

DEPENDENCE OF TYPICAL DIFFERENCES IN SCHOOLCHILDREN IN LEARNING ON THE CONDITIONS OF UPBRINGING IN THE FAMILY

N.M.Mazhidov,
Zh.M.Mazhidov

National University of Uzbekistan, Associate Professor
Jizak State Pedagogical Institute, Head. Department

Abstract: This article discusses the differences in student performance. These differences are due to many reasons: individual and psychological differences between students, the conditions of upbringing in the family, the quality of the educational process at school, etc.

Keywords: Knowledge, features, qualities, development, skills, abilities, ability.

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In each class, there are significant differences in student achievement. These differences are due to many reasons; individual psychological differences between students, the conditions of upbringing in the family, the quality of the educational process at school, etc. Under the influence of these reasons, each student gradually develops specific features of educational work, manifested in the level of development of the most important personality qualities on which success in learning depends. These properties are: 1) features of mental activity, manifested in the level of development of learning abilities; 2) moral orientation of the individual, manifested in relation to school, to learning, to teachers; 3) the quality of self-organization, manifested in the level of development of a number of volitional qualities of the individual (organization, concentration, perseverance, etc.), in the ability to control their mental processes (memory, attention), as well as in the level of development of the most important educational skills and abilities.

Each schoolgirl combines these properties differently. Depending on the nature of the combination of these properties, several groups of students can be seen. When describing the students of each group, we will briefly dwell on the characteristics of the characteristics of their upbringing in the family.

I. Students with a high level of mental activity, a positive attitude to learning and a high quality of self-organization. These students study mainly at "4" and "5". The quality of their educational work is determined primarily by the conditions of upbringing in the family.

As shown by a special study, the majority* of parents of students in this group show interest in pedagogical literature on family education. The upbringing of children in these families has a purposeful character, Special attention in these families is paid to the formation of moral and volitional qualities of the personality in children.

2. Students with a relatively high quality of mental activity, a formal, careless attitude to learning and a low quality of self-organization. Possessing a sufficiently high learning ability, these students study, mainly in the "Z". Often students of this group are among the underachieving and undisciplined.

The shortcomings in the learning and behavior of these students are mainly due to the careless attitude of parents to the upbringing of their children. The parents of these students do not adhere to any system in family education, do not set themselves the task of forming certain strong-willed and moral qualities in their children. In the families of these children, there is often not a healthy moral and psychological atmosphere, under the influence of which negative moral and psychological attitudes are formed that determine their attitude to knowledge, to school, to work, and to the UNITED Nations.

3. Students with a relatively low (average level) quality of mental activity, a positive attitude to learning and

a high quality of self-organization. These students achieve good academic success through diligence, perseverance, and other qualities raised in the family. Parents of these students are often at school. Often they consult with teachers and class teachers on issues related to the organization of homework for their children, etc.

4. Students with low quality of mental activity, careless or negative attitude to learning and low quality of self-organization. These students study poorly. The main drawback in the family education of these students is the inability or unwillingness of parents to assist children in learning. The families of these children often have a complex moral and psychological atmosphere: conflicts between parents, alcoholism of parents, etc. Thus, as the study of the conditions of upbringing in the families of the groups of students identified by us has shown, the quality of their teaching and the peculiarities of behavior depend largely on what goals parents set in the upbringing of their children, what moral and psychological attitudes associated with learning are formed in them under the influence of the family, to what extent parents use literature on family education, etc.

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