

The Process of Working Empty Mastering Students in Future Elementary School Teachers

Hasanova Dilafro'zxon Tohir qizi

Master student of Gulistan State Pedagogical Institute

Abstract: In this article, the process of education and upbringing of elementary school students, increasing the activity of students with low mastery in the process of imparting knowledge given in textbooks, ensuring that they catch up with their peers, knowledge, Issues such as the formation of skills, qualifications and competences, the problems that arise in the acquisition of knowledge and the methods used to solve them, as well as the good results achieved through this, are revealed.

Keywords: elementary school, education, education, student, knowledge, skill, skill, competence, interactive approach, increasing activity.

Currently, modern methods of teaching are widely used in the development of future elementary school teachers' work with free-learning students. The use of modern teaching methods leads to high efficiency in the teaching process. Today, in a number of developed countries, the methods that form the basis of great experience in the use of modern pedagogical technologies that guarantee the effectiveness of the educational process are called interactive methods.

The most important elements of modern education have been formed since ancient times. Educational purpose, content, form, method and means are traditional categories used to analyze the content of educational processes. It is these categories that appear as the subject of the activity of the pedagogue who organizes the educational process in a certain subject, specialty or specialization. A modern teacher should understand that he should not be an "actor" in the course of the lesson, but rather a "director". For this, he needs to be familiar with several new educational methods.

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 own mental processes, lack 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 non-assimilating students may be the result of a lack of constant intellectual effort and self-control.

According to N. Amenchinskaya's researches, it is known that the attention and memory of poor students are 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 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 students into types, as it is characteristic of all non-assimilating students..

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. A 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 mental activity may be associated 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 non-assimilation.

Students of 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, will cause 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 learning 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 associate 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 the low 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 low 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 associated with the adverse effects of socio-pedagogical and biological factors.

Pupils with low reading ability. This type includes students whose pedagogic neglect results in lower reading ability, i.e., the unfavorable formation of mental qualities for cognitive activity. They are divided into the following groups:

- a) Vulnerable children
- b) Nervous children
- c) Children who are temporarily behind in mental development

The measures applied to such a student are also the same. The child's parents are called to the 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 symptoms of nervousness and stuttering. The teacher should deal with such children.

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

Most of the time, teachers conducted training with a student who did not learn. In some cases, teachers, without understanding the reason, classify students who do not learn as "disabled" and "lack of intelligence". Soon the teachers will ignore the students.

Later, such students develop and form negative ideas 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:

Firstly, it is related to the nature of mental activity.

Secondly, the orientation of the person, the student's internal state, attitude to reading 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 studying, the student "partially or completely loses his condition."

In conclusion, the use of technologies in modern education is important in the organization of the process of working with low-assimilation students in primary grades. Therefore, new methods, as well as the use of science, use educational technologies in this process. I think we should be connected with it. In this way, we will have the right approach to pedagogical activity and increase the efficiency of working with students, and we will achieve the formation of passive students' knowledge, skills, qualifications and competences.

FOYDALANILGAN ADABIYOTLAR:

1. 2019 yil 29 apreldagi "O'zbekiston Respublikasi xalq ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida" PF- 5712-sonli Farmoni
2. O'zbekiston Respublikasi Prezidentining O'zbekiston Respublikasi Vazirlar Mahkamasining 2019 yil 9 iyuldagi "Matematika ta'limi va fanlarni yanada rivojlantirishni davlat tomonidan qo'llab-quvvatlash, shuningdek, O'zbekiston Respublikasi Fanlar akademiyasining V.I.Romanovskiy nomidagi matematika instituti faoliyatini tubdan takomillashtirish chora-tadbirlari to'g'risida" PQ-4387-son qarori
3. O'zbekiston Respublikasi Prezidentining 2019 yil 8 oktyabrdagi "O'zbekiston Respublikasi

oliy ta'lim tizimini 2030 yilgacha rivojlantirish kontsepsiyasini tasdiqlash to'g'risida" PF-5847-son Farmoni

4. Karimova S.S. THE ROLE AND IMPORTANCE OF" NATURAL SCIENCES" IN THE DEVELOPMENT OF UNDERSTANDING OF NATURE IN GENERAL SECONDARY SCHOOLS. <http://scientists.uz/uploads/202206/B-43.pdf>
5. Karimova, S. (2022). THE ROLE AND IMPORTANCE OF" NATURAL SCIENCES" IN THE DEVELOPMENT OF UNDERSTANDING OF NATURE IN GENERAL SECONDARY SCHOOLS. *Science and innovation*, 1(B6), 214-218.
6. Karimova, Sevara. "CHARACTERISTICS OF NATURAL TEACHING METHODOLOGY." *Oriental renaissance: Innovative, educational, natural and socialsciences* 1.11(2021):737-740. <https://cyberleninka.ru/article/n/characteristics-of-natural-teaching-methodology>.
7. Karimova Sevara "Didactic Features Of Development Of Nature Perception Skills Of Primary School Students" In volume 19, of *Eurasian Journal of Learning and Academic Teaching (EJLAT)* April 2023.
8. Qizi K. S. S. FORMATION OF NATURE AWARENESS SKILLS OF PRIMARY SCHOOL STUDENTS // *International Scientific and Current Research Conferences*. – 2023. – C. 43-45.
9. Mamatova , . H., Karimova, S., & Mamayusupova, . Z. (2023). PEDAGOGICAL ANALYSIS IN THE WORKS OF ALISHER NAVOI. *Modern Science and Research*, 2(9), 5–8. Retrieved from <https://inlibrary.uz/index.php/science-research/article/view/23865>