ELEMENTS OF STUDENT LEARNING

Zayinova Muhayyoxon Abdug'ofir qizi
abduqahhorvamuhayyoxon3@gmail.com
Student, Namangan State Instute of foriegn languages

ABSTRACT

Knowing how students learn and understanding their motivations to do so help educators teach them. Research studies show the importance of students' capacity to access what they previously learned and the teacher's ability to capitalize on students' interests. An understanding of this research can help educators maximize students' opportunities to retrieve knowledge and acquire new learning. Multitudes of books and journals are devoted to learning. In this chapter, the vast literature is pared down to several essential factors with the most immediate, direct, and important causal bearings on academic learning. Syntheses of 2,575 study comparisons showed that these factors—students' readiness to learn, the instruction they receive, and the educational environment—are consistently linked with learning. The rest of this chapter briefly explains the factors and how they affect learning. Subsequent chapters provide greater specificity and describe how homes, classrooms, schools, districts, and states can serve to broaden and deepen their application.

ANNOTATSIYA

Talabalar qanday o'rganishlarini bilish va ularning motivatsiyasini tushunish o'qituvchilarga ularni o'rgatishda yordam beradi. Tadqiqotlar shuni ko'rsatadiki, talabalarning ilgari o'rgangan narsalariga kirish qobiliyati va o'qituvchining o'quvchilarning qiziqishlaridan foydalanish qobiliyati. Ushbu tadqiqotni tushunish o'qituvchilarga o'quvchilarning bilim olish va yangi bilimlarni olish imkoniyatlarini maksimal darajada oshirishga yordam beradi. Ko'plab kitoblar va jurnallar o'rganishga bag'ishlangan. Ushbu bobda keng adabiyotlar akademik ta'limga eng bevosita,

to'g'ridan-to'g'ri va muhim sabab-oqibat aloqalari bo'lgan bir nechta muhim omillarga ajratilgan. 2575 ta tadqiqot taqqoslashlarining sintezi shuni ko'rsatdiki, bu omillar - o'quvchilarning o'rganishga tayyorligi, ular olgan ko'rsatmalar va ta'lim muhiti - o'rganish bilan izchil bog'liqdir. Ushbu bobning qolgan qismida omillar va ularning ta'limga qanday ta'sir qilishini qisqacha tushuntirib beradi. Keyingi boblar ko'proq o'ziga xoslikni beradi va uylar, sinfxonalar, maktablar, tumanlar va shtatlar ularning qo'llanilishini kengaytirish va chuqurlashtirish uchun qanday xizmat qilishi mumkinligini tasvirlaydi.

АННОТАЦИЯ

Знание того, как учащиеся учатся, и понимание их мотивации помогают преподавателям обучать их. Исследования показывают важность способности учащихся получать доступ к тому, что они ранее изучили, а также способности учителя извлекать выгоду из интересов учащихся. Понимание этого исследования может помочь преподавателям максимально расширить возможности учащихся для извлечения знаний и получения новых знаний. Обучению посвящено множество книг и журналов. В этой главе обширная литература сводится к нескольким важным факторам, имеющим самое непосредственное, прямое и важное причинное влияние на академическое обучение. Синтез 2575 сравнений исследований показал, что эти факторы — готовность студентов к обучению, получаемые ими инструкции и образовательная среда — последовательно связаны с обучением. В оставшейся части главы кратко объясняются факторы и то, как они влияют на обучение. Последующие главы содержат более подробную информацию и описывают, как дома, классы, школы, округа и штаты могут способствовать расширению и углублению их применения.

Key words: vocabulary enrichment, derivation, borrowings, grade-level, long-

term memory, motivation, problem-solving, feedback, knowledge, ability grouping, individual.

Build on Students' Prior Knowledge

Students' present knowledge has the greatest effect on new learning.

Syntheses of many studies show that previous knowledge generates one of the largest known learning effects.[1] Students with a strong knowledge base tend to learn the most. Some knowledge, however, can also stand in the way of new learning. Students must learn how to solve internal inconsistencies and revise their ideas when necessary. Students, even older ones, may come to school with beliefs and incomplete understandings that conflict with current explanations of scientific or historical phenomena. An educator's purpose may or may not be to disabuse students of their prior views but often to show them several ways of understanding the same facts, each of which may be appropriate in a given context. As a consequence, students may also acquire to learnce of ambiguity and the views of others. Interest may in fact be enhanced by the presentation of alternative beliefs and explanations.

Improving Student Learning

Two major factors constrain the amount of knowledge and skill that may be acquired and subsequently applied to acquisition of new learning. The first is that only a limited number of items of information can be held in short-term memory. Second, the time required to store an item in long-term memory is 5 to 10 seconds. In chess, mathematics, science, writing, and other fields that have been studied, experts differ from novices in two primary respects: Experts have more information in long-term memory, and they can process new and old information more efficiently. The key challenge in information acquisition is allocating our very limited processing capacity to notice, store, and index information. The challenges in using information are retrieving, combining, and applying it. Experts and other high performers tend to elaborately link information items with one another through their indexing systems.

Such linking–indexing processes confer the ability to recover information by several pathways. Problem-solving capacity increases with the development of these processes. The expert's other advantage over novices is "chunking," or the representation of related items of verbal, numerical, spatial, and other items of information as a single condensed symbol. A minute of study, for example, may enable amateur chess players to remember the positions of only a few pieces, but masters may essentially take in a whole board in a few seconds by readily perceiving variations of a few standard chunked patterns of individual pieces. Knowledge and practice enlarge the size of chunks of information assimilated. As individuals practice, chunking enables them to better decide what information to acquire and how to code it efficiently. Self-directed experience and guided practice (or instruction) enables learners to assimilate increasingly larger parts of the information.

Coordinate Subject Matter Across Grade Levels

Students' prior knowledge profoundly affects how quickly and how well they learn new content. Accordingly, America's emphasis over the last decade on grade-level standards has been intended to avoid unnecessary repetition of the same content in multiple grades while ensuring that students mastered the prerequisite content they need before undertaking new content. With the notable exceptions of Australia, Canada, Germany, and the United States, countries throughout the world have national curricula to avoid these problems. When Japanese students move from one city to another, their new teachers know what they have been taught. Since about 2001, states have been adopting statewide, grade-level standards, and policymakers are discussing national standards—a challenge to the American tradition of state and local control. Several important books recommend specific content at each grade level of the major school subjects. The modern, best selling advocate of such "core knowledge" is E. D. Hirsch. He began with *Cultural Literacy: What Every American Needs to Know* (1987) which provided a 63-page appendix listing terms and phrases

alphabetically. He argued that mastery of these terms and phrases is necessary for participation in American society, and they should, therefore, be taught in school. Hirsch edited or co-edited other books on this theme including, *The Schools We Need and Why We Don't Have Them* (1996) [2]

Motivate Students

Just as important as prior knowledge and coordinating subject matter across grades is a student's motivation to learn. Monique Boekaerts' research synthesis for the United Nations' Educational Practices Series offers insights into students' motivation to learn. Motivational beliefs refer to the opinions, judgments, and values that students hold about objects, events, and various subjects. One student, for example, may find chemistry fascinating, while another may find it irrelevant and boring. Motivational beliefs also stem from the student's opinion of the efficiency or effectiveness of teaching methods. One student may find it tedious to work in groups, while another student may feel that working in a group helps productivity. Students' motivation may also be influenced by beliefs about their own self-efficacy, that is, about their own ability and prospects for success in a subject, such as trigonometry or literary criticism. Motivational beliefs often result from learning experiences, such as success or difficulty in solving mathematics problems or positive or negative feedback from writing an essay.[3] Motivational beliefs, therefore, tend to guide students' thinking, feelings, and actions in a subject, and may be optimistic or pessimistic. Once formed, motivational beliefs may be difficult to change. Students who learn to value acquiring new skills and knowledge may be less dependent on external encouragement to sustain motivation. When students possess an intrinsic motivation to pursue an activity or learn a specific subject, the need for external rewards may be minimal. Students who demonstrate intrinsic motivation report they find gratification in the activity itself. Many students may appreciate external rewards (e.g., high marks, praise, and compensation) while for other students, ability grouping, competition for grades, and

external rewards can diminish their efforts, reinforcing the idea that success is based on innate ability. Students decide how much effort they will allocate to a learning task on the basis of their self-concept of ability and their beliefs about effort. Students may complete tasks they do not value in order to comply with

CONCLUSION

This research intended to provide an overview on methods of improving students' knowledge from various sources, first of all, from the opinions and articles of foreign scientists on the subject of student learning. The focus of this paper was to teach how to make students interested in learning

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