

Causes of Low Assimilation of Knowledge at General Secondary Schools

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ABSTRACT

This article analyzes the main reasons why pupils at general secondary schools do not thoroughly assimilate the content of education.

Key words: *assimilation of knowledge, state education standard, academic quarters, individual approach, predominating, heterogeneous, homogeneous group.*

I. Introduction

Children learn the general principles of modern science, engineering, technology, thinking, get acquainted with the principles of production in general secondary schools. General secondary education is compulsory. Though it is common to all pupils, it is acquired by each of the school's children at the level of their individual abilities. Despite the similarity in the content of information offered to pupils and the requirements for learning it, there is a difference in children's mastery. Imagine: If manufacturing enterprises start producing consumer goods of different quality in spite of the same raw materials, requirements and standards, it will worsen a market activity. This will eventually lead to an economic downturn in society.

The school of the twentieth century has patiently endured this diversity in the assimilation of the content of information.

II. Literature review

Children's assimilation of learning materials at different levels.

Although the learning material carries the same information for each member of the class team, children learn it within their real learning opportunities. The diversity of children's real learning opportunities also leads to varying levels of mastery. It follows that in order to fully assimilate the subjects, it is necessary to have an individual approach to children.

Variety of learning tempo in the process of absorbing learning materials.

One pupil receives information quickly, another moderately and a third slowly. In traditional education the teacher invites all pupils to work at the same tempo.

More precisely, the teacher adjusts the pace of mastering to the average student. While the average tempo weighs on pupils who learn slowly, fast, hard-working energetic schoolchildren get bored. Choosing the appropriate tempo for each pupil allows us to conclude that it is a factor of complete assimilation.

The nature of children's assimilation.

A pupil thoroughly masters the learning material through an exhibition tool because the visual

reading is highly developed in such children. A pupil learns knowledge based on ways of working independently, completing assignments and problems independently.

Consequently, the forms of thinking in schoolchildren who fall into this category are comprehensively developed. There are also children who will remember the information they have heard in detail in the class. The more education is appropriate to the nature of pupils' perception of information, the more effective it will be. Another pedagogical requirement is the pedagogical processing of educational material and its adaptation to the nature of children's adoption.

Achieving totally assimilation by grouping students into homogeneous groups. This principle is formed in the pedagogical practice of economically developed Western countries; there are the services of J. Carroll, B. Bloom and other scientists in its development.

III. Analysis

Despite the fact that the content of information is the same for everyone, the requirements are the same for all school communities and the state education standards (SES) have been developed, there are also differences in children's learning. Researchers have identified four manifestations of incomplete assimilation: Type 1 - short-term, infrequent assimilation: Type 2 - short-term, non- assimilation that occurs in a quarter of education: Type 3 - fixed failure that occurs in two or more academic quarters : Type 4-fixed, not assimilated during the entire academic year. Each phase of incomplete assimilation has its own characteristics.

A.I. Helmont analyzed the lag in the development of children's mental activity as the main reason for incomplete assimilation. According to the evidence he has collected, 6% of pupils who do not assimilate or do not absolutely assimilate it are mentally retarded.

According to Yu.K. Babansky children in the classroom do not have time to absorb the learning materials for the following reasons: 1) children with underdeveloped thinking phenomena. Pupils who are lagging behind in education, in whom the forms of thinking — analysis, re-addition, comparison, generalization, independent thinking — are underdeveloped;

2) children with extremely low level of academic work skills. This tends to have a strong tendency to negative qualities such as slowness, disorder, disorganization, inability to self-manage in schoolchildren's activities; 3) children who have a negative attitude to learning, they are indifferent to the work done in the classroom and at home, the learning process, the relationship between a pupil and a teacher;

4) children who cannot find common ground in family relationships with parents, with classmates within the school, with those around them. Such children are stubborn, persistent in interactions, with negative aspects predominating; 5) children who have acquired knowledge, weak, defective areas in the acquired skills. Weak, flawed areas of knowledge make it difficult for them to comprehend the following topics; 6) children with poor health who get tired quickly. They get tired quickly in the process of doing academic work and intellectual tasks;

7) children without will and discipline, they cannot concentrate on the study of this or that topic and manage their aspirations and learning activities. The analysis shows that since the second half of the twentieth century, research on the problem of full assimilation has been conducted in two directions: in the United States and other developed countries, it was conducted in a homogeneous¹ student community and in the former USSR, in a heterogeneous² student community.

IV. Discussion

The scientific results achieved in these two directions do not contradict each other; on the contrary, they complement each other. If the research in the first direction is focused on the individual pace of schoolchildren and aimed at learning outcomes, the research in the second direction is aimed at increasing the effectiveness of education based on the real learning opportunities of children.

The following characteristic aspects of the educational activity of children are taken into account in the formation of homogeneous groups.

Typically, children's performance tempo is studied on three scales: fast, moderate and slow. A homogeneous group is made up of children who work at a fast or moderate or slow tempo.

Depending on the level of assimilation, children are grouped into groups of pupils who study with excellent, good, satisfactory grades. Homogeneous communities of pupils are formed who study with excellent, good, satisfactory grades; children's ability to read and learn. According to this measure of the organization of homogeneous groups, pupils can be further divided into three categories: gifted pupils, ordinary pupils, pupils with low learning disabilities. By re-combining the above signs of complete assimilation, it is possible to form categories of homogeneous groups as follows.

Category 1: A homogeneous group of gifted, fast-paced learners who have wholly taken in the subject in previous academic years. Talented learners can join the class team in this category and they can study with excellent grades. They perfectly study the subjects.

Category 2: A homogeneous group that is normal, able to learn, works at a moderate pace and can achieve good results. Children of this category can spend extra time learning subjects with excellent grades. The main condition for well digestion in such communities is to spend a lot of time to increase the pace of work of learners and develop the methods of mental activity in them.

A key factor in preventing excessive time for well assimilation is to accustom learners to work at an accelerated pace and to shape children's mental activity and mental work patterns.

Category 3: A homogeneous group with poor learning ability, incomplete mastery of subjects in previous grades, working at a very slow pace. The presence of school learners who are incapable of learning, who work slowly and who acquire knowledge loosely in previous grades is a defect in education. Primarily low mastery depends on students themselves (studying without attention, on parents (not constantly monitoring children's learning, not creating conditions for independent study and homework), on teachers (not conducting lessons conscientiously and blank diagnostic analysis at the beginning of the academic year), to a novelty in the child's private life (children may "make friends" with morally weak students in the street). In Category 3 it is possible to ensure that schoolchildren study with satisfactory, even good grades in homogeneous group. To do this, a number of conditions must be met: to conduct diagnostic analysis at the beginning of the school year (sending mentally retarded students to special schools), increasing parental commitment to education and upbringing of children (strengthening pedagogical advocacy among parents), directing school teachers to the full mastery of students (attach diligent, creative teachers to the teams of this category), conduct additional classes by spending extra time. Such work can be organized in other ways: to assign the most talented children as tutors to the students with the lowest mastery; to organize the mastering of learning materials in small shares, etc.

V. Conclusion

Summarizing the above views, opinions on assimilation, we can conclude: Complete assimilation means that all members of the class team master the teaching materials at the level of state educational standards (SES) and program requirements. As a result of the implementation of these activities without deviation, there will be no student left in the classroom who has not mastered it. Besides no unexplored topic remains. In other words, the content of education provided in the subjects is entirely assimilated by each member of the class group at the level of normative requirements.

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