

## STUDENTS WITH SLOW ADJUSTMENT: PROBLEMS AND SOLUTIONS

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### Annotation:

This article is dedicated to clarifying the psychological characteristics of the direction of values of students studying in a higher educational institution who are slow learners of educational activities. The author made a comparative analysis based on the practical study of the values of goals and means of slow-learning students with the indicators of actively learning students.

**Keywords:** student, value, underachievement, high self-esteem, creativity, self-efficacy, achievement orientation, moral satisfaction, self-preservation, career, family life.

In order to find ways to eliminate the academic failure of students in higher education institutions, it is necessary to identify the reasons that cause it. Every student who fails has his or her own reason, there are reasons common to a particular group of students, and it is becoming increasingly important to examine individual characteristics in order to find one decisive reason out of the whole set. In this process, identifying the characteristics of the values direction of students who learn slowly will undoubtedly serve to find a solution to these problems. Based on the scientific research on the psychological characteristics of the value direction of slow-learning students, a detailed study of the important psychological characteristics and characteristics of the values of slow-learning students was achieved.

It is known that many specialists use certain life goals and values as a basis for diagnosing the orientation of a person. The reason is that the system of value orientations determines the main content of a person's direction and forms his attitude to the environment, people, himself, the content of the motives of life, and the worldview of a person.

Values can be divided into two types: 1) target values; 2) intermediate values. Values directed towards specific life goals are called target values. In other words, each person is characterized by having his own universal ideas, leading life goals. For example, being in close contact with people is the main meaning and goal of some people's lives, and such people often value the possibility of interpersonal communication in all spheres of life. Therefore, it is one of the target values. Also, one of these purposeful values is to consider a profession or field of knowledge to be the meaning of life, to work hard, and to constantly develop one's knowledge. Mean values are reflected in a person's choice of one or another behavior and actions. Based on these ideas, from the "Questionnaire of Values Orientations" developed by I. G. Senin

(1991) in Russia and adapted to the Uzbek national environment in 2000 at the Republican Diagnostic Center in order to study the orientation of values of slow assimilating students. Students of the National University of Uzbekistan, Karshi State University and Karshi Institute of Engineering Economics were involved as the object of research. Empirical indicators obtained from determining the influence of students' values on knowledge acquisition are presented in the table below.

**Indicators of values directions of students according to mastering indicators**

Values		Average color index			H (Kruskal-Wallis) criterion	p
		slow N=105	good N=284	excellent N=62		
Target values	To have a high reputation	204.98	220.89	285.03	15.941	0.000**
	High material security	204.15	224.98	267.67	9.332	0.019*
	Creativity	196.64	227.46	269.02	12.151	0.002**
	Active social relationships	200.74	224.92	273.73	12.307	0.002**
	Work on yourself	193.34	230.02	262.90	11.865	0.003**
	Achievement orientation	192.54	230.46	262.26	12.083	0.002**
	Spiritual satisfaction	182.44	230.65	278.45	22.183	0.000**
Means	Preservation of identity	197.40	227.77	266.34	11.071	0.004**
	The world of professions	196.14	227.93	267.71	11.936	0.003**
	Educational field	188.44	229.29	274.52	17.514	0.000**
	Family life	194.21	226.86	275.89	15.367	0.000**
	Social life	197.60	227.52	267.14	11.216	0.004**
	A world of interests	192.90	224.37	289.52	21.574	0.000**

**Note:** \*- $r \leq 0.05$ ; \*\*- $r \leq 0.01$

According to empirical indicators, when comparing the values orientation of students with poor learning, it was witnessed that they have different situations compared to students with good and excellent learning.

No priority was observed in the target values of low-achieving students compared to students with positive character acquisition. In terms of gaining high prestige according to the essence of the areas of qualifications, students with slow learning (204.98) do not have priority over the rest of their peers (220.89 and 285.03;  $N=15,941$ ;  $r \leq 0.01$ ). They have no desire to gain respect in the educational process from this indicator, and to create a good image of themselves in others. This category of students is not interested in knowing the personal opinions of others about them and they pay attention to the public support of their actions.

Empirical indicators of weak assimilative requirements for high material security values (204.15) are also (224.98 and 267.67;  $N=9,332$ ;  $r \leq 0.05$ ). In terms of this value, slow learning students have a lower index. Although they have a desire to improve their material condition as much as possible, they lack the desire to show it in practice.

In terms of students' objective values of creativity, slow adopters (196.64) have a lower value compared to active students (227.46 and 269.02;  $N=12,151$ ;  $r \leq 0.01$ ) while staying true to their

traditions. The fact that they use more reproductive activities and turn to creativity in educational activities shows that it causes mental stress. He concludes that the existing situations and results in the educational process are enough for them.

Also, priority was not determined in the active social relations of slow assimilating students (200.74). They provided the opportunity to students who strive for good and excellent learning in this value as well (224.92 and 273.73;  $N=12,307$ ,  $r \leq 0.01$ ). In accordance with the content of this value, students with weak assimilation have difficulty in establishing mutual warm relations with others, and are limited to establishing relations with persons who are close to them and arouse sympathy. Due to the fact that they could not achieve an active social relationship during the educational process, they could not show the possibility of cooperation with others in learning the learning materials.

In terms of indicators of the objective value of working on oneself, students who are active assimilators are better than slow assimilators (193, 262.90  $N=11.865$ ,  $r \leq 0.01$ ) 34) had a more significant result. By nature, weak assimilators have difficulty in revealing their character traits, abilities, and other personal qualities, and they feel limited in their ability to develop themselves in all aspects and perfect all their qualities.

In the direction of achievement orientation, students with low learning ability could not fully express themselves (192.54 vs. 230.46 and 262.26;  $N=12,083$ ,  $r \leq 0.01$ ). They do not believe that they are interested in achieving specific and significant results and specific achievements in their various life cycles. As a result, it is typical for them to face difficulties in planning their own life directions, to be unable to set specific goals for themselves at each stage, and to lack firm efforts to achieve these goals. In addition, due to the fact that such students are not able to achieve life achievements, they often become inferior and tend to give themselves a lower evaluation than necessary.

Empirical indicators of moral satisfaction of slow assimilating students are not satisfactory (182.44 vs. 230.65 and 278.45;  $N=22,183$ ,  $r \leq 0.01$ ). Such students, as a rule, make a mistake in choosing the spheres of life that satisfy them spiritually and spiritually. They often avoid engaging in activities that are interesting to them, that provide spiritual nourishment and inner satisfaction.

The psychological characteristics of students with poor learning in the direction of values indicate that they face difficulties in the formation of objective and instrumental values compared to their peers who learn with good and excellent grades. In order for this category of students to achieve a meaningful change in the direction of their goals and values, it is advisable to take into account the following at the stage of their professional training:

- introduction of activities that expand the worldview, form attitudes to universal ideals and values in the educational process;
- in the content of professional education programs, to achieve the dependence of the materials that form the direction of values of students;



- a practicing psychologist of a higher educational institution implements psychological training programs with students who do not have a positive content in the direction of values;
- strengthening the interests of students on the basis of enriching the content of training sessions based on absorbing socially important information and absorbing psychological technologies in the spheres of social life;
- formation of human qualities, moral consciousness and behavior in students, orientation to creativity;
- understanding of students' personal potential and directing them to their realization;
- formation of valuable relationships in relation to professional activity.

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