

Pedagogical and Psychological Study of the Problem of Students with Low Assessment

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Abstract: This article provides information on pedagogical and psychological views on the causes of learning disabilities in primary school children, views of scientists and ways to work with them.

Keywords: education, upbringing, personality, psychological, worldview, self-mastery, students, reading, knowledge, memory, speech, consciousness, thinking, perfect person.

The fundamental essence of the reforms implemented in the field of education and upbringing in our republic is to form a knowledgeable, mentally developed, conscious, modern worldview, physically healthy, morally pure, free, creative, perfect person. It is the duty of all of us to bring up a healthy and well-rounded generation in our country, to realize the creative and intellectual potential of our children, to make them adults who fully meet the requirements of the 21st century.

Conscious people with general and special knowledge, free from various "isms" in their thinking, inheriting the modern worldview, national and universal values, will be able to establish and form a civil society. As it can be seen from these opinions, collecting the necessary materials and explaining the knowledge, worldview, and beliefs of a person on the basis of psychological analysis, determining the factors affecting the lack of mastery in primary classes, developing a system of measures is considered the main criterion of personal maturity. . Therefore, it is important to study the problem of students' lack of learning.

The history of the emergence of each separate non-appropriation is different. It depends on the individual characteristics of the person and his relations with the surrounding people. In P.P. Blansky's work "Difficult Students", the combination of various characteristics of mental and physical preparation is divided into the following types. PP Blansky paid attention to physical health in the first place. In the works of the author, insufficient attention is paid to psychological features. P.P. Blansky leads to non-mastery. He identified the main reason. Firstly, it depends on the student's health, secondly, the lack of self-organization, thirdly, the lack of interest in studying, and fourthly, the student's height. P.P. Blonsky divides non-assimilating students into the following types:

1. Approximately 50% of students who do not master type include physically and mentally developed students.
2. About 25% of self-motivated students are physically weak.
3. About 10% of students who do not master the type are physically normal, but mentally underdeveloped students.
4. About 15% of students who do not learn type are students who are separated from school due to family conditions. Thus, the classification of types of students is based on the second internal reason, physically and mentally underdeveloped. He made an important contribution to the study of the problem.

L.S. Slavinanig "Students who do not learn are divided into different groups".

1. Pupils who have formed a wrong attitude towards studying.
2. Students who master the materials with difficulty.
3. Qualifications and methods are formed in educational work.
4. Students who cannot work.
5. Skills and methods for knowledge and study have been formed.

In this case, the question of the relationship between different aspects of the personality of students in different groups remains open. First of all, it is characterized by weak self-control, inability to control one's mental processes, lack of formation of rational methods of educational work, unwillingness to think when solving educational issues, conditional acquisition of knowledge. Such students try to avoid mental work and look for various detours that free them from the need for active thinking. A significant decrease in the level of mental development of students with low mastery can be the result of constant intellectual stress and self-control. According to N. Amenchinskaya's researches, it is known that low performance of students' attention and memory is not the result of pathological changes in their mental processes, but it is due to the lack of proper working habits. is liq.

N. A. Menchinskaya, while developing the typology of students with low mastery, paid attention, firstly, to the characteristics of thinking activity, and secondly, to the orientation of the individual. The author considers the ability to organize educational activities as a criterion for dividing them into types, as it is characteristic of all non-assimilating students. Thus, different combinations of two main complexes of personality characteristics are used as a basis for classifying non-assimilating students into types. The first is related to the characteristics of thinking activity. The second is related to the orientation of the person expressing the "inner position" of the student.

Z.I. Kalimkova divides non-assimilating students into two types, depending on what is the basis of non-assimilation.

1. Pedagogically neglected children.
2. Pupils with lower reading ability. The first type includes students who fall behind in their studies due to unfavorable pedagogical conditions. The second type includes students whose lack of learning is related to the adverse effects of social, pedagogical and biological factors. Pupils with lower fluency. This type includes students who are subjected to pedagogical neglect with lower reading ability, that is, with unfavorable formation of mental qualities for knowledge activity. They are divided into the following groups:
 - a) Weak children
 - b) Nervous children
 - c) Children who are temporarily behind in mental development
 - d) Chapakay children.

The measures applied to such a student are also the same. The child's parents are called to school and informed that they are working with their son or daughter. Or the teacher yells and insults the student in front of the whole class without thinking about the consequences. Many experienced teachers and students often get sick, and their ability to work and study decreases due to lack of medicine. Children who are very afraid of something have signs of nervousness and stuttering. The teacher should deal with such children.

One of the reasons why students do not learn is often related to the temporary lag behind the child's mental development. 50% of the lack of learning is caused by mental retardation, 24% by behavioral disorders, 4% by mental retardation and underdevelopment of speech. depends

A temporary delay in mental development can occur in a child for various reasons. As a result of the adverse effect of such factors on the central nervous system, the development of the most delicate human functions stops. The smaller the child, the more important these factors are. For the same reasons, they receive education in kindergartens and kindergartens that work day and night in orphanages. Most of the time, teachers conducted trainings with students who did not learn. In some cases, teachers, without understanding the reason, classify students who do not learn as "disabled" and "incompetent". Soon the teachers will not pay attention to the students. Later, such students develop and form negative concepts about school. If productive methods are applied to such students, they will easily be among the mastering students in the general education school.

A.I. Murachkovsky pays attention to the following when distinguishing the types of students with low mastery: First, it is related to the nature of mental activity. Secondly, the orientation of the person, the student's internal state, attitude to study can be expressed above.

1. The lower level of mental activity maintains a positive state for studying.
2. As a result of the combination of a high level of mental activity with a negative attitude to study, the student "partially or completely loses his state". The uniqueness of the combination of isolated features determines the type of non-absorbing students and the loss of non-absorption.

According to the researchers, the reason for their delay in development is the slow maturation of the forehead in the cortex of the brain. Being behind in studies, they become more nervous and create more difficulties for teachers. Based on the above classification, the authors develop valuable recommendations for teachers working with children with developmental disabilities.

Knowing the types of students we have mentioned above will greatly help students to implement their individual approach. We witnessed how psychologists and pedagogues identified many reasons and types of non-learning, and the organizational-pedagogical forms and methods of didactic educational work on postponement to the second year and loss of mass non-learning.

Pedagogical scientists and teachers studied the features of the educational process, reliable for eliminating long-term non-learning.

Psychologists pay attention to the personality characteristics of non-assimilating students, which are manifested in the educational process, to determine the peculiarities of their educational activities.

Manifestations of the mastery theory (B.Bloom, J.Carroll, J.Block, L.Anderson, etc.) divide the knowledge of the studied subject into learning elements, set educational goals for each learning element, Determining the complex phenomena to be studied, facilitating the complex phenomena to be studied as much as possible, ensuring the optimal repetition of information in children's activities, making changes, corrections, additions to the progress of education, frequently informing children of the results they have achieved. Theoretically justified the practice of organization, management, and control of the educational process, following a number of technological requirements such as standing. Currently, the problem of mastering described in the researches of J. Carroll, B. Bloom is widely used in schools of countries such as Great Britain, Brazil, Belgium, Indonesia, Australia, Japan, and South Korea.

In short, the reasons for not mastering are insufficient development of the student's intellect, underdeveloped thinking patterns, lack of interest in educational subjects, shortcomings in the development of educational work methods, some deficiencies in children's physical development, negative attitude to study and work. `lish were separated. Education of children's positive attitude towards learning, elimination of deficiencies in children's physical development, formation of methods of mental activity, as well as methods of mental work in them, encouragement to educational subjects, development of child's intelligence, most of the students It is possible to achieve self-mastery. Therefore, mastering as a didactic phenomenon is used to educate children's positive attitude to reading and learning, to eliminate deficiencies in children's physical development, to develop mental activity and mental work methods in students, to develop children's intelligence, to encourage them to read and study. Depends on incentives.

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