

## **ACTUAL QUESTIONS OF PSYCHOLOGICAL RESEARCH OF LAZINESS AMONG PUPILS**

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### **ABSTRACT**

*This article presents a scientific and theoretical analysis of the phenomenon of laziness among pupils. It is concluded that in the context of the introduction of cyber-physical systems, the implementation of the concept of Industry 4.0, it is necessary to form a scientifically based idea of laziness among teachers, parents, and pupils. Moreover, it is essential to develop genuine existential motivation among students in order to form achievement motives, perseverance, a high need for activity and also the ability of volitional self-regulation.*

**KEYWORDS:** *Lazy, Learning Motivation, Hard-Working, Existential Motivation, Self-Realization, Persistence, Inactivity, Learned Helplessness, Defense Response, Neurodevelopmental Dysfunction, Consumer Attitude, Personality And Situational Anxiety, Avoidance Of Failure, Weak Nervous System.*

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### **INTRODUCTION**

In the context of fundamental reforms in the socio-economic life of Uzbekistan, one of the main tasks is to educate a harmoniously developed generation in the spirit of patriotism, civic responsibility, national and universal values, tolerance, and respect for the laws. At the same time, the words of the 1957 Nobel Prize in Literature Albert Camus about the rising generation must be taken into account. The writer noted that “the school prepares to live in a world that does not exist,” although it receives education and upbringing at the present time, when this future is only predicted [13]. At the 46th International Economic Forum in Davos, whose founder and permanent president is a German economist, Professor Klaus Martin Schwab warned the world about the “fourth industrial revolution”, which will affect all aspects of human activity. Schwab outlined his vision of this revolution, its influence in the article “The Fourth Industrial Revolution”, published in the journal Foreign Affairs [25].

The fourth industrial revolution involves the massive introduction of cyber-physical systems in the production and maintenance of human needs, including life, work and leisure. Change will affect everyone: the relationship of a person with the world, with himself and with other people. There will be a significant transformation of the labor market and a reduction in employment, higher requirements will be imposed on the qualifications of personnel compared to the present period. Some mass professions will disappear in the world and others will appear. The following professions are disappearing: radio operator, librarian, postman, cashier, driver, navigator, accountant, seamstress, potter, timekeeper, estimator, weaver, lawyer, notary, teacher, pharmacist, therapist, journalist, realtor, logistician, dispatcher.

In the Atlas of Emerging Jobs, emerging professions include blogger, data markup, SCRUM master, Product Owner, UX/UI designer, Data Scientist, bioinformatician, biopharmacologist,

neuropsychologist, 3D printing engineer, and many others [21]. Accepting the coming changes, the Government of Uzbekistan is making every effort to prevent the expected difficulties in preparing the younger generation in the conditions of the 4th industrial revolution. A lot of work is being done to develop the quality of human capital in the country, paying special attention to preschool and school education and the upbringing of children in these age periods. Thus, on the basis of the principle "From the Action Strategy to the Development Strategy", the Development Strategy of New Uzbekistan for 2022-2026 and the State Program for its implementation in the "Year of Ensuring Human Interests and Development of the Mahalla" were approved [5]. According to the document, the following activities are provided: "improving the processes of preschool education and upbringing based on evidence-based approaches", "using interactive methods of education and upbringing to turn schools into true centers of spirituality and enlightenment, culture", etc.

On September 23, 2020, the Law of the Republic of Uzbekistan "On Education"[1] was adopted, according to which the task of supporting innovative activities in educational organizations and the implementation of training programs using innovative technologies, etc. was set.

The Decree of the President of the Republic of Uzbekistan Sh. Mirziyoyev "On approval of the strategy "Digital Uzbekistan - 2030" and measures for its effective implementation" was adopted on October 5, 2020, which establishes "phased creation by the end of 2023 in all districts and cities on the basis of existing educational institutions more than 200 specialized schools with in-depth study of computer science and information technology for creative development and teaching students the basics of computer programming" and others [4].

The introduction of new innovative technologies of scientific and technical education is reflected in the "Concept for the development of the public education system of the Republic of Uzbekistan until 2030". According to the Concept, presidential schools have been set up in all major regions of the country. [3]

As part of the reform of the education sector, on December 8, 2018, the Decree of the Cabinet of Ministers of the Republic of Uzbekistan No. 997 "On measures to organize international research in the field of assessing the quality of education in the public education system" was adopted, which revised the organization of international research on such international programs for assessing student knowledge, as a "Progress in International Reading and Literacy Study" (PIRLS) - to assess the level of reading and understanding of the text by students of the 4th grade of elementary school; "Trends in International Mathematics and Science Study" (TIMSS) - to assess the level of knowledge of students in grades 4 and 8 in mathematics and natural sciences; "The Program for International Student Assessment" (PISA) - to assess the literacy of 15-year-old students in reading, mathematics and science; "The Teaching and Learning International Survey" (TALIS) - to study the teaching and learning environment and working conditions of teachers in the system of general secondary education [2].

Successful implementation of measures to reform the education system is possible in terms of overcoming such psychological problems of students as a decrease in learning motivation, conflicts between students and teachers, peers, irresponsibility for their future, inactivity, carelessness, idleness, parasitism, laziness.

This article attempts to reveal the theoretical foundations of laziness. Much attention is paid to the study of the psychological causes of laziness and laziness of students by scientists.

In the psychological dictionary for parents of S. S. Stepanov, laziness is defined as unmotivated avoidance of a child from assignments. [20]. From his point of view, any act is motivated. Unwillingness is also a motive, a desire not to do something. When they talk about unmotivated evasion, they mean the absence of serious reasons for refusing to fulfill the order. At school age,

laziness manifests itself in a passive attitude to learning, a preference for games, walks, and aimless pastime. In the future, he seeks to evade labor activity, since "he is not used to working and considers any work an unpleasant occupation." It is important to note that in these definitions of laziness, two aspects can be distinguished: as a motivational state (unwillingness to do something "here and now") and as a personality trait (love for idleness, a tendency to idleness, parasitism). Laziness as a property of personality is called laziness.

D. A. Bogdanova gives an expanded definition: "Laziness is a reaction of a person to a discrepancy between the requirements of a situation, activity, and the subjective meaning of these requirements, situations, one's role in the situation, externally manifested as a refusal or avoidance of this activity, interaction with the situation, and internally - as an experience of the impossibility to establish the required correspondence due to a violation or insufficient awareness of the mechanisms of self-regulation" [8].

E. L. Mikhailova (2005) identifies three components of laziness (in relation to learning activities): motivational component: lack of motivation or weak motivation for learning activities; behavioral component: failure to perform necessary activities; emotional component: indifference or positive emotions about non-fulfillment of requirements in educational activities [16].

The presence of laziness, according to Yu. T. Timofeev [22], is noted by 30% of schoolchildren, and N. V. Borovskaya revealed that more than half of students are lazy [10].

The everyday concept of laziness reflects inactivity, irresponsibility, carelessness, idleness, parasitism. There are three approaches to laziness: negative, positive (defense mechanism) and as a myth. For a long time, attitudes towards laziness have been purely negative. So, in Islam, laziness is prohibited, it is necessary to defend against it, you need to be energetic, purposeful, because laziness kills hearts and efforts, and also laziness leads society to backwardness. In Christianity, laziness refers to sin. In the Middle Ages, laziness is evil, and in the subsequent period it is a negative character trait. Some believe that this is a disadvantage that needs to be fought, others see it as a small weakness that can sometimes be afforded.

There is a view that laziness is the engine of progress, without which there would be no discoveries [7]. M. Berendeeva believes that laziness is a protective reaction of the organism in a situation where a person works a lot - the body itself begins to refuse to work. Workaholics suffer from such laziness. She also indicates another reason for the appearance of laziness: when a person is under strong pressure (from parents, boss), overwhelming his will, desire. In this case, laziness is a defense against psychotraumatic factors [7]. D. A. Bogdanova revealed that adolescents have different attitudes towards laziness: some consider it a symbol of freedom and peaceful happiness, others consider it a temptation, weakness, leading to the death of the individual, and still others consider it an everyday inevitability that does not require either intervention or encouragement [9].

For a number of adolescents, laziness is a way of relaxation, overshadowed by pangs of conscience. There is a point of view that laziness is a myth. M. Levin argues that such a quality as laziness is not inherent in a person [15]. Those who are called lazy suffer from neurodevelopmental dysfunction, such as impaired memory, speech, attention, and motor skills. He identifies eight general forms of neurodevelopmental disorders that adversely affect human activity: language dysfunctions, disorganization, insufficient mental energy, excessive sociability, poor management of productive activities, insufficient memory development, ineffective motor actions, insufficient perception and idea generation abilities. In addition, Levin also notes the role of parents and teachers, who must accustom children to constant work.

In medicine, laziness is considered as a diverse disease with an etiology that has not been fully elucidated. There are three types of it:

1) laziness is healthy; it episodically affects the entire population. The main symptom is hibernation lasting 12 hours or more;

2) unhealthy laziness, which can flow from healthy laziness, but can occur as an independent disease. Suffering from unhealthy laziness is completely inadequate to the surrounding reality. The behavior of such a patient acquires a cyclic-aggressive character. This kind of laziness is practically untreatable;

3) chronic laziness; this is the final stage of unhealthy laziness. Patients expressed a desire to force others to do something, a great passion for writing.

Korosteleva I. S., Rotenberg V. S. believe that such traits as laziness or increased distractibility are entirely subject to self-control, and therefore the student must be punished in order to force him to fight these shortcomings. However, the lack of will, which underlies laziness and inability to focus on the material, can be perceived as a permanent, irremovable factor, and each new failure only strengthens this attitude [14]. The cause of laziness is usually considered to be improper upbringing, when a child does not develop a positive attitude towards work, but rather, a consumer attitude is developed. Laziness can also develop when unbearable responsibilities are placed on the child. The child is convinced that he still cannot cope with the work, and therefore either seeks to avoid it, or does it somehow. The same will happen if the goal is not clear to the child.

In the monograph by T. V. Ponaryadova on the problem of laziness, it was revealed that a high level of personal and situational anxiety can provoke and deepen laziness. [eighteen]. Yu. S. Oshenkova believes that laziness in young people is a consequence of the lack of existential motivation [17]. The author believes that the current idea of laziness as a weak development of the human volitional sphere can be expanded and understood as adherence to the same stereotypes in the absence of changes and development. Such an interpretation of laziness allows us to directly oppose it to the concept of self-realization: it is not the one who constantly does the same thing that realizes himself, but only the one who continuously develops, moves forward, which is possible only if there is existential motivation. The author believes that the current idea of laziness as a weak development of the human volitional sphere can be expanded and understood as adherence to the same stereotypes in the absence of changes and development. Such an interpretation of laziness allows us to directly oppose it to the concept of self-realization: it is not the one who constantly does the same thing that realizes himself, but only the one who continuously develops, moves forward, which is possible only if there is existential motivation.

According to E. L. Mikhailova, lazy students differ from hard-working students by a low level of development of volitional regulation (it is more difficult for them to complete what they have started, they have a worse ability to plan, distribute the load), and a low desire to learn [16]. N. V. Borovskaya, dividing students into lazy and non-lazy students according to self-assessment and expert assessment of teachers, found the following differences between them [10]. For the lazy compared to the non-lazy are more typical: low self-esteem of perseverance; a pronounced desire to avoid failure; low self-regulation in educational activities; weak nervous system; the predominance of inhibition in terms of internal balance (the latter typological feature indicates a weakly expressed need for activity); lower learning motivation (focus on knowledge and marks). Accordingly, the following are more typical for non-lazy people: high self-esteem of perseverance; high achievement motive; high self-regulation in educational activities; great strength of the nervous system; the predominance of excitation in terms of internal balance (which indicates a high need for activity); higher learning motivation (focus on knowledge and marks); success motivation.

The situational manifestation of laziness, as shown by D. A. Bogdanova, is determined by the lack of mood; boredom fatigue; disease; drowsiness; hunger; uninteresting, meaningless, vague or

difficult; overloads; external pressure; lack of opportunities [8].

It should be noted that the laziness of students, being a complex, multifaceted psychological phenomenon, should be scientifically studied from the point of view of individual psychological, personal, emotional, motivational, ethno-psychological characteristics of students. In the study, special attention should be focused on the role of information technology in the formation and overcoming of laziness among students.

In order to prepare the younger generation for life in the context of the introduction of cyber-physical systems, the disappearance of certain professions and the emergence of new ones, in order to overcome laziness among students in the educational process in the family and school, it is recommended that teachers, parents, and students develop a scientifically based idea of laziness as a phenomenon, which includes the cognitive, emotional, motivational and behavioral aspects of the human psyche. To do this, it is necessary to create conditions in the family and school for the manifestation of genuine existential motivation, to form motives for achievement, to reveal the uniqueness of the personality of students, to develop perseverance, a high need for activity, and the ability of volitional self-regulation. In the lessons, it is necessary to take into account the interests and emotional state of students, maintain a positive mood of students, create conditions for overcoming personal and situational anxiety, consumer attitude to life. For these purposes, apply psychological methods, technologies, exercises that help overcome boredom, fatigue, drowsiness, strengthen the nervous system, health, prevent neuropsychic fatigue, overwork. Apply by teachers and parents such styles of relationships with students that will promote openness, spontaneity in communication, a sense of success in the student's personality. Pay special attention to the formation of cohesion in the classrooms, teams, which will serve as an effective mechanism in the fight against laziness.

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