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Research Article

UNIQUE PEDAGOGICAL APPROACHES FOR SCHOOLCHILDREN WITH DIFFICULT UPBRINGING

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ABSTRACT

The article describes the pedagogical model of improving the professional skills of a military education teacher in the context of a changing educational paradigm. Improving the professional skills of a military education teacher within the context of a changing educational paradigm involves a comprehensive and adaptive pedagogical model. The model should address both the evolving nature of military education and the broader shifts in educational approaches.

KEYWORDS

public opinion, perfect person, education and self-education, students with difficulty in education, education process, parents, morality and immorality, verbal influence, conflict.

INTRODUCTION

As public opinion expresses the open and hidden attitudes of various groups in society toward various events in life, it is important to study the role of various factors influencing its formation. When deep socio-economic reforms are taking place in the country, the relevance of studying the influence of such factors increases even more. The

main goal of democratic reforms is to enhance the role of the masses and individuals in social life and the management of society. This goal cannot be achieved without a deep and comprehensive study of public opinion and the factors that shape it.

In our country, certain works are being carried out to study public opinion. At the moment, it should be noted that sociologists in our country do not pay enough attention to public opinion when studying the impact of cultural and educational activities. However, cultural and educational, mass artistic events are very important in shaping people's attitudes toward the events occurring in social life and the new moral standards that are entering our country in the process of globalization.

The foundation of a great future is being created in Uzbekistan. A great future can be created by individuals capable of great deeds. Individuals capable of great deeds are formed only through high spiritual and moral education. As the first President of our country, I. Karimov, has emphasized many times, the factor that makes a nation known to the world and spreads its fame to the world is, first of all, spiritually and morally perfect people. That is why spiritual and moral education is of great importance in the period of current reforms.

The idea of a perfect person is one of the main concepts of national independence. The first President, I. Karimov, spoke about the education of perfect individuals: 'Our ancient ancestors developed a whole set of moral requirements for a perfect person, or, in modern terms, an oriental code of ethics. When we refer to a perfect person, we primarily mean individuals with high consciousness, who can think independently, set an example for others with their behavior, and are educated and enlightened. A conscious, educated person cannot be deceived by nonsense; they

weigh everything rationally and logically. A person who builds his thoughts and conclusions on the basis of logic is a mature person.

Education is the process of nurturing the young generation based on specific goals and comprehensive socio-historical experience, shaping their consciousness, behavior, and worldview. It is a practical pedagogical process aimed at developing specific physical, mental, moral, and spiritual qualities in a person, involving a set of measures to ensure that individuals possess the necessary emotions to live in society.

Education and self-education are two aspects of the process of personality formation. Self-education refers to the conscious, purposeful, and independent activities of a person aimed at self-improvement. One of the most important components of self-education is the formation and development of willpower and moral qualities. Only individuals with a certain level of willpower and moral qualities are capable of self-education. Conversely, self-education leads to the further development of these qualities.

There are different approaches in the science of pedagogy regarding the relationship between education and self-education. Many scientists interpret education and self-education as two aspects of the same process. Another group of scientists argues that education plays the main role in the formation of a person, and self-education is an auxiliary tool. The third group of scientists interprets that self-education plays a key role in personality formation. For example,

the author-compiler of the book "Педагогическая антропология" B. Bim-Bad writes about the formation of personality through self-education: "Any education is directed towards self-education. Without ensuring the active participation of the student in the educational process, it is impossible to teach him anything." In another instance, B. Bim-Bad states: "Anthropological culture is the perception of a person as a product of his own activity." The pedagogue-scientists of our country have also conducted research on self-education and have reached certain conclusions. For example, Z.K. Ismailova comments on this: "... unless a person tries to educate himself, he cannot be educated by others, even if they exert an educational influence on him." At this point, without delving into discussions about the relationship between education and self-education, it can be noted that cultural and educational activities have a significant impact on both education and self-education.

As our country strives to build a democratic society, this process necessitates the reinforcement of spiritual and moral education. In a democratic society, it is imperative that individuals with high moral and spiritual values coexist, as those lacking in spirituality and morals can undermine democracy.

When working with students from challenging backgrounds, pedagogues and specialists should be able to envision a clear future, find ways to achieve it, and uphold high ideals to inspire students to initiate self-education. They should offer help and create opportunities.

One of the important factors for students' engagement in the process of self-education is their self-awareness. The development of the ability to analyze and critically evaluate one's own qualities and behavior during the initial stages of the school period marks a significant step in enhancing the effectiveness of self-education. Every student and young person can achieve high moral standards, but to do so, the educational and training processes should be appropriately organized. The extensive and productive use of various cultural and educational activities, both during and outside of classes, creates a fertile ground for the cultivation of strong moral values in students. These moral values and ideals inspire young people to educate themselves, encouraging them to strive to live up to these standards.

To achieve high efficiency in spiritual and moral education, conducting moral and preventive activities plays a crucial role. In medicine, there's a saying: 'Prevention is better than cure.' Applying this principle to education, it's easier to prevent vices than to eliminate bad habits and re-educate youth who have already developed such vices. This highlights the importance of cultural and educational activities. Activities like theme parties, engaging debates, and various contests, which illustrate the corrupting influence of immorality and bad behavior through symbols, evoke a sense of aversion in young people. This approach constitutes one of the most significant preventive measures in moral education.

Pedagogues need to establish relationships within study groups that align with the

educational goals. While the development of the team becomes a primary source at higher stages, pedagogues play a pivotal role in fostering high levels of interpersonal relations, especially in the initial stages.

According to research findings, among the numerous tasks faced by pedagogues, issues related to attitudes remain the most complex. Addressing these issues demands pedagogues to possess exceptional communication skills.

In the research of V.A. Sukhomlinsky, the interrelationships between the pedagogue's understanding of students and the pedagogical methods typical for him are studied. The teacher's level of understanding of students corresponds with the level of pedagogical activity. It can be observed that organizational factors play a crucial role in influencing teachers with a high level of activity. Low-performing teachers often rely on strict discipline. If there isn't enough attention given to organizing students' activities, a significant amount of effort and time will be required to maintain discipline. It is in such situations that effective organization becomes essential in the established process.

It is determined that the teacher's verbal influence on students is related to the level of the teacher's activity and their ability to understand the student. The system of verbal influence by teachers with high and low levels of activity differs not only in quantity but also in quality.

According to research, teachers more frequently use the following methods of verbal influence (depending on their importance): giving

instructions, tone, name-calling, encouragement, and humor. Low-performing teachers often speak loudly or address students by name, but they rarely use humor and incentives. They provide guidance even less frequently, as such educators emphasize discipline rather than fostering a conscious attitude towards learning activities.

Thus, teachers speak twice as much as students during lessons. These findings are corroborated by data obtained from other researchers.

Russian scientist Ye. I. Aleshkin states that a conflict situation cannot be recognized by simply combining and generalizing it because there is a difference between the two terms. A conflict situation arises only when the opinions, goals, needs, and words of representatives from both sides do not align. In such a situation, only one party's representative relies on their inner experiences, thoughts, and feelings.

We cannot disregard the opinions of the two psychologists mentioned above, as both scientists based their theories on substantial research.

Pedagogical or classroom conflicts arise due to several reasons:

1. Disagreements among students and teachers stem from the following categories:
2. Students from troubled families, where parents frequently quarrel, tend to misbehave and quarrel with their peers over trivial matters.
3. Immature students, precocious individuals, and young people lack the

motivation for systematic learning. Emotional fluctuations hinder their engagement in the learning process and class community participation.

4. Mentally challenged students struggle to grasp complex lesson content, leading to increased tendencies to quarrel. They often skip classes if they find the lessons challenging, leading to conflicts.
5. Talented students, dissatisfied with the class's knowledge level, become bored, separate from the class, and may enter into conflicts with peers and teachers who cannot meet their expectations.
6. Individuals who are perpetually dissatisfied and opposed to everyone around them often harbor negative attitudes towards parents, teachers, and other adults. They resist discipline and may deliberately cause disturbances.
7. Conflicts arising from imitation of others occur when students emulate older people, sometimes movie actors or other favorite heroes, leading them to deviate from classroom norms and order.

From the above points, it is evident that most conflicts within pedagogical teams stem from interpersonal relations.

Thus, paying special attention to this issue in the continuous education system is considered one of the important socio-pedagogical problems. Organizing work with students experiencing difficulties in education based on targeted programs that align with the requirements allows us to achieve the expected results while ensuring

the systematicity, consistency, and continuity of practical actions.

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