



The Problem of Inadmissibility in Secondary Schools

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The mastering problem is one of the main problems in secondary schools. It requires thorough approaches to study and eliminate these.

The mastering problem is the discrepancy between the mandatory requirements of the school in the training of students and the assimilation of knowledge, the development of skills, the formation of experience of creative activity and the upbringing of educational relations. This is manifested in the fact that students have a low level of reading and counting skills, lack of mental skills of analysis and generalization. In practice, it is considered a natural situation for students to be without a wife due to the fact that knowledge gaps are not corrected in time. At the same time, he is faced with shortcomings only in his mental abilities, and maybe even in the processes of aliy. Very few children cannot learn themselves as a result due to inattention from the pedagogical side. They will have not been widely studied enough before coming to school and have not acquired the skills necessary for a first grader. They are low-read and at some point do not even know how to handle these. Children who are neglected from the pedagogical side are often brought up in families where they are given a lot of attention. In these cases, one of the typical parenting methods is hypo tárbia. A child under the care of a grandmother or one of his parents finds himself in difficult conditions. Together with the fact that only gina does not know how to read, count and write, she cannot even answer questions about simple things.

In the process of admission to school, he also has difficulty answering some questions that will be asked for him, such as who his parents are, where he works as who he is, where he lives. If a child went to a preschool educational institution, it will also be relevant to the fact that he has more knowledge acquisition and special abilities, his level of preparation for school, the content of the lessons taken in a preschool educational institution. The reason for the inefficiency of school in elementary grades is considered to be low mastering skills. Learning is understood as a general mental ability to absorb knowledge. Low reading skills are recognized in mentally retarded children. Unusual delays are synthesized in academic inefficiency. This is due to the snatching of the process of further stay from development. Several orta stays increase if they are not corrected, fall apart with each other and result in academic deficiencies. The cause of neglect of school difficulties is a malfunction in health, especially in the neuropsychic sphere of schoolchildren. This feeling, combined with functional stress, is a feeling of continuous failure, acuity of anxiety, fear of discrimination, punishment. The set of risk factors of the school works in continuous circulation, for a long time and without interruption, and if a person perceives this effect as stable, uncontrollable, immutable, and the child himself does not change, it turns out that the force of influence of any negative factor on the human body increases.[2: 24]

Including impaired vision, hearing or speech, i.e. the analytical system of defective pupils can fail and have a low mastering performance. Even with relative psychological readiness at school, students may not see what is written on the board or lag behind mastering even if they do not hear what the teacher says. One of the easiest ways is to transfer such children to the first rows in the process of teaching them in the classroom, giving light assignments on the shores of which positive results can be achieved. If in severe cases we can observe a significant lag, transfer to special schools - deaf, hearing impaired, special schools with speech impairments. In elementary grades, students meet who cannot master it due to insufficient extensive development of figurative thinking. Students' lack of assimilation can also be caused by their inability to study, based on their personal characteristics. Especially in the middle classes. The reason is, by this period, the school program will also become more complicated and more difficult to study. Different teachers come to one teacher with different requirements. Most children who have previously been satisfied or well educated will also have a lower level of reading activity in this case. It can also be children with several reading skills, better prepared for school compared to many classes. It was very easy for them to study: they achieve results without much difficulty, respecting a child with a relative high level in the classroom and, in his own way, also themselves. The desire to study also decreases the indicator of their assimilation if the requirements increase. Learning difficulties lead to a change in the motivation for reading. There are changes in the attitude to study, some of the time there are also cases of school dropouts. Unwillingness to study leads to low performance and the conditions of students of the previous grades. The transition to the middle class coincides with the beginning of adolescence, with the transition to Monorail with peers. The result of some studies shows that some students, even because they are engaged in other self-interested jobs instead of studying, also lead to a decrease in the mastering performance.[1: 11-16]

Types of adoptive students:

1. Children with significant difficulties are those who deviate from the standard of age due to various reasons. They have difficulty completing assignments, have very low self-esteem. These students receive a warning from the teacher. They therefore entered into a relationship with their teacher, do not want to sit together. She uses different methods because she is unhappy with her place at school. Screaming in a sitting position, running in the corridor, running all kinds of playful movements.
2. At school, low-income children make up $\frac{1}{4}$ of the total number of students. One of the reasons for lagging behind in development in them may have also been influenced by such factors as pathology of pregnancy and childbirth, defects in childbirth, severe illness. They are also subject to various infectious diseases. They often live in a dysfunctional microsocial environment. Children who are lagging behind in their development will find it difficult to get used to the conditions of the school, daily assignments and study burdens. It is already in the early stages of education that they constitute a completely specific risk group for the development of school maladjustment and academic failure. Including they often appear a group of difficult, stubbornly assimilated students who pose a problem for their school.
3. Children who are not functionally developed. They study with their heart and in good faith, strive to complete all assignments. However, in the first months of the study period, their behavior and peace changes most of them are restless, lethargic, talk whining, suffer from bitterness, headache, their diet also subsides, so they also have difficulty sleeping. All this is a natural state: the reason is that the child is adapting to new conditions, and this will definitely not do without leaving his own influence. But even after a couple of months, the change will not be felt, nor will it achieve the result. It turns out that some of the functions of his body are not yet ready to study at school, he does not yet have it. Some children get tired quickly, are weak-willed at school, others cannot concentrate in one place, while others do not come to confirm the

results of entrance tests. Children who are lagging behind in their studies have appeared, many of them cannot even master the reading program. Many are sick, leaving their classes behind and thus lagging behind.

4. Weak children. Among children who come to first grade, from 20 -30% are healthy, 30 -35% of first-graders suffer from infectious diseases, 8-10% are visually impaired, 15-20% are also often exposed to various disorders in the neuropsychic field due to organic malfunction of the cerebral hemispheres at different stages of development. These children find it difficult to adapt to school. They are protected at home, their development lags behind the norm. These include a limited supply of information, knowledge, skills, incorrect orientation of the environment, difficulties in establishing contact with peers, the teacher, incorrect behavior in the classroom, insufficiently widely developed educational motivator, etc.

There is one type of weak children, and against this background, these include children who are allowed to work everything at home. They also get involved in prohibited things, cannot control themselves, get tired quickly, cannot concentrate, and work for a long time if you give an assignment. In each class, such children make up about 30 -40%. Their training requires a lot of stress, spiritual and professional skills from educators. Small lag behind in various functional systems, when combined with bitr - one, leads to visible pronounced distortions. Of them: dysinibicia, motor anxiety, hyperphaularity. They themselves cannot organize independent activities, direct their attention correctly, they themselves cannot enter into a normative relationship with peers, they cannot control themselves, they work only on what they prefer to work. Behavioral disorders, as a rule, are faced with a number of difficulties in writing, reading and mathematics in such children. In the 1st grade, they will not be able to study the correct outline of letters for a long time, and their notebooks will also be held by the retailer as they are. The academic year gradually comes, and they cannot master the curriculum for the corresponding class. Specific features of their behavior, continuous collisions, negative reactions significantly complicate the situation in the class.

For the development of cognitive processes of mastering students, the following complex of special classes can be used. Classes like these can also be used by teachers, class leaders, parents. These classes are held once a week after class for 35-45 minutes.

Who is faster?

- 1) the purpose of the exercise: to determine the degree of concentration of Free attention.

Exercise process. Students are instructed to delete the letters in which one testta they want is most common. For example "A" or "E". The result of performing the test will be related to the deletion time and the letters from which the errors made were not deleted. Achievements are encouraged in this.

Karrector

The purpose of the exercise : the formation of Free attention.

Exercise process: the teacher writes sentences on paper in which several letters are dropped and replaced. The reader is allowed to read this assignment only once. In doing so, he will be able to correct mistakes with colored pencils. Then he gives the paper to his comrade, correcting the letters that he left with another colored pencil.

"Selector"

Purpose: to develop free attention in students.

One of the ishtrokers for the game is selected as a "priyomnik". Other members of the group will be busy counting in different directions, consisting of different numbers as suppliers. The Priyomnik listens to a calm pass, holding something in his hands. It must alternately adapt to each transmitter. After working a little, the Priyomnik gives his hand to his comrade from side to side. He will also continue to play in this case.

"Domino"

Exercise goal: develop speech and free memory

Exercise process: a set of arrows will be zurur to pass this game. The drawers take a circle around the table. Each ishtrokchi is dealt cards depicting a different plot. The first ishtrokchi light up one of the cards to others and tell them something like themselves (fairy tale, fantasy, bad dream), which is depicted on the card. Having started the game, the workaholic gives his comrade after completing his fairy tale.

He puts on his card and continues his fairy tale, saying that he also adds an illustrated narcissist on his card. The game will continue until all the cards come out.

Remember non-aro related numbers.

Purpose of the exercise: development of associative memory

Exercise process: the student is offered to remember numbers consisting of 10-12 consecutive numbers. In doing so, the focus is not on the mechanical repetition of numbers, but on the search for a logical connection between them. For example, 6513024860, 65:13=5, 0, 2, 4, 8, 6- growing into even Numbers, only gina exchanged the place of the last two numbers.

65 is the number of your home, 86 is the year your dad had a wedding. After this analysis, it is necessary for students to write natural numbers on paper. To be remembered, a series of unintentional numbers is given. 6442180814, 9876123440, 2456680973, 01982376445, this exercise has developed the ability to easily remember students for different numbers.

Similarities and differences

The purpose of the exercise: the development of comparative surgery in students.

Exercise process: students are given the task of comparing different subjects and concepts. For example, well-known subjects to students are: milk and water, cow and horse, plane and train. It can also collect objects from the images depicted. Images depicting these subjects can also be used. The total number of correct answers is determined. The number of errors is also calculated. The reader who finds the basis for comparison more or says the last answer will be the winner.

Sentence structure

The purpose of the exercise: to create new images in generalization.

Exercise process. The three words they want are taken, they will not be related in their own way. For Example "Dár'yo", "Pen", "Bear". Here are three words that can be included in the composition of borica can compose more sentences. Other words can also be added in this. But it is necessary that the three words given at the beginning participate.

There are a lot of reasons that cause school failure. Therefore, it is very difficult for us to correct the inadmissibility of our schools only by the actions of teachers, their enthusiasm. To prevent this from happening, the fact that such students are also helped by parents, family members, peers can lead to great results.

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