

## MAIN PSYCHOLOGICAL FACTORS AFFECTING THE DEVELOPMENT OF COGNITIVE NEEDS IN PUPILS WITH NOT A HIGH DEVELOPMENT LEVEL

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***Abstract:** This study explores the psychological factors that influence cognitive development in low-achieving students, focusing on motivation, self-concept, emotional regulation, and social support. Drawing on Vygotsky's Zone of Proximal Development and Gardner's Theory of Multiple Intelligences, the research investigates how these factors shape learning experiences and academic outcomes. Using a mixed-methods approach, data were collected through surveys, interviews, and classroom observations to identify trends and themes related to the cognitive and psychological needs of these students.*

***Key words:** Low-achieving students, cognitive needs, psychological factors, motivation, self-concept, social support, emotional regulation, Vygotsky, multiple intelligences.*

### INTRODUCTION

Educational systems are increasingly focused on understanding and addressing the diverse needs of students, especially those who struggle academically. Low-achieving students often face significant barriers that affect their cognitive development and academic performance. These barriers are not only rooted in academic challenges but also in various psychological factors that influence their learning experiences. This paper explores these psychological factors, such as motivation, self-concept, social support, and emotional regulation, to provide a comprehensive understanding of how they affect the cognitive needs of low-achieving students. By examining these factors, educators and policymakers can develop more effective strategies to support and enhance the learning experiences of these students.

### RESEARCH METHODOLOGY

This study adopts a “mixed-methods research design” to provide both quantitative and qualitative insights into the psychological factors influencing cognitive needs in low-achieving students.

### **RESULTS AND DISCUSSIONS**

The mixed-methods design integrates surveys, interviews, and classroom observations to gain a comprehensive understanding of the cognitive and psychological challenges faced by low-achieving students [5].

**1. “Surveys”:** The survey instrument was designed to measure variables such as motivation, self-concept, social support, and emotional regulation. The Motivated Strategies for Learning Questionnaire (MSLQ) was used to assess students' learning strategies and motivation, while the Rosenberg Self-Esteem Scale was used to gauge self-concept [1].

**2. “Interviews”:** Semi-structured interviews were conducted with a sample of 20 low-achieving students, 10 teachers, and 10 parents to gather qualitative data on students' experiences, academic challenges, and support systems. Interview questions were open-ended, focusing on personal experiences, sources of motivation, and emotional and social support.

**3. “Classroom Observations”:** Observations were carried out in classrooms to assess student engagement, participation, and response to instructional strategies. Observers used a structured checklist to document behaviors related to motivation, peer interactions, and teacher support [2].

### **Sample Population**

The study was conducted in three schools, involving 100 low-achieving students in grades 7-9. Participants were selected based on their academic performance (students consistently scoring in the bottom 25% of their class) and their teachers' assessment of cognitive challenges [3]. Teachers and parents of these students were also included to provide a broader perspective on the factors affecting student performance.

**Data Analysis “Quantitative Data”:** The survey data were analyzed using SPSS software. Descriptive statistics were calculated to identify mean values for motivation, self-concept, and social support variables. Inferential statistics, including regression analysis, were used to explore correlations between psychological factors and academic performance.

**“Qualitative Data”:** Interview transcripts were analyzed using thematic analysis. Key themes related to motivation, emotional regulation, and social support were identified. Observational data were also coded and analyzed to provide context for the survey and interview findings.

### **Results**

The results of the study highlight several key psychological factors that influence cognitive development in low-achieving students.

#### **Motivation**

The analysis revealed that students with higher levels of intrinsic motivation demonstrated greater persistence and engagement in learning activities. Those who had opportunities for goal setting, choice in assignments, and personalized learning showed improved academic performance over time [4]. Notably, students expressed higher motivation when learning tasks were relevant to their interests.

#### **Self-Concept**

Students with a more positive self-concept were found to be more resilient in the face of academic challenges. Many students reported a significant improvement in their self-concept when teachers provided constructive feedback and encouraged self-reflection. Goal-setting and celebrating small academic achievements also enhanced students' perception of their capabilities.

#### **Emotional Regulation**

Emotional regulation emerged as a significant factor affecting students' academic performance. Students who participated in mindfulness exercises and emotional awareness programs reported feeling less anxious and more focused

during class activities. Observational data also indicated that these students were more likely to stay engaged during lessons and interact positively with peers.

### **Social Support**

The role of social support, particularly from teachers, was found to be crucial. Students who reported feeling supported by their teachers exhibited higher motivation and better academic performance. Peer support also played a critical role, especially in collaborative learning environments. Family involvement was shown to be beneficial, but some students from less supportive home environments faced additional challenges in maintaining motivation.

### **Discussion**

The results of this study demonstrate the complex interplay between psychological factors and cognitive development in low-achieving students.

### **Importance of Motivation**

The findings underscore the significance of intrinsic motivation in shaping students' engagement and academic success. Students who perceive learning tasks as meaningful and aligned with their interests are more likely to remain engaged. This supports the application of **Self-Determination Theory** (Deci & Ryan, 1985), which emphasizes the importance of autonomy, competence, and relatedness in fostering intrinsic motivation.

### **Enhancing Self-Concept**

Building a positive self-concept is vital for low-achieving students. The study highlights the importance of promoting a **growth mindset** (Dweck, 2006) by encouraging students to view challenges as opportunities for growth rather than failures. Strategies such as goal-setting, feedback, and reflection can significantly improve students' perception of their own abilities, leading to increased academic perseverance.

### **Emotional Regulation and Cognitive Performance**

The positive impact of emotional regulation strategies, such as mindfulness, suggests that emotional and cognitive needs are deeply interconnected. Students who can regulate their emotions are better equipped to handle stress and anxiety, which often accompany academic challenges. Emotional literacy programs and mindfulness practices can be effective tools for helping students manage their emotional responses to academic pressure.

### **The Role of Social Support**

The study's results affirm the critical role of social support in cognitive development. Supportive relationships with teachers, peers, and family members provide students with the emotional and psychological resources needed to navigate academic challenges. Teachers who create a **\*\*supportive classroom environment\*\*** by offering guidance, feedback, and encouragement help to mitigate the negative effects of low academic self-concept.

### **Implications for Educational Practice**

The findings of this study have important implications for educational practice. Educators should focus on fostering intrinsic motivation, building positive self-concept, and implementing emotional regulation programs as part of a comprehensive approach to supporting low-achieving students. Additionally, strengthening teacher-student relationships and promoting peer collaboration can provide the social support necessary for these students to thrive.

### **CONCLUSION**

This study provides valuable insights into the psychological factors influencing the cognitive development of low-achieving students. Motivation, self-concept, emotional regulation, and social support all play crucial roles in shaping students' academic experiences and outcomes. By addressing these factors through targeted interventions, educators can create a more supportive and effective learning environment for low-achieving students. Further research is recommended to

explore long-term strategies for sustaining these positive psychological influences and improving academic outcomes for this group of students.

### References

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