

## INFLUENCE OF INDIVIDUAL-TYOLOGICAL FEATURES ON STUDENTS' LEARNING ACTIVITY

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### Annotation

This article discusses the influence of individual typological features on the learning activities of students. Also, information is provided on psychological difficulties in communicating with students, overcoming these difficulties and the importance of organizing the educational process, taking into account the individual characteristics of students.

**Keywords:** individuality, individual typological features, psychological structure of learning activity, learning activity.

### Introduction

The question of the relationship between individual typological features and their influence on learning activities is of great theoretical and practical importance. Age features of the development of students are manifested in different ways in their individual formation. This is due to the fact that people, depending on the natural inclinations and living conditions, differ significantly from each other.

That is why the development of each of them, in turn, is characterized by significant individual differences and characteristics that must be taken into account in the process of training and education.

Individual typological features are understood as the main properties of the nervous system associated with individual manifestations of brain functioning processes, certain combinations of which form types of the nervous system.

Defining the properties of the nervous system, B.M. Teplov noted that these are natural, innate features of the nervous system. The properties of the nervous system are the most stable, not changing during a person's life, as a result of which they can be called universal, basic or backbone personality traits.

These properties include strength - weakness, mobility - inertia, balance - imbalance of nervous processes. Psychological examination revealed that a



significant part of weakly successful and unsuccessful schoolchildren is characterized by weakness of the nervous system, inertia of nervous processes. By organizing educational work, taking into account the individual typological properties of students, the teacher helps them create a system of individually unique methods and methods of educational activity, determined by a complex of natural characteristics of a person.

The study of school practice has shown that most teachers do not imagine a mechanism for taking into account the individual typological characteristics of students and organizing educational work taking into account such characteristics. First of all, this is due to the inability to diagnose the typological characteristics of children in a mass school.

In addition, many results of the experiment indicate the presence of serious difficulties for teachers in the implementation of student-centered learning.

Psychological difficulties: self-doubt, lack of necessary motivation, incentives, etc., insufficient technological readiness, ignorance of methods for determining the typological characteristics of students, communication difficulties. And also the scientific and methodological underdevelopment of the problem of implementing a student-centered approach in teaching is, in our opinion, one of the main reasons for the above. Issues such as the organization of group classes, taking into account the individual typological characteristics of students, the specifics of their use, the conditions for their effective use in heterogeneous classes, and the teacher's diagnostic activity in these classes, remain insufficiently studied. Since the organization of educational work, taking into account individual typological characteristics of students involves the development and self-development of the child's personality, based on the identification of his individual features and presents an opportunity for each student, based on his abilities and individual characteristics, the ability to realize himself in cognition, then the organization of the educational process, taking into account the individual typological characteristics of students, can be considered as a way to implement a student-centered approach to learning.

The education system should ensure the adequacy of the pedagogical impact to the personal abilities of students. To do this, the content of the subject and the process of its development should be correlated with the holistic context of mental development, concretized in the characteristic features of modern students.



This forms the basis for the implementation of an individual approach and the transformation of the learning process into a student-centered process.

Objectively, the educational process is organized in such a way that individual learning tasks, situations are not equally difficult for students who differ in their typological characteristics, and for students with a strong and mobile nervous system, there are initially advantages over students with a weak and inert nervous system. In the classroom, situations more often arise that are more favorable for students who are strong and mobile in terms of their neurodynamic characteristics. For this reason, students with a weak and inert nervous system are more likely to be in a less advantageous position and are more likely to be found among the underachievers.

In training, it is necessary to take into account the peculiarities of temperament, due to the mobility-inertness of nervous processes. Thus, the inertia of nervous processes can have both a negative (slowness of nervous processes) and a positive value (the duration of preservation of memory traces, the stability of mental processes).

To create favorable conditions for students with a weak nervous system, it is recommended:

- Give time to think and prepare an answer, do not ask unexpected questions;
- Ask at the beginning of the lesson;
- Answer in writing;
- Do not ask just explained material;
- Carefully evaluate failures.

If teachers follow these rules, the child's attitude to learning activities will change and its performance will be higher. Thus, taking into account the individual-typological characteristics of the personality of students is one of the factors for increasing the efficiency of the pedagogical process

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