencies, which enhance or sustain the achievement of school and social success of disadvantaged children. As Richman and Bowen (1997) observe, no student is immune to school problems, but students more vulnerable to academic problems are those from racial and ethnic minority groups and lower economic status. The second part of the article presents an intervention program design oriented towards the remediation of school participation of Roma children living in disadvantaged conditions. It claims to be a comprehensive intervention, specially designed for a more inclusive education of Roma children. The intervention design has an ecological-interactional coordinate and a mediational-developmental coordinate. It is compound of already experimented strategies as the development of mediational style of teachers (Feuerstein's MLE, Gordon's model and the Conflict-resolution model), the enhancement*