

Pedagogical Mechanisms of Organization of Work with Difficult Students

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Abstract:

This article discusses the organization of work with students with learning disabilities and idle learning, the methodological possibilities of stimulating student activity and pedagogical conditions.

Keywords: educational system, idle students, methodological conditions, pedagogical technologies, behavior.

I. Introduction.

One of the most pressing issues today is our youth and their upbringing. First of all, upbringing, of course, begins with the family, but along with the family environment, the upbringing environment in the child's life is of great importance to the preschool and school environment. Since the period in preschool is a period of "masculinity" in the child, it is important to distinguish how well the child's upbringing is in the process. But in a school environment, a child is able to show the full extent of his or her upbringing.

From the first day of school, a student should be motivated to read, to be literate, to be taught to do the first steps correctly. Reading is important in human life. A person who does not know how to read is no different from a blind person. Learning activities are carried out in the primary grades in all subjects, but teaching reading is the main task of reading lessons. When teaching young students to read, it is necessary to take into account their general development, psychology. One of the most important tasks of primary education today is the introduction of advanced pedagogical technologies in education and the achievement of high results using the most modern, advanced teaching methods. Teaching students based on interesting tasks gives reading a playful character. The child does not feel tired of reading, as if he is not tired of playing. Students who are not interested in reading and do not come to classes are also interested in the game. The organization of various play activities in the classroom is also of interest to these students.

Despite the best efforts of the teaching staff, there are students who are difficult to educate. A one-on-one approach to such students has now been developed, and scientifically developed ways to prevent and correct behavioral disorders are being developed. Research by pedagogical psychologists on this topic shows that in addition to the social causes of the origin of children with difficult upbringing, whimsical, naughty behavior, there are also pedagogical and psychological reasons. The reasons for students' negative behaviors vary. In fact, educators with children with special needs should be able to analyze the reasons for this behavior before entering into a dialogue. Factors that negatively affect the upbringing of children include:

- Origin, that is, the transmission of various habits from generation to generation through genes;
- The social environment in the family (lack of pedagogical and psychological knowledge in the family, family conflicts, divorce, parental alcoholism and sexuality) Sometimes the process of

raising children is "difficult" due to the negative family environment or other factors. Working with such difficult students puts a lot of responsibility on the educator.

- Social environment outside the family (influence of minors, cultural and educational production communities and deficiencies in the social environment).

II. Literary review

Many foreign and local pedagogical psychologists have conducted research on working with children with special needs and pedagogical approaches. Examples of foreign pedagogical psychologists are Yu.V.Vasilkovoy, M.A.Galaguzovoy, A.V.Mudrik, M.Shakurovoy, E.B.Evladovoy, A.V.Zolotarevoy. In addition, the concept of "theory of education in educational institutions" has been studied in depth by such scientists as V. Karakovsky, A. Kurakin, LI Novikova, NL Selivanova.

One of the most famous pedagogical psychologists on this topic is the theory of AS Makarenko. According to Makarenko, a teacher who is aware of the complexity of raising a child emphasizes the need to work through the study of the parent and child family environment. For a teacher, getting to know such a student is a 3-4 minute "acquaintance" process in the first meeting. The student explores the image of the teacher in his mind, during which time can he fully express his behavior to the teacher? analyzes how strict the teacher's requirements are. Depending on the results of this analysis, it will be presented to the teacher. If the teacher's perceptions of the teacher are "false" in later lessons, the student's judgment will change and his or her behavior will change.

Makarenko suggests that the most positive image of a teacher when working with children with special needs is "a tough teacher at the right time, a kind teacher at the right time." In his book, Pedagogical Interpretations, he argues that the teacher's harshness and the execution of the punishment promised to the teacher lead to the student's refraining from negative behavior. The image of a kind teacher becomes a person who is able to open his mind to the student at the right time. According to Makarenko, constant harshness is a virtue not only for teachers but also for parents. The reason is that in this case, the child develops only a sense of fear of them, and manifests his misbehavior not in front of them, but in other situations.

Another major researcher on the subject, French scholar Geir Nyborghulqi, advises both educators and parents to adhere to the principle of "keeping promises" in dealing with difficult children. For example, educators say that a student who misbehaves during a lesson will be punished the next time. But in most cases, this promise is not kept. In such cases, the student gradually loses confidence in the principles and words of the teacher, and the tendency to show his negative behavior increases.

III. Discussion and results.

It is easier to determine the effectiveness or ineffectiveness of pedagogical aspects of working with children with special needs using the comparative method in research. In general, it is advisable to use methods such as comparison and analysis, synthesis in pedagogical research. Elements such as attitude, individuality and motivation are an integral part of the pedagogical approach in children with special needs.

The research was conducted in collaboration with experienced teachers of secondary schools in Bukhara. Two of the school teachers shared a 1-year trial experience working with students with learning disabilities in their classroom. Among the first-graders, 2 out of 20 were students with learning disabilities. When the family environment of the 2 students was studied by the teacher, it was found that the family environment was 2 different. When the family of the first student

contacted the parents, it was found that the family was a positive and peaceful family, that the student was the only child in the family, and that all his wishes were regularly fulfilled. One of the most common mistakes parents make in raising a child, even if it is a positive one in the family, is that excessive pampering of the child leads to a change in the child's upbringing. One of the most difficult behaviors observed in a student was stubbornness, disobedience in class, and disobedience to the teacher's instructions. The best way for this student to be taught by a teacher is to have regular contact with the child's parents. The positive dynamics of changes in the child's behavior was observed on average 2-3 months after the interaction with the parents. A study of the family environment of 2 students revealed the negative social role of parents in the family environment. Not only sound education but his alertness and dedication too are most required. This was done by the teacher to involve the student more in the learning process and, most importantly, to encourage them. Unfortunately, it is difficult to change the behavior of such students in a completely positive way. But getting this student interested in the learning process is what makes him successful. It is not a difficult process for an educator to work with and change positive students of this type and age.

However, there are students of this age who find it difficult to overcome their negative attitudes. This is the transition period, which is adolescence. One of the most difficult factors in this period is the difficulty of identifying the most difficult behaviors. In many cases, students with positive behaviors during adolescence also begin to show signs of temporary negative behavior during this period. It is during this time that the teacher's correct approach to the student prevents the future student from perpetuating this behavior. In this period, the effectiveness of a single teacher is very low. School educators need to work as a team to work with such students. Ramil Garifullin, a well-known pedagogue-psychologist at Kazan Federal University, writes in his scientific article "Deviant Adolescence and Its Solutions" that the "pedagogical team" is effective in preventing deviant behavior in students. In this case, all science teachers in the school should be concerned with the general state of student behavior.

When working with students with special needs, first of all, educators need to fully develop the concept of patience. Having a young inexperienced teacher in place of a teacher with several years of experience above can have a negative impact on a student's destiny. The competencies required of a teacher in this field are:

- patience;
- communication competence;
- entrepreneurship.

The situation analyzed above is in fact the smallest of the cases of working with students with special needs in secondary schools. This situation can be repeated in different ways and in different situations in the work of a teacher. In any case, an effective result can be achieved by working with parents.

IV. Conclusion.

In conclusion, it is possible to choose a fair and effective approach to working with students with special needs, depending on the socio-economic status of the student. In schools, it is helpful to work with such students as a team, without relying on a single class teacher or science teacher.

Thus, the process of mastering the learning material of students is associated with complex mental processes, which are carried out through learning activities. Learning activity or academic work is a new, but very complex type of activity for an elementary school student, which can be neglected in

the classroom if it is not taken care of. This leads to the emergence of difficult and idle students. For a child who comes to school, the learning material is the object of his new activity (learning activity) and the subject of mastering. The educational material has its own components as an object of student learning activities, as well as the subject of mastering.

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