

THE ORIGIN OF STUDENTS WHO DO NOT LEARN AT SCHOOL DEPENDS ON SOCIAL AND PSYCHOLOGICAL FACTORS

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ABSTRACT

The poor development of schoolchildren is naturally related to their personal characteristics and the life and living conditions in which the personality formation and development of such schoolchildren took place. Pedagogy considers education and training of children at school to be the most important of these conditions. This problem includes the study of a wide range of social problems and social problems and includes consideration of all socio-psychological aspects related to the individual and the personality of the individual. But the task of revealing the essence of the deficiency in literature is not set, in many works it is possible to identify the ways to solve it. One of these approaches is to analyze the conditions that lead to failure. However, the research conducted in accordance with this approach cannot be considered necessary, they are aimed at clarifying the external relations of the phenomenon and leave its internal structure in the shade. Identifying the types of students with disabilities can be seen as a way to get to the heart of mastery. There are separate properties and groups according to their characteristics, which are also visible in the descriptions of practical skills; the whole sequence is an attack on the scientific basis of the typology of underachieving schoolchildren. Many authors are based on the reasons for the failure of schoolchildren who have not studied typology. The characteristics of an unsuccessful student, as they describe his performance in the educational process, are all available for use in determining poor performance. Another distant image is called pathological - these are sexual, often students have problems in learning, and they correspond to the specific attitude of those around them. They say "I can't do it" before starting work, they need the encouragement of others, they can hardly cope with problems and difficulties. In this case, the highlighted features are more psychological than pedagogical. Emotional typology of poor development N.I. Murachkovsky: in this case, the nature of the relationship between the more important aspects of the student's personality is taken as a basis. The importance of this work is that in the process of learning, the creator found common features for all groups of mastering.[13] They are characterized by the student's inability to control personal psychological processes (attention, memory), lack of formed optimal methods of intellectual work, unwillingness to think while performing educational tasks, and weakness of self-organization. It is emphasized that there is no official assimilation of knowledge. Ginzburg introduced more personal characteristics of students' academic work. The creator includes various values of learning material for students. In this case, the educational material is understood as a textbook word, and all types of acquisition are associated with a specific level of semantic processing of the word. Menchinskaya, in particular, studies students who do not have time in almost all subjects for several years. Babansky's analysis of the causes of failure is the leading method for developing the means of preventing success. It is not necessary to study bad progress only in its final form, because it makes it difficult to separate its components. For someone for whom failure has become a stable feature of their personality, studying students is not the most direct way to get to the heart of this difficult phenomenon. Such a path has the ability to lead to a mixture of completely different phenomena, because here the personal qualities of students and their learning conditions interact, and the components of poor development gradually affect each other. There is an interesting precedent for the legendary figure of the unlucky

teenager in the psychological and pedagogical literature. Failed: N. Gogol, I. Newton, C. Darwin, A. Einstein, W. Scott, K. Linnaeus, W. Shakespeare. In particular, A.S. Pushkin took the last place in the mathematics class.[12] This fact leads to the conclusion that everything is elementary and not indisputable in studying the problem of students falling behind. Volkova, V.S. Tsetlin is faced with defining the essence of the idea of "poor student", "failure".[15] A bad student is a student whose academic and personal achievement do not meet the content of education, the standard of education of the city. Unsuccessful students have diverse, unique ways of thinking, unique attitudes, and personal perceptions. Overachievement and underachievement are related. As a product of a complex of synthesized backward additives, failure in deficiency is the result of the process of backwardness. The pile of delays, if not eliminated, will grow, resulting in bad progress. The main task of the teacher is to prevent a number of delays. This is a failure warning. Practical observations confirm that failure at school can provoke the appearance of disparity at school - students' lack of mastery of the curriculum and problems in communication with peers and teachers. According to Zavadenko, 36.1% of children were adjusted at school. 44% of them are boys, 16.8% are girls. As noted, personal characteristics of students associated with genetic causes, as well as socio-psychological aspects of personality formation, affect the ongoing failure. Therefore, it is important to classify all possible schemes of the appearance of bad progress, to determine the reasons that cause it. However, studies conducted in this way cannot be considered necessary, since they are aimed at determining the external aspects of emergence, they leave the internal aspects of development in the shade. In order to reveal the inner content of the concept of "failure", it is necessary to apply the research method - the identification of types of failure. E.S. Rabunsky identified differences between poor students, studied the characteristics of poor academic results: 1 group. The level of cognitive independence is average (with an average level of learning, as a rule, a low level of organization). Trained for "2" and "3". No focus on learning. The leading goal of personal work is to form a positive attitude to learning, to eliminate deficiencies in knowledge and teaching methods. This group is characterized by not only apathy, but also a negative attitude towards teaching. 2 groups. Representatives of this group are rare. They are trained crooked, "deuces" are rare.[15] The level of cognitive independence increases (they solve simple cognitive tasks without external help, "distributed", but inventive in the organization of cognition). These students, as a rule, are personally diverse - they are involved in sports, technology, art, which contrasts these classes with school lessons. No focus on the topic. They differ from the average group 2 students mainly by "meaningful obstacle" in relations with teachers or guardians, as well as poor academic results. The main goal in personal work is to prevent or eliminate the "semantic barrier", to strengthen control over academic work. Group 3. Group members meet occasionally. Trained on "3" and "2". The level of cognitive independence is average (the level of learning is often below average, they want to meet the deadline, but it does not work). These students often have indecision in their personal strengths caused by stimulation (generalization of insignificant symptoms in new cognitive criteria, delays in the transfer of abilities, etc.), as a rule, cognitive energy increases. A focus on education is likely. The presented group is characterized by a low level of learning. The main goal of personal work is to maintain confidence in victory, to increase the value of learning. 4 groups. The level of cognitive independence is low. Trained for "2" and "3". You can focus on the topic. The main goal of personal work is to develop optimal teaching methods, a system of additional lessons to activate interest in lessons. Pupils, as a rule, are distinguished by "mental passivity", the difficulty of transitioning from standard independent work to constructive and changing work, not to mention creative work, often on its own shifting between

self-doubt, energy and apathy. 5 groups. A very common group of students. Grades "2" and "1" for most subjects. The level of cognitive independence is low. No focus on the topic. For this group, in most cases, there is a long-term semantic barrier in the student's relationship with the teacher and guardians. Poor students from the disadvantaged group have lower levels of learning and teaching and are more difficult students. Common reasons for the emergence of a semantic barrier were politeness by adults, conflicting disorders of the child. They are "not afraid of anyone and anything", sometimes they show their confidence, as if they do not need school knowledge for life. These students tended to adapt to pedagogical influences (especially reminders and warnings). The main goal of individual work is to overcome the semantic barrier, develop a positive attitude to learning, temporarily ease educational tasks, and then "draw" to work, a system of additional lessons, and tutoring on a social basis to develop leading methods. teaching [9]. Education and training should rely on specificity as much as possible. Personalized adaptation is a deep understanding of a child's personality and life, which creates skills that are more suited to building any student's strengths, cognitive abilities, aptitudes, and talents. "Difficult" students, gifted students, and schoolchildren with clearly expressed developmental delays are more in need of individual adaptation. Differentiated scenario pedagogy includes the adjustment of working methods and forms to the given personal capabilities of students and the adaptation of teaching and learning content and goals to individual students for personal development. I.V. Bogomolova, taking into account the reasons for the failure of small students, a system for working with low students was developed. The goal of such training is to create a system of work that allows you to work with each person in a single classroom team, taking into account individual cognitive abilities, needs and interests, and not the "average" student. In the process of organizing the corrective and developmental phase of the experiment, individual training is the main form of working with low-achieving students, aimed at preventing and eliminating difficulties. In private classes, exercises are offered to develop cognitive abilities of a person, such as thinking, memory, attention, etc. [13] General class work was conducted in order to prevent errors in education and create a positive atmosphere in the team. Working with students with low mastery includes: - conducting classes on Russian language, mathematics, world sciences for each student with the help of differentiated tasks of partial search nature; - participation of children in extracurricular activities (quizzes, KVN, class hours, extracurricular and school-wide activities, mini-games, trainings, science weeks); - independent and differentiated tasks at home, taking into account the individual capabilities and interests of children; - organizing individual conversations with parents of backward students about the need for help and support for their children. - a combination of collective, differentiated and individual work. The presented system is a system for working with low students, but it also includes students with a high level of preparation. As a result, low-achieving students feel at the same level as the class, which relieves psychological stress, increases motivation, and builds the skills necessary for learning. Thus, by analyzing the relevant literature on the topic of research, we came to the conclusion that most of the practicing teachers in working with low-achieving students rely primarily on eliminating identified deficiencies that correspond to the causes of student failure. The analysis of psychological and pedagogical literature on the topic of studying the poor performance of elementary school students allows us to conclude that the problem under consideration is very important and has been studied for a long time, but practice shows that all there are methods and forms of working with students of this group are fragmented, they ask for immediate synthesis and concretization, a set of measures to prevent and eliminate academic failure has not been developed. But at some point, the teachers came to one

point - the teacher must first of all understand the personal characteristics of the students in his class and the basic principles of forming individual characteristics in order to competently work with students. 'the ability to build an individual approach to them in order to achieve positive quality results for students. Failure means a situation where the behavior and educational results do not meet the educational and didactic requirements of the school. It is manifested in the weakness of the student's intellectual abilities, such as poor reading, calculation skills, analysis, and generalization. Systematic poor growth leads to pedagogical neglect, as a set of negative qualities that contradict the student's personality requirements. school and society are understood. This phenomenon is very undesirable and dangerous from the moral, social and economic point of view. Pedagogically neglected children often drop out of school and join at-risk groups. Failure is a complex and multifaceted phenomenon of school reality, which requires multifaceted approaches to its study. Bad progress is understood as a discrepancy between the mandatory requirements of the school and the training of students in the acquisition of knowledge, development of skills and abilities, formation of experience of creative activity and education of cognitive relationships. Failure prevention includes timely identification and elimination of all its elements. The inability of schoolchildren is naturally related to their individual characteristics and developmental conditions. Pedagogy recognizes education and upbringing of children in school as the most important of these conditions. The study of the problem is increasingly related to a wide range of social problems and includes the use of information from all sciences about the person, the person, the person. It is didactics that is called to define poor development, a task that other disciplines cannot solve, because the concept of poor development is primarily a didactic concept related to the main categories of didactics - the content and process of learning. Although the task of revealing the nature of failure is not set in the literature, many works can find approaches to solve it. One of these approaches is to analyze the conditions that lead to failure. Thus, M. A. Danilov connects poor progress with the driving forces of the educational process - its contradictions.[8] According to this position, failure occurs when the opposite unity of students' abilities and what is required of them is broken. Similar thoughts are expressed by V. Okon, who defines academic failure as a violation of the relationship between students, teachers and external conditions. However, the studies conducted according to this approach cannot be considered sufficient, they are aimed at determining the external relations of the phenomenon and leaving its internal structure in the shade. Failure to meet the requirements (or one of them) that occurs at one of the intermediate stages in this segment of the educational process serves as a time frame for determining progress. The word "back" means both the cumulative process of non-compliance and each individual case of such non-compliance, that is, one of the moments of this process. This inconsistency of understanding and terminology lies in the essence of the studied phenomenon: the process of lagging behind consists of actions that fall behind. Failure and backwardness go hand in hand. At the same time, each of the listed causes of learning difficulties is associated with the delay of a relatively small number of children compared to all students with learning difficulties directly or indirectly, the majority of them (about half) are children with intellectual disabilities. It is impossible to help a particular child without understanding some difficulties. And it requires the teacher to recognize the typical difficulties that arise from academic failure and provide specific support.

Foydalanilgan adabiyotlar ro'yxati

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