PEDAGOGICAL-PSYCHOLOGICAL FACTORS INFLUENCING ON BACKWARD LEARNERS OF INITIAL CLASSES

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Abstract: One of the main objectives of ensuring efficiency of educational process development in learners of interest to cognitive activity, formation at them of readiness for assimilation of knowledge. Unfortunately considerable parts of pupils for various reasons don’t master a program material fully and owing to this fact lose interest to training. In this article the reasons of weak assimilation by pupils of a training material are opened, the factors influencing quality of progress among which are called external and internal (biological, psychological, etc.) factors are defined. The role of the teacher under the influence of whom cognitive activity of learners is formed is especially emphasized in article; activities of the teacher are designated. As the main aspects of activity on development of interest to study are called: detection of abilities to assimilation of knowledge, determination of the volume of educational material, and time distribution and its studying, selection of means and the technologies stimulating interest of younger school pupils to the study, use of the differentiated approach and pedagogical cooperation with learners.

Keywords: real educational opportunity, influencing factors, backward learners, thinking, mental properties, correlative relations, management of pedagogical process, biological factors, intellectual operations.

In our country are continuing wide-scale reforms in the theory and practice of training and education. Educational process is provided by new pedagogical technologies, opportunities obtain a guaranteed result (Karimov, 1997, pp. 4-19). In practice schools have introduced new approaches put forward in the concept (concept of the pedagogical science, the Concept of primary education), the state educational standards (SES), training programs, and textbooks of new generation.

The problem of increasing the activity of backward learners of initial classes is essentially a complex. It is connected with economic development of society (in the future), education for the civil, political, educational culture, with the ownership of school teachers with modern means, methods and principles of education, with the aspiration of youth to knowledge.

The reasons interfering full assimilation of a training material by learners in the process of training, a lot. Among them:

- Insufficiently developed intelligence of the learner;
- The thinking of children – subject, figurative, symbolical – not developed to the required level;
- Knowledge, skills of perception of natural phenomena and society, assimilation of experience of creative activity is insufficiently created;
- The low level of development of the skills and study skills of the child;
- There are violations (defects) in physical development (children with weak sight, or blind, weak hearing, defects of speech (stammering);
- Children with the negative relation to work, the study, not adapted for life;
- Children with gaps in education (different perceive themselves and others, do not value their language, history, Homeland, have inflated self-esteem, do not understand the role of honor and advantages, arrogant in relation to another etc).

Scientists in the field of technologies of assimilation (B. Blum, J. Kerrol, J. Blok, L. Anderson, and etc.) theoretically proved need of allocation of educational elements of knowledge, definitions of the purpose of training in each element, allocations of difficult cases of a studied subject, finding of the ways facilitating studying. Besides, authors of researches suggested providing optimum repeatability of information in educational activity of children, to enter changes and additions into training, not to demand from children of
fast receiving results. Now pedagogical technologies of J. Kerrol, B. Blum widely are used in Great Britain, Brazil, Belgium, Indonesia, Australia, Japan, South Korea and other countries.

Project of technologies of assimilation in educational process includes the following activities of the teacher:
- Detection of abilities of assimilation, level of knowledge of learners on the studied subject;
- Volume and time distribution (allocation of class periods on a subject; determination of speed, lesson stages);
- Analysis of structure of a training material, allocation of educational elements and time for assimilation of each element, selection of the collection of tests;
- Selection of the means stimulating interest of children to the study;
- Introduction of changes, additions, amendments on a training course;
- Preparation of the project of process of training (development of the abstract of a lesson or training scheme map).

In projecting the process of assimilation it is necessary to proceed from real educational opportunities of learners. The term “real learning opportunities of students” at one time introduced by Yu.K. Babanskiy (1987). as the scientist wrote, learning ability (ability) a person is an inseparable part of the general abilities of the person and is understood as the ability to educational activity. Under the real learning opportunity we understand the readiness of the individual to educational activity, expressed in the unity of internal and external human action.

The internal factors of real learning possibilities of the person include:
- a) biological factors – overall health condition, the state of the senses, especially activities the nervous system (excitation and inhibition);
- b) psychological factors – development of intellectual sphere (perception, memory, thinking, development of the child); volitional quality of the personality (patience, endurance, constant aspiration to the goal, overcoming obstacles, difficulties), the emotional sphere of activity of the person (interest, to be interested in the results, suggestibility, cognitive activity), attitude to himself, to others, to nature and society;
- c) readiness (maturity) of the personality – existence of knowledge, life experience; skills of educational work – scheduling for the solution of tasks, examples, extension of seen, read, heard information and its short statement; studying of moral and ethical culture;
- d) development of receptions of cerebration – the analysis and synthesis, comparison, a specification and generalization, inductive and deductive conclusions.

External factors of real learning possibilities of the person: (a) the mutual influence of teaching and learning in the educational process. In didactic researches two way activities of training and studying is considered as the main form of the relations (V.V. Kraevsky). It is a typical form, characteristic of social institutions. It is realized as a way of preparing youth for a life to social relations.

The analysis shows that the factors influencing assimilation of knowledge, many, and they rather various. The organization, management and control of assimilation in didactic sense cause certain difficulties, and in this process deviations and inaccuracies are possible. Therefore in researches the special attention is paid on correlative communications of factors of assimilation, the role of the pedagogical technologies facilitating processes of the organization, management, control of assimilation of knowledge, skills and abilities (Ahlitdinov, 2002).

Establishing linkages factors assimilation start with an analysis of the biological characteristics.

Factors that have a positive or negative impact on the absorption of many children: various defects in the organs of perception (feelings) – in the normal development of sight, hearing the process of mastering gets more or less successfully, in the case of anomalous phenomena child gets in the number of «under-achievers». The same happens in case of violation of the functions of the higher nervous activity (excitation and inhibition).

Progress of the pupil is influenced by a state of his health – painful teeth, ears, a headache, cold, temperature and others are reflected in progress. Therefore biological impact on nature of assimilation is considered the strongest: good health – pledge of successful assimilation of knowledge and on the contrary – the illness negatively affects progress.

Having taken into account biological features of the personality, we will allocate one more generalized biological character "working capacity". This property of the personality is one of the main for development
of knowledge, in teaching it long since consider as key quality of the successful teaching. Diligence, working capacity is, as a rule, formed at children with normal health, sight, hearing, kinesthetic feelings, normal development of nervous system.

Among the mental factors which are negatively influencing progress of learners. It is possible to allocate: weak memory, shortcomings of thinking development, excessive sensitivity, shyness, and suggestibility. For overcoming of instability of memory it is necessary to carry out the exercises intended for its strengthening. For the purpose of thinking development the teacher has to use as much as possible receptions of development of cerebration – the analysis, synthesis, comparison, and allocation of groups (classification), a formulation of conclusions.

Leading factor of assimilation is intellectual development of learners in which it is possible to designate two directions: thought processes – the analysis, processing, comparison, group, generalization. In the process of judgment of essence of studied knowledge learners seize abilities allocates primary (main) and secondary signs in each training material. The learner, who is able to allocate the main and the minor in training material, will be able to freely orientate in the study of any topic. Ability to define the main objects and secondary indicators is an indicator of development worldview; it is connected with such thinking actions as self-determination of the aims of the study object, critical appraisal, selection, names (term) for the phenomena, deployment or a brief expression of his thought, expression nothing to do with anything, speed of thinking and other properties of thinking (Roziqov, 1999).

The task of continuous improvement of knowledge and professional development of teachers in our republic is regarded as the social order of society to an education system. The head of our state especially emphasized that reforming of system of training and education is the central problem of a state policy. Requirements of the society are to our children receive modern knowledge. And for this purpose it is necessary that, first of all, teachers seized this knowledge. If the teacher is armed with knowledge, modern methods and tutorials, he will be able positively to influence mind and heart of the child (Skatkin and Kraevskiy, 1981).

Impact of the teacher on educational activity of children as an external factor is shown in the organization, management and control of educational process. We consider influence of the teacher as the most effective, a proven means of achievement of optimal results, in the development of learners’ knowledge in the process of their real educational activity.

It should be noted and one more factor of external influence is a Wednesday surrounding the child. If the child, in the process of game communicates with children inclined to an offense, idlers, and itself gets to the category of “difficult”. In our republic a lot of work of preventive, educational character, essentially through makhalla is carried out. One of activities of this public association in a residence is strengthening of upbringing and educational impact on children.

References