

INDIVIDUAL CHARACTERISTICS OF STUDENTS WITH DIFFERENT INDICATORS OF THE SUCCESS OF EDUCATIONAL ACTIVITIES

Adilova Fotima Muhammadanasovna

Teacher, Uzbek State World Languages University

Abstract: the article describes issues based on individual characteristics of students with different indicators of the success of educational activities. Individual characteristics with indicators of the success of educational activities has a differentiated character: an effective indicator of the success of educational activities of introverted students. higher than the rate of extroverts. This pattern acquires a dependence of the type of optimum: the maximum values of the effective indicator are observed with an average severity of introversion.

Key words: indicators of the success, individual characteristics, higher education, learning success, educational activities.

Introduction

As it's known that, there are different ideas about which individual characteristics of students primarily determine the success of educational activity: hereditary and congenital or acquired and developed in the process of education and training. Studies of the individual characteristics of students of different age groups (preschoolers, schoolchildren, students) are important and relevant both in theoretical and practical terms. On the one hand, they contribute to the further development of the psychological theory of learning activity; on the other hand, they are a prerequisite for solving applied problems to optimize the educational process, improve the quality of education, individualization and differentiation of learning within the framework of the competence-based approach.

Academic performance in a higher education reflects the degree of assimilation of the volume of knowledge, skills established by the standards of higher education, in terms of their meaningfulness, completeness, depth, strength. It finds expression in grades. Researchers emphasize that academic performance reflects the effective side of training, expressed in quantitative indicators (points), and the success of training - to a greater extent its processual, qualitative side [4]. Success in education is a component of the success of university life.

The analysis of psychological and pedagogical literature, various scientific theories, approaches and concepts showed that the concept of "learning success" is considered by scientists in two main directions. The first can be described as psychological or psychological and pedagogical, where the concepts of "success" and "success" are defined as the special emotional state of the student, which expresses his personal attitude (experience) to the activity or its results (G.D. Kirillova, E.I. Kazakova, S.D. Polyakov, V.V. Serikov, N.E. Schurkova, and others). The

second direction is related to the consideration of the success of training in terms of the problem of the effectiveness and efficiency of training, as well as the success of training appears in the context of indicators of the quality of education (Yu.K. Babansky, V.V. Davydov, G.D. Kirillova, V.V. Kraevsky, I.Ya. Lerner, G.I. Shchukin, etc.).

Methods and analysis

Success is a value category, because in a person's understanding of his success in life, in professional activity is reflected in the person's idea of the meaning of his own life. All researchers, speaking of achievement, use the concept of "success."

Analysis of modern scientific literature gives reason to consider the concept of "success" in various aspects:

- in psychological terms: "success" is understood as experiencing a state of joy, satisfaction from the fact that the result that the person aspired to either coincided with his expectations, hopes (level of claims), or exceeded them;
- in socio-psychological: "success" is considered as the optimal ratio between the expectations of others, the individual and the results of activities (when the expectations of the individual coincide or exceed the expectations of others, the most significant for the individual, we can talk about success);
- in the pedagogical aspect, "success" is interpreted as a quality inherent in a person who has achieved success in the process of education and training. This may be the success of the child in school, and the success of the teacher in teaching students and the success of parents in raising children.

Thus, the concept of "success" can be viewed in a narrow and broad sense. The narrow meaning is reduced to understanding the assessment of a specific result of an activity that is significant for a person. In a broad sense, success is understood as the life success that a person achieves and experiences in the course of his own life, striving to realize his creative potential.

The psychological definition of success includes: the result of achieving significant goals; the process itself, the stimulus (method) of achievement; subjective satisfaction with the process and the results of one's own life activity, i.e. experiencing your success.

Traditionally, the success of training is understood as the high academic performance of students, defined as the degree of coincidence of real and planned learning outcomes. The success of training can be interpreted as a complete or superior expectation of achieving its goals, which ensures the development of the student to move him to higher levels of training and self-development as an internally determined change in personal qualities.

Training is considered successful if, firstly, it allows you to achieve the set standards defined by the goals and objectives of the training, that is, to achieve a specific, predetermined result.

The success of training includes successful passage through the levels and levels of education, mastery of knowledge, skills, development of personal potential, the formation of social competence, adaptation in society, entry into professional activities. The problem of academic success is sometimes equated with the problem of learning effectiveness. As a result of the training, the student learns some complexes of knowledge, skills, which makes it possible to more accurately describe and measure mastery as an externally controlled fact of the didactic process, as the very content of the didactic process and as the student's cognitive activity aimed at mastering

some information. The problem of determining the effectiveness of training, therefore, boils down to finding ways to measure the quality of assimilation of knowledge, skills.

V.A. Yakunin believes that academic performance, academic success and educational activity are among the generalized criteria for the effectiveness of training [7]. In terms of management, academic performance can be defined as the degree of coincidence of the actual results of students' learning activities with the planned ones, and the success of training - as the effectiveness of the management of educational and cognitive activities of students, providing high psychological results at minimal cost (material, financial, physical, psychological, etc.) .).

The criteria for academic success are academic (academic) performance, which reflects the level of academic achievement in a point grade (mark), as well as interest, motivation, quality and methods of mental work (activity, tension, pace, duration, systematicity, the ratio of rational and irrational methods of work and etc.) [5]. Due to individual psychological differences in the structure of educational and cognitive activity, some students quickly and easily achieve high learning outcomes, others are relatively slow, and some cannot reach them at all. In this case, one speaks of such properties of a person's mental development as his learning ability or upbringing, which means an internal readiness acquired under the influence of education, training and upbringing for various psychological reorganizations and transformations in accordance with new programs of subsequent education and training. Learning and education become the most important conditions and factors for the further development of man and his formation as a person and subject of activity.

The success of any activity, including training, is ensured by the activity of the individual and his optimal mental state. Learning activity is the motivated activity of students to achieve learning objectives. The peculiarity of educational activity lies in the fact that in the process of its implementation, a person not only assimilates knowledge, but also forms as a person. In order to stimulate the activity of students, their self-realization, the teacher can use a variety of methods and forms: business games, debates, heuristic methods, the project method, etc. The educational activities of students of higher educational institutions are distinguished by their professional orientation, which is associated with the strengthening of the role of professional motives for self-education and self-education [1]. From the point of view of N.M. Peysakhova, educational activity is considered as a complex dynamic system, determined by the levels of relations, behavior, cognitive activity, mental states and physiological support (functional states). All these levels are interconnected and interdependent. Therefore, a violation, a failure in one link of educational activity leads to a violation and a decrease in the overall system performance [3].

If a student in the learning process has managed to overcome his fear, difficulties, confusion, disorganization, educational activity is subjective success. Such a student feels satisfaction with himself and his activities. And, on the contrary, unhappy, anxious, tormented by regulatory requirements and the expectations of those around him, the excellent student, in our opinion, cannot be considered successful, since study does not bring him joy, satisfaction, "a sense of flow," all that is included in the concept of success.

Objective success involves an external evaluation of the learning outcomes of the student by the teacher, parents, and other reference persons and is usually expressed in the form of encouragement or censure against him. The concept of "individual typological features" is specified. Individually typological features are defined as primary (individual) characteristics of an

individuality, formed on the basis of natural properties, reflecting the general, special and unitary in a person and having a different measure of expression, determining the uniqueness and uniqueness of each specific person and his belonging to a certain type of people [12].

The success of educational activities is described by two indicators: effective (academic performance) and structural (the formation of the psychological structure of educational activity). Methods for assessing the success indicators of educational activities are determined.

The interrelation of individual typological features with a productive and structural indicator of the success of educational activities is revealed. Students with different individual typological features have different levels for the success of educational activities: introverts are more successful than extroverts; emotional stability / instability affects success of learning activities.

Conclusion

So, we can conclude that the concepts of "success" and "performance" are not similar in meaning. Academic performance is the degree to which actual learning outcomes are consistent with those planned. The success of training is a qualitative assessment of the results of activities, which consists of objective effectiveness and subjective attitude to these results of the student himself. In other words, success reflects a certain personality trait, which contains many components that have their own characteristics.

The essence of academic success as a qualitative characteristic of the effectiveness and efficiency of student learning activities is reflected in objective indicators such as academic performance, the level of development of cognitive activity, independence, creativity and reflection. Considering the effectiveness of learning activities of students as the degree of students mastering educational programs, and efficiency as an indicator of the complexity and cost-effectiveness of the chosen methods of learning, M.R. Shabalina as the main subjective prerequisites for the academic success of students of professional educational institutions, considers intelligence, motivational orientation, individual style of educational activity, self-esteem and volitional qualities of a student's personality [6].

The study of individual differences combines three groups: research related to the study of psychophysiological characteristics as the basis of individual differences; research related to the study of psychological characteristics; works uniting the study of psychophysiological and psychological properties. Each group in its own way determines the nature of the studied individual differences, the degree of their influence on the mental, intellectual development of a person, etc.

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