



## Study of the Problem of Non-Assimilating Students by Foreign Scientists

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<b>Article History</b>	<b>Abstract</b>
Received: 06 June 2023 Revised: 09 September 2023 Accepted: 24 September 2023	<p><i>In this research paper describes the concept of student failure as a psychological and pedagogical problem. The definitions of signs and causes of academic failure of students are disclosed, measures are considered to improve the educational process in order to prevent failure. It is concluded that the educational process should be built by creating the most interesting learning process for the student, as well as by helping the student to form motives and attitudes that would allow him to experience satisfaction from overcoming internal and external obstacles in educational activities.</i></p> <p><b>Keywords:</b> <i>professional and personal growth, professional education, pedagogical technology.</i></p>
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### 1. Introduction

The process of teaching students at a university is inextricably linked with education, as we train, form and develop a full-fledged personality with its own individual characteristics and socially significant values. A significant influence on all university educational activities in general and on its success in particular is exerted by pre-university training of students and the continuity of education between secondary and higher schools. Today, many universities have gone for close integration with schools, since the preparation of a future specialist begins to be laid at school. This allows us to solve, on the one hand, the problem of orientation, and on the other hand, the issue associated with active career guidance and, accordingly, with the formation of a professional orientation of the student. Numerous studies have shown that the vast majority of students (especially junior students) experience a complex of difficulties (educational, social, psychological, domestic, etc.) that cause negative experiences and adversely affect students' learning activity. In our opinion, an important subjective component of learning activity is the student's experience of the difficulties that he encounters in the process of mastering a profession, since studying at a university is often accompanied by various stressful situations associated with both the educational process and personal relationships.

Modern specialist should possess not only technical skills, but also personal qualities such as mobility, initiative, enterprise, competence. To ensure the labor market, modern professional education has switched to new standards of the third generation, which in their content meet these needs. To implement these standards, it is necessary to take into account the conditions for the development of students in professional institutions. The implementation of educational

programs should be in accordance with the psychological and pedagogical conditions that contribute to the development of a modern and successful specialist in the service sector.

## **2. Method of Research**

Students are a period of age crisis - adaptation to a new social role, to new conditions of academic work, to new requirements of self-organization, to personal work on oneself, which is based on a new degree of responsibility.

Psychologists' research has recorded a broad desire to become a student in the life plans of young people graduating from school. This indicates that the main orientation is mental work and the associated desire to get higher education. For most young people today, continuing education is an important social, moral, and psychological value.

Among the parents of students, there are relatively few unemployed, that is, the social structure of students, in comparison with the social structure of society, looks more prosperous, it is a structure of the "improved" type. Today, the social composition of students is quite diverse, for example: ordinary students who study full-time and are fully supported by parents, as well as students studying by correspondence and evening education, who have children, their families, work, are engaged in private entrepreneurship. Another important group are students - immigrants from families of specialists with higher education or academic degree. Representatives of students from families where parents engage in private business in various fields.

One of the specific features of students is such an important factor as prestige and relevance. For example, several years ago, the number of applicants to enter the law faculties of universities was several times higher than the number of allocated places at the faculties. In this matter, also today, when choosing a university, its prestige is important. This determines the formation of specific features of student psychology.

In an effort to complete their studies at the university in such a way as to realize their dream of getting a higher education, most students realize that a university is the most important means of the social status of youth, and this serves as an objective prerequisite that forms the psychology of social success.

The uniformity of goals in higher education, the nature of the values of work - study, an active social position, participation in various affairs of the university contributes to the development of cohesion among students. The variety of forms of collectivist activity of students, such as student union organizations, various social programs aimed at improving the life of students, environmental responsibility. Another important feature is that the active interaction with various social educations of the society, as well as the specifics of training lead to an important experience in communicating with third-party organizations. Based on the foregoing, an important specific feature of students is the high intensity of communication.

An important feature of students is also the search for the meaning of life, the awareness of their "I" in life. the desire to create new ideas and progressive development strategies in society. These aspirations are a positive factor. However, due to the lack of one or another life experience, lack of knowledge in the assessment of a number of life phenomena, many students can turn from constructive criticism of shortcomings to thoughtless condemnation.

The professional plans of youth are influenced by various factors: the opinions of parents, teachers, friends, books, programs, etc. however, on the other hand, the universal desire for higher education leads to a not entirely objective assessment of personal aspirations and qualities. many are guided by the principle of "for show". Those. the presence of higher education is more important than its relevance of the chosen profession for an individual student. The university is chosen by the same principle, no matter which one, just to enter.

A big competition for applicants to universities is due to the fact that for most students, higher education is a very high value. When entering universities, all the errors in teaching various schools come to light. The success of universities directly depends on the quality of students enrolled in various faculties. It should be borne in mind that at the beginning of training, students have disappointments in the chosen profession as a result of their incomplete knowledge of the future specialty, the necessary abilities and skills, the nature of the activity, social and psychological requirements for the specialist.

Based on the foregoing, the following:

- changes in the portrait of students by social origin and living standards;
- stabilization of student reproduction shows that interest in higher education has survived to date, which is also reflected in the "rise" of its value in the hierarchy of instrumental values of students.

The needs of the individual in successful professional activities and the requirements of employers for personnel in terms of their professional competencies create new requirements for the result of education and make adjustments to the system of professional training: among employers, the requirements for the subject's activity and its results are reviewed. Today, the competency-based approach is recognized as key in education and promising in achieving the organization's security with modern qualified personnel. In the above conditions, vocational education is designed to solve a whole range of complex problems aimed at training a professionally competent specialist. One of the tasks of pedagogical science at this stage is the search for new and effective technologies for the formation of professional competencies of service specialists.

In search of pedagogical tools for the formation of professional competencies, we turned to additional educational programs and noted that the possibilities of using additional educational programs in training service specialists have not been adequately studied. Studying the problem at the socio-pedagogical, scientific-theoretical and scientific-methodological levels, we highlighted a number of contradictions concluded in the objective need of society for a specialist with well-formed professional competencies and insufficiently developed scientific and theoretical provisions of this process in secondary vocational education; the need for the formation of professional competencies and the insufficient development of the substantive component and formation technologies, which make it possible to comprehensively ensure the formation of professional competencies of service specialists; in the objective need for a practical solution to the problem of the formation of professional competencies of service specialists and the insufficient use in the process of vocational training in colleges of the possibilities of additional educational and complementary programs.

Based on the theories of scientists about the formation of professional competencies, the ideas of developing a person's ability to self-education, the theory of phased formation of mental actions, the modular approach to building curricula, theories of pedagogical design and modeling, our study identified a range of questions regarding the fact that the formation of professional competencies is advisable to carry out on the basis of systemic and competency-

based approaches, taking into account the personality-oriented trajectory of the profession development of the future specialist; the content of professional competencies should be adjusted by the development and implementation of additional and complementary educational programs that contribute to the holistic formation of such in the process of forming competencies; structural - functional model of the formation of professional competencies of service specialists should be provided with pedagogical technology that ensures the successful functioning of the components of the structural and functional model, which will contribute to the process of formation of professional competencies of service specialists.

### **3. Conclusion**

The life of a student in an educational institution or in a group is also important, whether this environment is capable of satisfying the student's need for emotional saturation. The life of a student in a university, college, the educational process, group and extracurricular activities, university events should be organized so that any student can take part in them. These classes should be aimed at the formation and development of the student's personal interests and inclinations. It should be noted that the goal of education is the result of the educational process, which both teachers and students strive to achieve. And since student age is a special time in a person's life, it is at student age that a person's further mental development takes place, the entire structure of the personality changes in connection with entering new social communities. The student's motive for learning should lie within the learning activity itself or as close as possible to its process. This can be achieved by creating the most interesting learning process for the student, as well as by helping the student to form motives and attitudes that would allow him to experience satisfaction from overcoming internal and external obstacles in educational activities. It is also important that the teacher creates a "success situation" in the classroom in order to help stronger students realize their potential in more labor-intensive and complex activities and help the weaker ones do the amount of work that is feasible for them.

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