

Causes and Characteristics of Infidelity in Primary Class Students

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Abstract: The article presents the study of the causes of non-learning by primary school students by psychologists and their analysis, experimental analysis of the reasons from the point of view of teachers

Keywords: mastering, not mastering, features of thinking activity, personality orientation, thinking operations, psychological-pedagogical council, special skills and qualifications

1. INTRODUCTION

The In our country, the role of education and training given in primary classes is incomparable in raising a healthy and mature generation, realizing the creative and intellectual potential of our children. The foundation of skills and qualifications is laid in the same primary classes

2. LITERATURE ANALYSIS

The causes of non-assimilation in foreign and domestic psychology were found in the research conducted by N.A. Menchinskaya, psychologists from Uzbekistan Y.F.G`oziyev, S.A. Akhunjanova, T.M. Adizova, Y.Z. It was also analyzed in the works of Usmonova, A.Kh. Yugay, T.K. Tolaganova.

3. RESEARCH METHODOLOGY.

In the article, there are opinions about the fact that mastering subjects in elementary grades is one of the important psychological components of a person. The reasons for non-assimilation are described based on scientific studies and experiences. Opinions about the types and levels of non-assimilation are expressed in scientific language.

4. ANALYSIS AND RESULTS.

The assessment given to a non-assimilating student affects the formation of his personality, the need to praise even the small success of a non-assimilating student in front of everyone, a little high evaluation, parents not being involved with their children at home, control failure to do it, lack of consolidation of the topics learned in homework are the factors that cause non-assimilation, the occurrence of non-assimilation in elementary grades is related to the insufficient development of the child's mental processes, attention, memory, and thinking are poorly developed in non-assimilating students It is analyzed that this has a negative impact on the quality of education and that there is a need for individual work with such students

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. The role of education and training given in primary classes in raising fully mature, healthy, independent thinking persons is incomparable, because the basis of the knowledge, skills and abilities of the student is laid in the same primary classes. To date, there are many opinions expressed 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 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. According to N.A. Menchinskaya's researches, it is known that low indicators of attention and memory of poor students are not the result of pathological changes in mental processes, but due to the lack of proper working habits. is 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.[1]

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.[2]

1. The lower level of mental activity can be combined with a positive attitude towards studying and the preservation of the student's condition.
2. A high level of mental 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 student's "state" 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.[3]

When solving their mental problems, they have an "unproductive approach" that they tend to use. Therefore, the failure of a group of students in their studies is not considered a source of moral conflict. They calmly say: "I can't solve problems, the mother tongue 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 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.[9]

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. However, 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.

Fundamental changes in the economic development of our country, in the thinking of the members of the society, in the pedagogical activities of educators, in the thirst of young people for science and technology, and for the profession, indicate that the need for comprehensive justification and comprehensive research of the problem of mastering has increased.[6]

In order to ensure the mastery of children, there is a need to develop didactic activities for them. According to the requirements of didactic impact activities, ensuring children's mastery at the level of state education standards,

frequently informing them of their achievements, preventing excessive fatigue of teachers and students, effective use of time will be developed. This can be seen in the research of a number of scientists.

The system of activities aimed at eliminating the lag behind the learning of the student is not always effective. Due to the lack of deep and complete study of students, change of place of residence and a number of other reasons, at first temporary and then permanent lack of mastery occurs among students. In such cases, it is necessary to take measures to prevent students from not mastering, as well as measures to eliminate it. If the measures to prevent maladjustment have a general class and group character, the measures aimed at eliminating maladjustment have an individual character.

After the reasons of non-mastery are discussed at the psychological-pedagogical council, the main reasons at the present time are determined. Knowing the main reason for the student's failure to learn often allows to choose among pedagogical tools, to choose methods aimed at eliminating the main reason for falling behind in reading, which will give a creative result in a short period of time.[7]

Since the phenomenon of non-assimilation is characterized by a gap in the availability of knowledge and special skills and qualifications, it is appropriate to focus on the elimination of gaps in mastering the topics of the program. It is necessary to first determine the depth and nature of the gap in knowledge and skills in order to be effective in creating measures and activities aimed at filling the gap in students' knowledge. For this purpose, which sections of the course are not mastered, which concepts in this section are not mastered, which elements of the concept are not well mastered, how to solve examples in practice, perform exercises, and apply learned skills in practice it is determined that there are gaps.

Programmed exercises are of great importance in filling gaps in knowledge. Dividing the problem into small parts, checking that each one is mastered correctly, is effective in eliminating the whole problem, the reason behind the learning lag. Learning students often do not understand the role of homework in their academic achievement. They look for the reason for their lack of mastery in laziness or inability to remember the material well. Sometimes teachers also make a mistake, evaluating it as slow completion of educational work, inability to memorize the necessary materials in the program.[10]

In the process of studying non-assimilating students in elementary grades, focusing on the characteristics of their mental development, the problem of children with retarded mental development, the problems of children whose placement in school is difficult, i.e., children who are not psychologically ready for school, and the existence of such problems We have already mentioned that it is the cause of the lack of mastery in students of junior school age. Factors that cause failure to master in elementary grades, a primary school teacher who has worked in this field for many years, worked directly with children, worked with dozens of students who do not master, and identified the cause of their failure to master we addressed the questionnaire questions to the class teachers.

We distributed the questionnaire questions to 30 primary school teachers of 23 general education schools in the city of Ko'kan. We asked them to identify the most important factors.

№	The main influencing factor is teachers	The main influencing factor is teachersnumber in percent
1.	Failure of parents to deal with the child	27%
2.	Inadequate development of mental processes	37%
3.	It comes from not being sufficiently ready to study at school.	13%
4.	That the student gets sick a lot	2,5%

5.	Not having enough time to deal with the student individually	8,2%
6.	Other reasons	12,3

27% of teachers indicated that the main factor influencing the child's failure to learn is that parents are not involved with the child. A non-assimilating student does not prepare lessons at home due to lack of parental supervision or needs parental help due to lack of ability to prepare lessons independently. Due to parents' lack of time, inattention, or their own pedagogical illiteracy, such children cannot deeply understand the essence of the educational process, do not complete educational tasks, and become self-absorbed students. 37% of respondents indicated insufficient development of mental processes as the main factor of non-mastery. This is the biggest indicator that causes malabsorption.

Thanks to human memory, he creates skills and abilities, enriches his knowledge and expands his level. If the student memorizes quickly, then his memory is strong, if he remembers slowly, his memory is weaker. Pupils whose development of mental processes is considered insufficient, first of all stated that such pupils have defects in their memory, memory processes, specific features of memory, types of memory. Such students have poorly developed visual and auditory memories. In addition, there is a deficiency in the thinking processes of such students, and they have poorly developed thinking processes such as analysis, synthesis, comparison, generalization, and distinguishing important signs. Such students find it difficult to think independently.

The factor of insufficient development of mental processes includes the inability to allocate attention well, the lack of formation of voluntary attention, the lack of training to consciously concentrate, distribute and control attention. In addition, the lack of well-developed speech, lack of clear perception, inability to understand the nature of tasks, lack of creative imagination are also among such factors.

13% of respondents believed that the child's lack of readiness to study at school is a factor that causes failure to learn. Not being ready for school is common not only among six-year-olds, but also among seven-year-olds. As a result of the large number of students, there is not enough time for individual work with the child, children who are not ready for school become part of the group of children who do not learn.

Also, 2.5% of our respondents indicated that the child often gets sick as a factor affecting the occurrence of maladjustment. It was explained that a child who is not physically healthy will have little energy and will not be mentally active. Being unhealthy causes a child to miss a lot of lessons. Such truancy does not affect the child's learning of subjects. It was estimated that failure to master the educational materials for a certain period of time leads to regular failure.

8.2% of the respondents indicated that there is not enough time to deal with the child individually, the lack of such an opportunity as a factor of the child's failure to learn. The large number of children among our interlocutors during the survey does not allow us to talk and engage with the child individually. Children who are difficult to communicate and shy also believe that they need individual training. If there was an opportunity to deal with each child individually, there would also be an opportunity to not master. Also, experienced teachers believe that the child's lack of interest, family conditions, the student's incompetence, and the fact that the child misses a lot of lessons are to a certain extent a factor of non-learning.

Therefore, according to the teachers, the parents, the teacher, the ill-health of the student and the child are mostly to blame for the emergence of students who do not learn. In general, the appearance of each lack of mastery has a special character, and it is easier to correct the student's lack of mastery only when the teacher diagnoses the real reason for the student's lack of mastery.[9]

Based on the conducted experimental research, we came to the following conclusion:

1. The assessment assigned to a student who does not learn affects the formation of his personality.
2. Praising even a small success of a self-absorbing student in front of everyone, a little high evaluation, encourages him to new successes.

3. Many teachers think that parents are more to blame for the lack of mastery. Therefore, the fact that parents do not deal with their children at home, do not control them, and do not consolidate the topics learned in homework is a sufficient factor that causes malabsorption.
4. The lack of mastery in primary grades is due to insufficient development of the child's mental processes.
5. Non-assimilating students have difficulty distinguishing between things and events, summarizing objects into one common group.
6. Attention, memory, and thinking are poorly developed in unassimilative students, and such students feel the need for individual training.
7. Another factor that causes failure to learn is that the child is not psychologically ready to study at school.
8. Positive learning motivation is not formed in non-assimilating students. It is known that the main component of psychological preparation is motivational preparation.
9. It is possible to eliminate non-assimilation by developing the knowledge processes of students who are slow learners in specially organized classes.
10. The cooperation of the student, psychologist and parents is an important factor in eliminating malabsorption.

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