

Psychological Assessment Of The Factors That Cause Incontinence In Educational Activities In Primary School Students

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Annotation. The article examines the factors that cause incontinence in educational activities in primary school students by psychologist scientists, clarified the reasons for the lack of assimilation of Primary School students through research methodology, and highlights the essence of its content by evaluating the aspects of bartaf development of this problem.

Keywords: teenager, gender-specific steriotype, self-awareness, image of "I", awareness of originality, identification, sexual maturity real man, real woman.

Introduction. Reforms have begun in the educational sphere of our republic, which, as in all countries of the world, have taken a worthy place in the world map. All these reforms raised the human mind to a higher level than ever before, and the problem of concern for one's own perfection, in which man and his perfection work on oneself, has become a more pressing issue than ever. From the experience of developed countries, we can see that where the emphasis on education and upbringing is great, there is progress, the rise is high. Therefore, the prospect of our motherland depends on the extent to which Continuing Education is carried out. The system of continuing education in the republic requires all our citizens to study, research, highly qualified personality, which leads to a radical change in the psychology of people.

The effectiveness of the study of Primary School students in secondary schools depends on the formation of sufficient educational motives and interests in them. Currently, the issue of the child's readiness for school education is primarily considered as a psychological problem. The high level of motivation or presence of a child's personality in relation to activity, the level of development of the field of need, the volitional nature of psychic processes, operational qualifications create an advantage in the child's

assimilation in educational activities. The fact that not only intellectual training itself ensures the successful entry of the child into educational activities is revealed in the experiments carried out. The effectiveness of the study of Primary School students depends on the formation of sufficient educational motives and interests in them. Currently, the issue of the child's readiness for school education is primarily considered as a psychological problem.

To date, broad views are being expressed on mastering the field of Education. The concept of "appropriation" is a complex problem in its essence, which is a phenomenon inextricably linked with the economic development of society, political, educational, cultural education of citizens of the country, the thorough knowledge of school teachers in modern means, methods, principles of teaching, the enthusiasm of young people for reading and learning.

Literature analysis. P.P. Blonsky singled out the main cause of non-learning, while L.S. Slavina's work "Individual approach to non-learning and disordered students" divided non-learning students into different groups. N.A. Menchinskaya, while developing the typology of non-assimilating students, firstly paid attention to the characteristics

of thinking activity, and secondly, to the orientation of the individual. According to M.M. Bezrukikh, S.P. Efimova, weak children who get sick often show that their ability to work and study decreases due to lack of medicine.

Uzbek psychologists Y. F. Goziyev, S.A. Akhunjanova, T.M. Adizova, Y.Z. This issue was also analyzed in the works of Usmonova, A.Kh. Yugay, T.K. Tolaganova. But in none of them, we can see from the research that the problem of lack of mastery in primary classes has not been analyzed as a subject of special scientific research.

P.P. Blonsky in his work "Difficult students" divided students who do not master the following types depending on the nature of the combination of various characteristics of mental and physical preparation. P.P. Blonsky, when describing students who do not learn, pays great attention to physical health in the first place. In the author's research, psychological characteristics are not sufficiently covered. P.P. Blonsky singled out the main reason that leads to non-assimilation. Firstly, the student's lower ability to work due to his health, secondly, the inability to properly organize his activities, "not being able to work", thirdly, the lack of interest in studying, fourthly, loose development of the pupil.

P.P. Blonsky divides non-assimilating students into the following types:

Approximately 50% of Type I students are physically inactive and mentally underdeveloped students.

Approximately 25% of type II students are physically weak, miss a lot of lessons, get tired quickly, and their mental development is sufficient.

Approximately 10% of students with type III maladjustment are physically normal, but mentally underdeveloped students.

Approximately 15% of IV type students are separated from school due to family circumstances.

Thus, in the classification of types of students, the main two types indicate physical idleness and mental underdevelopment due to internal reasons, and the third and fourth types indicate the presence of interests outside school due to external reasons - circumstances.

In L.S. Slavina's work "Individual approach to maladaptive and disorderly students", maladaptive students are divided into different

groups, and the author pays attention to the important characteristics of the student's personality when developing such a typology:

1. students who have formed a wrong attitude towards studying;

2. students who learn materials with difficulty;

3. students who have not developed skills and methods in educational work;

4. students who cannot work;

5. Students who do not have the skills and methods for knowledge and study.

In this case, the question of the relationship between different aspects of the personality of students in different groups remains open. For non-assimilating students, first of all, weak self-control, inability to control one's mental processes (attention, memory), lack of rational methods of educational work, unwillingness to think when solving educational problems, conditional thinking of knowledge learning is characteristic, such students tend 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 non-assimilating students can be the result of constant intellectual stress, empty self-control.

Discussion. According to the research conducted by N.A. Menchinskaya, lower performance in attention and memory of non-learning students is not the result of pathological changes in their mental processes, but the absence of proper work habits. is related to N.A. Menchinskaya, while developing the typology of non-assimilating students, firstly paid attention 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 classification into types, as it is characteristic of all non-assimilating students.

Thus, when classifying non-assimilating students into types, personality characteristics are based on a different combination of two main complexes: the first one is related to the characteristics of thinking activity (readability); the second is related to the orientation of the person, which expresses the "inner position" of the student. (L.S. Slavina, L.I. Bojovich). There can be various

relationships between the complexes mentioned above. Such relations are divided into three:

1. A lower level of thinking activity can be combined with a positive attitude towards studying and "maintaining the status of a student".

2. A high level of mental activity can be associated with a negative attitude towards reading, partial or complete student "loss of status".

3. The lower level of thinking activity can be partially or completely connected with the student's negative attitude towards studying.

The uniqueness of the combination of isolated characteristics determines the type of non-assimilating students, as well as the ways to eliminate the non-assimilation.

Z.I. Kalmikova divides non-assimilating students into two types depending on what is at the basis of non-assimilation:

1. pedagogically neglected children;
2. students with lower fluency.

The first type includes students who fall behind in their studies due to unfavorable pedagogical conditions. Although the second component of mental development is preserved in them, the stock of knowledge is very small and does not meet the requirements of the minimum standard. The second type includes students whose failure to learn is due to the adverse effects of social, pedagogical and biological factors.

In the studies of M.M. Bezrukikh, S.P. Efimova, children with learning difficulties were divided into the following groups:

- A) Weak children.
- B) Nervous children.

C) Children who are temporarily behind in mental development.

G) Chapakay children.

T.B. Stul'pinas has distinguished the following 4 types of free-flowing students.

The first type - those who fall behind due to accidental, long-term illness,

The second type includes those who do not understand or understand those who remember, but rely only on memory;

The third type is superficially active teenagers, those who have mastered thinking operations, but are not interested in studying, they are engaged in class only for the sake of it;

The fourth type is the most severe form of non-assimilation, characterized by a negative attitude to study, the use of irrational methods of mental work. He stated that one of the main ways to eliminate non-assimilation is to increase the level of educational activities.

Analysis. In order to study the reasons of non-learning of elementary school students, 58 students of the general secondary school in the city of Kokan were selected. In order to study the level of anxiety of these students, the Philpss method was conducted in the test group. The methodology is mainly aimed at studying the anxiety levels of students of junior school age, and the methodology was conducted and analyzed in a group of testers.

Manifestation of anxiety in students of junior school age

Classes	General anxiety in school	Getting rid of social stress	Frostbite to the need for success	Fear of one's own opinion	Fear of an assessment verification situation	The use of not coming to the era of friends around	Physical stress resistance in a small door	Problems and fears in the relationship with the teacher
Grade 2	32%	39%	26%	39%	41%	25%	36%	32%
Grade 4	21%	24%	15%	22%	34%	13%	24%	23%

From the results of the study, it can be seen that the manifestation of the state of anxiety in primary school students is inextricably linked with age characteristics, and adaptation to the Charlie school process causes anxiety to be prevented in them. In particular, the anxiety associated with the school is 32% and 21% in students of grades 2 and 3, which are determined by the fact that they have not yet fully adapted to the educational process at school, various problematic situations in entering into interpersonal relationships, have not found full content in communication skills, etc. It is also possible to note among the test subjects 39% and 24% of burns from social stress, which, according to him, can be explained by the presence of bows that are shown to the reader's personality from the outside, as well as conflict situations associated with its management.

By 26% and 15% to the need for success, in fact, the reader pursues success from any activity, but not always it may be the same. There are also many abilities in the reader, but the internal anxiety associated with its implementation can be explained by the presence of conflict. Fear of one's own opinion is 39% and 22%, and in children of this period there are also cases of fear of hesitation in freely expressing one's opinion. Especially for children of this age, the lack of courage occurs as a result of the fact that they do not always obey the conditions of the social environment, and in most cases do not believe in their opinion or in themselves.

The fear of the assessment verification situation is 41% and 34%, among the methods that are widely used in today's practice. The means of intimidation of the child in any situation by the teacher is the assessment that is being imposed on him. Therefore the assessment in any case has served as an external trigger for the child. In most cases, our teachers have the opportunity to influence children in bullying not only by the way they are punished, but by lowering their grades.

Among the testers, the fear of not coming to the circle of friends around them is 25% and 13%, which indicates that the student's personality is not socialized. Among the main objects of socialization, especially in younger school-age students, are the surrounding social institutions that influence it, as well as the human community. Also,

the child's low chances of communication are in turn counted as a deterrent for their acquaintance with friends.

We can see that the physiologic stress tolerance of a small range of 36% and 24% has a significant indicator in the group of testers, which is determined by the fact that the physical fatigue in them is still not adapted to the learning process. Therefore, the fact that the student's personality is experiencing a process of physical development necessarily dictates the presence of such a state. It is known that during this period the personality of the teacher is indicated as an ideal person for them. Therefore, problems and fears in relations with the teacher are 32% and 23%. Because for them, one of the main influencing subjects at the moment is the personality of the teacher. In this context, when taking any effect indicated by the teacher in turn causes the child to experience situations of internal anxiety, fear. It is a challenge for them to keep this process in one system. This leads to the fact that increased anxiety in them can in many cases depend on the effects of the external environment as well as on the self-assessment system.

From the results of the study, it can be seen that the various emotional reactions that occur in primary school students are determined by the fact that they are not satisfied with their personality, do not have a certain place, position in the system of interpersonal relations, do not have communication skills, the occurrence of physiological fatigue in some places. With this, the fear of giving one's own opinion can be explained by the low desire for success in educational activities, the slow aspiration for an assessment or the column of checking it with an assessment, which is the opposite.

General education aimed at preventing non-appropriation school interpretations include:

1. Organization of General study in the school community of advanced experience, recommendations in pedagogy and psychology on the Prevention of incontinence. It is advisable to discuss these issues at meetings of the pedagogical team, at student conferences, and can be discussed by independent study to meetings of methodological associations. This work helps a lot to organize stands, exhibitions, seminars for parents active students, promoting articles from

newspapers and magazines, in the school Telegram group about the successful activities of schoolchildren and individual students in order to prevent students from mastering.

2. The mutual thinking of all teachers and psychologists who teach in this class about the desire of students to study, the ways of overcoming the lack of assimilation of its development, that is, the organization of a psychological and pedagogical consortium.

3. Generalization of classes on the scale of all schools by analyzing the reasons for the lack of aro appropriation, identifying the specific ones for this school from among them, separating the main syllables and main stages of work in the school to improve the educational process in order to prevent students from mastering it.

4. For the successful implementation of activities aimed at preventing non-appropriation, and the identification of work on the determination of the base of educational materials, the preparation of diagnostic materials that allow the perception of students who master the blank.

5. To study the situation in school places in order to identify factors and phenomena that negatively affect the attitude of students to study. To eliminate such phenomena, establish contact with authorities and public organizations.

6. Psychological examination of students who are getting their first job, conducting various classes with their preparation for training and strengthening students' work skills, organizing winter and summer health camps and sports groups in schools to develop their real educational enthusiasm.

7. Constant supervision in the work of the school to carry out a system of activities to prevent students from mastering. To do this, it is necessary to do the following.

A) verification of the results of written work to determine whether students are mastering

additional science of the results of psychological and pedagogical studies.

B) to pay attention to the fact that in the course of the lesson the teacher uses the methods of obtaining the name of Mastering by him, to pay attention to complex topics, to distinguish important, to check whether students understand new materials. Constant reinforcement and awarding, work on mistakes, special ability in reading, an individual approach to students, etc.

C) continuous analysis of written work and diagnostic work of students of annual, quarter and daily assimilation. Identification of deficiencies, a system of measures to eliminate them.

G) to control them in a special account from the point of view of the assimilation and upbringing of their students during the winter holidays, as well as to study the shortcomings of the students' activities, to teach and improve the students' activities to analyze them on their own in order to master the mastering materials.

D) to carry out inter-class group and individual preventive measures from the initial communities, in addition to generalizing experiences in the work of advanced students and generalizing interpretations on the increase in incontinence, as it turned out from experimental research.

It was believed that more parents, the teacher himself, the student and the child's unhealthy were to blame for the emergence of students who, in the opinion of teachers, do not master. In general, each acquisition has a special character in its appearance, and it is easier for the student to correct the student's inadequacy only when the teacher diagnoses the true reason why the student does not master it.

Persons guilty of the occurrence of non-appropriation expressed the results of our questionnaire in the form of a table.

№	Factors that cause incontinence	Indicator (%)	Number of teachers
1.	The fact that parents are not engaged in the child	30 %	15
2.	Insufficient development of psychic processes	40 %	20
3.	Arrival of a child without sufficient preparation for school education	16 %	8
4.	Make the child much sick	4 %	2

5.	Lack of time to engage in Individual	10 %	5
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Conclusion. Based on the theoretical and experimental studies carried out, we came to the following conclusion:

1. The assessment placed on the adoptive student affects the formation of his personality.

2. Praise in front of everyone the small success of an empty mastering student, a little high assessment, motivate him to new achievements.

3. Many teachers think that more parents are to blame for the emergence of incontinence. Hence the fact that parents do not deal with their children at home, do not control them, the lack of strengthening of the mentioned topics in homework is a sufficient factor that causes incontinence.

4. The occurrence of incontinence in students of younger school age is associated with insufficient development of the child's mental processes.

5. Adoptive students find it difficult to distinguish an important sign between things and phenomena, to generalize subjects, into one common group.

6. In mastering students, attention, memory, thinking from cognitive processes are difficult to develop, it is necessary to deal with such students individually.

7. Another of the factors that cause incontinence in students of younger school age is the psychological unpreparedness of the child to study at school, and it is known that positive learning motivation has not been formed in students who do not master it, the main component of psychological training is motivational training.

8. In specially organized classes, it is possible to eliminate the lack of Mastering by the development of cognitive processes of students who master the blank.

9. An important factor in eliminating the lack of assimilation in students of younger school age is the ability of the student, psychologist and parents to work in cooperation.

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