

THE METHODOLOGY OF WORKING WITH STUDENTS WITH LESS TRAINING IN THE TEACHING OF PHYSICS IN HIGHER EDUCATION

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Students entering higher education can master some subjects well, but they have difficulties in mastering some subjects. The occurrence of these difficulties is related to reasons such as the degree to which science is mastered in secondary education, the student's interests and abilities.

In the process of teaching physics in higher education, teachers often face this problem. In the first lessons, the teacher should distinguish between the talented and the lazy students. For this, it is appropriate to address students with simple questions about the basic concepts of physics, physical quantities, units, measuring instruments in introductory classes. Among the students, not all those who could not answer the questions of the 1st level of difficulty correctly will be free learners. Sometimes the reason may be that the student is excited in the team or that he did not love this subject before. Idle students have a hard time understanding the subject even after the teacher explains it, and even if they want to understand it themselves, they cannot easily accept new knowledge. This type of student should be paid attention to by the pedagogue and supported in mastering the subject. The pedagogue should encourage the student's small achievements and be an assistant in the growth of knowledge and potential when moving from one activity to another. For this, an analysis should be carried out by observing which method the student is using and is interested in the lesson. If a student studying physics has difficulty in learning formulas, it is also effective to use the method of analogy. For example; Write side by side the formulas of acceleration in rectilinear variable motion and angular acceleration in circular motion, the formula of the law of universal gravitation and the formula of Culon, which are very similar to each other.

It is necessary to treat a student who is learning in the same way as all other students, and not to tell him that he is under special attention in teaching physical knowledge. For example, when distributing cards with questions, it is possible to attract a student with a lower level of knowledge to easier conditions such as a crossword puzzle or filling in the blanks when using game methods. But what is important is that the student's level goes up, and then he has enough knowledge when it comes to training.

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