

PSYCHOLOGICAL AND PEDAGOGIC FACTORS INFLUENCING STUDENTS' LEARNING ABILITY

Usmonov Sherzod Axmadjonovich

Lecturer at the Department of Psychology, Fergana State University

Students with highly developed mental abilities are one of the guaranteed main assets of the university. One of the most important goals of the modern higher education system is to prepare competitive specialists who have a high level of professional training and are well-rounded as individuals, who are able to work without stopping on expanding their knowledge and skills throughout their lives. A student's achievements in higher education play an important role in his/her becoming the best student. They make a great contribution to the country's economic and social development by becoming the best leaders and competitive workforce for the country.

The ability of students studying in a higher education institution to master academic subjects should become a problem not only for university management and teachers, but also for employers' in the job market.

A student's academic achievements are one of the main factors that employers in the job market take into account when taking on graduates as a worker.

Thus, in order to meet the employer's requirements, students should put a lot of effort into mastering the knowledge in education.

Since the success of educational activity is an integral part of personality formation, this problem has not lost its relevance so far.

Many psychological and pedagogical factors affect the success of students' education in higher educational institutions: financial situation; health problems; age; family problems; the level of preparation before being student; having the skills to plan and control one's own actions (initially, in education); the adequacy of the initial understanding of the motivations for choosing a university, the unique characteristics of higher education; form of education (daytime, evening, part-time, distance learning, etc.); availability and cost of tuition fees; the process of organizing the educational process at the university; the base of the university; the qualification level of professors and teaching staff; the place of the university in the rating and finally the individual psychological characteristics of the student.

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Through her research Yu.V.Bratchikova identified two main conditional groups that affect the successful completion of activities. They are external and internal conditions, and the internal ones include:

- age and individual characteristics of the student;
- characteristics of students' motivation;
- features of the assimilation process.

In the matter of external conditions, he referred to the nature of the relationship formed with a particular teacher, that is, the general nature of the relationship adopted in a particular group and the attitude of parents or other people to the process itself. In order to reveal the problem of successful education, it is important to take into account the psychological characteristics of educational activities. Being a student is considered a unique stage of development of a person, which includes only university and secondary special educational institution. The beginning period of being student includes the beginning period of early adolescence (16, 17-20, 21 years old), that is, the beginning of independent, adult life.

At the same time, a teenager who has graduated from secondary school and enrolled in a higher education institution begins to consider himself to have stepped into an independent life, but he is not yet independent, because he is dependent on his parents both economically and psychologically. This period is considered a special stage of transition to adulthood, and studentship becomes a bridge in it. In addition, during the student period, professional identity is formed and the basis of the future profession is mastered. One of the main objectives of this stage is the development of future profession and psychological preparation for independent life.

The main condition for this is successful educational activities aimed at developing professional skills.

Today`s students who are in the process of studying in heis are unique people with intellectual development opportunities and constitute a social group - students, which represent the most important intellectual potential of modern society.

Cognitive development in the early student period has its own characteristics, there is a tendency to self-analysis, a desire to summarize and systematize knowledge about oneself (behavior of one's own character, experiences, feelings, behavior) and it is observed to create a certain ideal of oneself. Comparison with

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the model takes place, opportunities for self-education are activated. At the stage of adolescence, thinking takes on a personal emotional tone. A certain passion (enthusiasm) for theoretical and worldview problems appears, intellectual feelings are actively developed, precisely the need to systematize the fundamental answers to worldview, positive attitude towards the social world, helps the formation of irrational beliefs in active ways of belief. During this period, based on the educational goals, the behavior in the process of completing the assigned tasks becomes stable. And this will have a psychological basis, representing a certain individual learning style.

According to the theory of active approach (L.S. Vygotsky, A.N. Leontev) in the process of education, the content of knowledge and cultural experience is mastered. L.S. Vygotsky distinguishes general qualities (attributes) and abilities (generalization and abstraction and voluntariness) with the acquisition of knowledge, skills and abilities. The first is education, the second is development. An important component of the study activity is the impact of the self-evaluation of the level of mastery on the subject. Due to this effect, the correct or incorrect solution of the educational task set before the student is determined by the fact that he or she was able to master the method at the level of being able to use it in solving the theoretical problems he or she will face in the future.

Educational activities are aimed at mastering theoretical knowledge and skills and methods of educational cognitive skills. The content of educational activities is revealed by the following components: goal setting, self-management, self-evaluation, planning, decision-making control, self-control, correction, motivation, mastery.

In general, learning activities are carried out through self-observation or reflection.

G.P. According to Shedrovitsky's concept, education and learning activities differ as processes of assimilation of social experience. Education is a spontaneous acquisition, and educational activity is an organized acquisition using educational tools. Educational activities consist of educational activities, structural processes of activities, mental functions, abilities and mastering processes.

In addition, it is necessary to emphasize the positive relationship between the success of educational activities and the level of general intellectual development. All students increase in general intelligence from freshman to high school.

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However, such an increase is observed in students with low and average intelligence. High IQ students leave college at their highest level. This phenomenon is explained by the fact that in the first years of study, a very talented and "burning" student has insufficient self-esteem, a feeling of superiority over others, he or she regularly stops working on him/herself and fails in his/her academic activities. High self-esteem and related confidence in one's own strength and abilities is an important positive factor for students' successful learning. A student who does not believe in his abilities often admits defeat in advance.

Academic motivation is the most important factor for successful completion of university and acquisition of professional knowledge. With the differential analysis of the motivation of educational activity, it is possible to distinguish motivations such as gaining knowledge, acquiring a profession, and paying attention to obtaining a diploma. Knowledge-oriented students are distinguished from others by their high interest in learning, strong will and setting high goals for themselves. Career-oriented students often categorize subjects for their career development into "necessary" and "non-necessary" subjects. This situation, combined with a negative impact on the positive acquisition of knowledge, may lead to the student not being interested in learning, he or she also does not attend classes regularly.

In conclusion, various factors affect students' ability to absorb knowledge. For example:

- age and individual characteristics;
- characteristics of students' motivation;
- characteristics of the assimilation process;
- the nature of the relationship with a particular teacher;
- the general nature of the relations adopted in a certain group;
- attitude of parents or other like-minded individuals to the process itself;
- intelligence level;
- the ability to acquire knowledge, abilities, skills and successfully apply them to solving problems;
- educational motivation that provides a strong positive experience in achieving educational goals;
- the nature of educational motivation;
- features of optimism and pessimism.

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