

STUDY OF NON-ASSIMILATING STUDENTS IN PSYCHOLOGICAL SOURCES IN FOREIGN LITERATURE

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ABSTRACT

The problem of low absorption of students in foreign psychology has been thoroughly studied by the following scientists. Vygotsky, S.L. Rubinstein, A.N. Leontiev, B.F. Lomov, B.D. Parygin, R.H. Shakurov. These scientists believed that the main reason for the inability to learn is the influence of various psychological barriers, special attention is paid to different types of psychological barriers: semantic (L.I. Bojovich, M.S. Neimark), emotional, tactical (L.B. Filonov), communication obstacles (V.A. Kan-Kalik, N.N. Obozov, B.D. Parigin), obstacles in pedagogical activity (A.K. Markova), N.A. Podymov), innovation barriers (A.M. Khon, A.I. Prigojin, L.S. Podimova). At the same time, the psychological barrier is considered from different positions, depending on the understanding of its nature, essence and methods of analysis. The science of psychology has collected certain theoretical and empirical materials that reveal the specific features of the psychology of students' learning. The following scientists determined the psychological characteristics of students as subjects of education B.G. Ananiev, G.S. Sukhobskaya, G.S. Vershlovsky, S.L. Rubinstein, A. V. Brushlinsky, these scientists proved that there is a possibility of a person's successful educational activity in their scientific research work. K.A. Abulkhanova-Slavskaya, L.I. Antsyferova, L.S. Vygotsky, A.A. Bodalev, A. Maslow, K. Rogers, V. Frankl, Z.I. Kalmykova, N.A. Menchinskaya, Y.K. Babansky, L.S. Slavina and others tried to determine the directions of knowledge formation for them by regularly observing the students with low assimilation. For students with low mastery, the developers identify problems related to the formation of strong skills and knowledge, interest, independent thinking, strong-willed qualities, etc. Failure (and other definitions: lagging behind, failure, poor progress) refers to lagging behind generally accepted standards, that is, low achievement compared to some standards. In most cases, they mean a certain minimum amount, level of knowledge, skills in this subject (or in several subjects). In pedagogy, understudy refers to the gap between student readiness and content claims, which is determined after a significant part of the educational process has been devoted to the study of a topic or section. a chain of lessons. course, term, half year. Absenteeism is the failure to meet the requirements (or 1 of them) that include a gap in one of the intermediate stages from such a segment of the learning process, which serves as a time interval for determining progress. The term "backlog" refers to both the cumulative process of non-compliance and any instance of such non-compliance. A significant decrease in the level of intellectual development of low-assimilation students can be the result of a lack of intellectual effort and self-control. According to N. Menchinskaya's researches, it is known that the attention and memory of non-assimilating students are not the result of pathological changes in their mental processes, but due to the lack of proper working habits. N. A. Menchinskaya, while developing the typology of non-assimilating students, 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. 1. The lower level of thinking activity can be combined with a positive attitude towards studying and maintaining the state of a student. 2. A high level of intellectual activity can be combined with a "partial" or complete loss of a student's status. 3. The lower level of thinking activity can be combined with the loss of the "state" of the student in relation to reading or completely. The uniqueness of the combination of isolated features determines the ways to eliminate unassimilation. Students included in the first type have some common characteristics. Generalization of thinking operations to them and mastering of educational materials for such students, which is manifested in the height development of others, creates serious difficulties for such students. When solving their mental problems, they have an "unproductive approach" and try to use them. From this, failure in studies for a group of students is not considered a source of moral conflict. They calmly say: "I can't solve problems," "Mother language is difficult for me." The absence of such conflicts leads to a positive attitude towards studying and the preservation of the student's condition. At the same time, their lack of interest in knowledge is characteristic of the lack of interest in any kind of knowledge acquired at school. They do not connect their future plans with their studies. 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 training 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: I. About 50% of students who do not learn type include physically and mentally developed students. II. Approximately 25% of independent students are physically weak. III. Approximately 10% of students who do not master the type are physically normal, but mentally underdeveloped students. IV. About 15% of students who do not learn type are students who are separated from school due to family conditions.[10] 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. The second type of non-assimilating students. In students belonging to this type, the

high quality of thinking activity is combined with a negative attitude towards studying. Such students come to school with the desire to prepare well and study well. But the fact that they are used to doing only what they like has a negative effect on the quality of their studies. Such students' self-organization in the educational process depends on whether they like this or that subject. Such a conflict occurs due to insufficient realization of intellectual opportunities in educational work. If such a conflict arises in the early stages of education, it not only causes a negative attitude towards studying, but also leads to alienation of the student from the class community. This situation leads to the emergence of a number of negative moral qualities. 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 due to the temporary lag behind the child's mental development. Failure to absorb 50% with retardation in mental development, 24% with behavioral disorders, 4% with mental retardation and underdevelopment of speech. 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 non-assimilating students: 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". T.A. Vlasova, M.S. Deviant children are studied in Tevenir studies. They divide such children into the following two groups: The first group includes children with slow physical and mental development. Researchers say that is the reason why they are lagging behind in development -

related to the slow maturation of the forehead in the cerebral cortex. 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. Uzbek psychologists Y. F. Goziyev, S.A. Akhunjanova, T.M. Adizova, Y.Z. It was also analyzed in the works of Usmonova, A.Kh. Yugay, T.K. Tolaganova. But it should be noted that in none of them, the problem of lack of learning in primary classes was not analyzed as a subject of special scientific research. In-depth study of personality traits of students who do not learn for a long time will help to overcome their difficulties in any pedagogical conditions. It helps to master the school program successfully. Up to now, there are many opinions about mastering in the field of education. The concept of "mastery" is a complex problem in its essence, and it depends on the economic development of the society, the political, educational, and cultural education of the country's citizens, the modern teaching tools, methods, and principles of the school teachers. It is a phenomenon inextricably linked with young people's enthusiasm for reading and learning. The free citizens of our country began to feel the importance of our language and history in human life, national and universal values more clearly and fully than ever before, fundamental changes took place in school life, teachers' activities are undergoing a phase of qualitative renewal, their The intelligence of the Uzbek child was recognized by the world public. Our youth took part in the world Olympiads and took pride of place.

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