VOLUME 04 ISSUE 05 Pages: 90-96

SJIF IMPACT FACTOR (2022: 5.636) (2023: 6.741) (2024: 7.874)

OCLC - 1368736135













Website: Journal http://sciencebring.co m/index.php/ijasr

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Research Article

FORMS, METHODS OF WORKING WITH SCHOOLCHILDREN WITH DIFFICULT UPBRINGING AND MECHANISMS OF THEIR **IMPROVEMENT**

Submission Date: May 20, 2024, Accepted Date: May 25, 2024,

Published Date: May 30, 2024

Crossref doi: https://doi.org/10.37547/ijasr-04-05-19

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ABSTRACT

Pupils whose behavior in social life is sharply different from the generally accepted standards and hinders the upbringing of social rights are considered to be difficult pupils. Before starting educational activities with them, it is necessary to study the condition, characteristics, and capabilities of the schoolchildren, and conduct a pedagogical diagnosis. The use of forms and methods of working with students with difficult upbringing has great potential for improving this task. This article presents scientific solutions to such problems.

KEYWORDS

Spiritual and moral education, pedagogical diagnostics, universal human feelings and qualities, schoolchildren with difficult upbringing, methods of education.

INTRODUCTION

Deep socio-economic and political reforms being carried out in the country require the formation of certain moral and ethical standards in all citizens participating in the process of these reforms. Uzbekistan is a country with its own socio-demographic characteristics. Socio-

demographic peculiarities are characterized by the high level of birth and natural growth, progressive age structure of the population. 67% of the population of the Republic is under 30 years old, and 48.2% is under 18 years old. The President of the Republic of Uzbekistan Sh.

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Mirziyoyev stressed that the spiritual foundation of our nation is ancient and strong, and called for deep study of the scientific and artistic heritage. ideological and spiritual views of scientists and writers who made an unforgettable contribution to our national history and global development. has been working. Because in the activities of our ancestors, high manifestations of patriotism have always been manifested. Alisher Zahiriddin Muhammad Abdurrahman Iami, Babur, Farabi, Ibn Sina, Yusuf Khos Khajib, Kaikovus, Muslihiddin Sadi, Imam Ismail al-Bukhari, who showed unceasing zeal for the well-**Motherland** and being of the their contemporaries. those who called. The people's dream brought up our dear saintly grandfathers like Aziziddin Nasafi, Abu Mu'in Nasafi, Abdukholig G'ijduvani, Khoja Ahmad Yassavi, Zangi ata... and became a unique spiritual support in their perfection and noble work. Currently, in the process of implementing decisions, decrees concepts related to increasing the and effectiveness of spiritual and educational activities in the educational system for the spiritual and moral education of young people, he is fully developed, knowledgeable, committed to serving his people and the motherland. largescale work on the education of young people is being carried out. As the President of the Republic of Uzbekistan, Sh. Mirziyoyev, noted, "we all know that the spiritual and moral education of young people is the moral basis of the life of every state and is the most important mobilizing force for the comprehensive development of society." . A sense of spiritual and moral education of young people should be shown in any work." Formation of

these standards in young people plays an important role in preparing them for life. In particular, formation of high moral and ethical standards in pupils and pupils-young people is also of great importance in their development as owners of certain professions.

LITERATURE ANALYSIS

Our ancestors paid special attention to the importance of moral education development of a person. Especially in the works of our enlighteners who lived and worked at the beginning of the 20th century, the problems of education played an important role. The great enlightener Abdulla Awlani said that "Education is a matter of life - or death, or salvation - or destruction, or happiness - or disaster" for us... In addition, Abdulla Avloni expressed very deep thoughts about spiritual and moral education: "Ethical education is the most important moral education that gives people more honor and high status. In the previous lesson, we said that there is a difference between training and teaching, because a student is a knower, and a student is a practitioner.

In the process of education, before starting educational activities, it is necessary to study the condition, characteristics, and capabilities of the student. Pedagogical diagnostics has great potential in fulfilling this task. Pedagogistscientist M. Kuronov emphasizes the need for an impartial diagnosis in order to cultivate social activity in young people.

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Before starting the implementation of activities aimed at spiritual and moral education, it is necessary to prepare a plan for these activities. In order to make a plan, it is necessary to determine the condition and characteristics of the object that you want to educate. Pedagogical diagnosis is useful in the implementation of this task.

RESEARCH RESULTS

The future life of the young generation depends on the fulfillment of the important tasks arising from the mental and spiritual process that makes it human. The purpose of the science of pedagogy is to teach the art of education by setting a clear goal in the conscious activity of educators, teachers, and being able to see the results of their work, striving, and the use of the chosen tools and methods, is focused.

Prof. According to B. Ziyomukhammadov, the universal creative feelings and qualities of a welleducated person can be imagined as follows:

First of all, business qualities and qualities: hard diligence, initiative, work. diligence, responsibility, honesty, honesty, competence, perfection, quality, dexterity, resourcefulness, organization, orderliness, entrepreneurship, accuracy, thrift, perfection, 'masiliz and others.

Secondly, intelligence, perceptive qualities and qualities: intelligence, intelligence, calmness, wisdom. reasonableness. common sense. prudence, sensitivity, intelligence, ingenuity, bluntness, evidence, efficiency, literacy, curiosity, passion, etc.

Thirdly, constancy are traits and qualities: activity, determination, quickness, enthusiasm, enthusiasm, zeal, perseverance, standing in one word, stability, bravery, bravery, discipline, selfcontrol, seriousness, self-control, self-control. indolence, cold-heartedness, self-demanding, inferiority complex, cannibalism, self-willedness, etc.

Fourthly, the general characteristics and qualities of a person: cuteness, beauty, attractiveness, charm. modesty. strength. development. respectability, poetry, inspiration, magnificence, individuality, maturity, seriousness, civility, education and others.

Fifth, the moral characteristics and qualities of a person: humanity, friendship, care, enthusiasm, sincerity, playfulness, humanity, childishness, faith, selflessness, politeness, modesty, courtesy, openness, forgiveness, hospitality, kindness, volume and others.

Sixthly, passion is feelings and qualities: cheerfulness. cheerfulness. optimism, cheerfulness. cheerfulness, trustworthiness. imagination, faith in the future, kindness, nonconcealment, mischievousness, nobility, fire, delicate nature, shyness, shyness, chastity, etc.

The task of pedagogical diagnosis at the beginning of educational activities is focused on the study and analysis of spirituality, orientation to values, behavior, manners of the student. Starting educational activities without studying these processes is just a formality, and their effectiveness is unlikely to be high. Teacherscientist Ibragimova G.Kh. pointed out the

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shallowness of students' knowledge of morals and values as one of the problems that must be In pedagogical diagnostics, attention should be paid to the following spiritual and moral qualities of a person: respect for adults, care for children, hard work, responsibility, initiative, tolerance, activity in education, creativity, love for the country, love for the people, the existence of beliefs and principles, culture of behavior, attitude to national culture, orientation to values, interest in the history of one's country, respect for one's group and community, collectivism, etc.

DISCUSSION

Pupils whose behavior in social life differs sharply from the generally accepted standards and hinders the upbringing of social rights are considered to be difficult teenagers. Therefore, students who differ significantly in their individual characteristics are often classified as difficult to educate.

Pupils with difficult upbringing behave with false independence, they openly say that they do not want to learn, they do not respect teachers and elders, they gain the prestige of their peers by physical strength.

Rudeness, impudence and carelessness of students with difficult upbringing are often a mask of inferiority, delinquency and student feelings.

One of the most characteristic features of a student with difficult upbringing is mental

maturity and lagging behind age norms. Such are characterized by students increased suggestibility, inability to connect their actions with behavioral norms, and weak logical thinking. They rarely suffer from a choice, they make their own decisions, and often they act like students, without thinking about the consequences.

In most cases, medical examination of students with difficult upbringing will detect these deviations, as well as the beginning of chronic mental illness. In adolescence, the boundaries of norm and pathology are not always easily distinguished. Therefore, even an experienced doctor sometimes needs to meet with a teenager several times before deciding whether he is dealing with personality traits or mental illness.

An unfavorable climate in the family often causes deviations in behavior.

Also, the reason for "rejection" can be chronic academic failure. This causes aversion to learning, a desire to assert oneself in a different way.

In pedagogy, the term "difficult child" is also used. In the essence of these concepts, pedagogical neglect shows the lack of attention paid to the child by adults and describes the history of his upbringing. The result of such education will be Pedagogically difficult. neglected children become more difficult to educate over time. In the course of the research, we realized that educating students with difficult upbringing is not always the result of pedagogical neglect. Sometimes this is the result of the manifestation of individual psychological characteristics of the child. However, both of these terms are often used as

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synonyms in pedagogical practice, which indicates a significant lag in learning and cognitive activity and deviant behavior (regular violation of generally accepted norms of behavior) means the pupil.

Educational methods are an important tool for the proper organization of educational work, they are determined by the gradual development of the child's personality and include many educational effects related to the process of educational work. Educational methods include the task of educating a person who is fully mature, free, creative, organized, and has an independent opinion from the side of the social society to the educational institutions.

Educational methods are ways of educational influence on a person, which are used by the teacher and the community to form the ideological and spiritual beliefs, spiritual feelings and habits of the students. Methods depend on the purpose and content of education. Therefore, taking into account the level of development of students is an important condition for the effective use of educational methods. The teacher uses various methods and tools when conducting educational work with students. The variety of educational methods shows the need to divide them into types and influence them. Therefore, taking into account their special features, it is

possible to divide them into the following types in the methodology of educational work.

- Methods that social 1. serve to form consciousness.
- 2. Methods of habituation and activity training.
- 3. Methods of encouragement and punishment in education.

The task of the first group of methods is to create rules and standards for the social consciousness students about life, morals, working relationships.

With the help of the methods of the second group, it finds content in the ground of activity based on the habits of the students regarding their spiritual content. Activity is an important source of enriching the experience of social attitude, social attitude, and social behavior of students.

The methods of the third group include methods that are used to encourage positive behavior and habits in students, to correct or prevent negative traits, and to directly influence their feelings and goals. Methods of this group include incentives and punishments.

The methods used in educational work can be expressed as follows:

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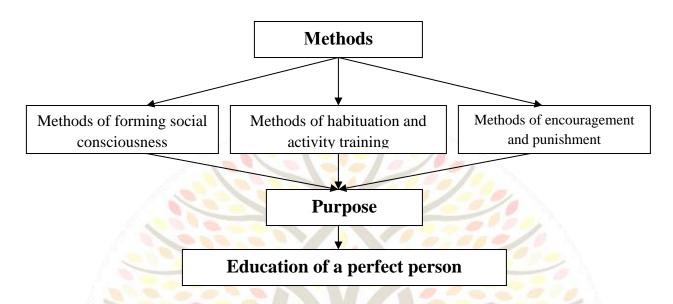












Conclusion

In conclusion, we can say that how to educate a person whose life is closely related to the fate of the people, nation, and country? Teachers, educators, school psychologists working in comprehensive schools have to work with students who are difficult to educate and those who have been neglected pedagogically in order to properly organize the educational process. Therefore, it is absolutely necessary to know the reasons that caused them and the types of such schoolchildren. The types we mentioned above can be an example of this. Pupils with difficult education do not appear by themselves, it is considered a complex social process. Therefore, by knowing the special methods and tools for educating them, it is possible to influence them by knowing their mental state, needs, and interests. The analysis of the experience of school educators, teachers, class leaders, school leaders shows that the lack of knowledge of the characteristics, psychology, and lifestyle of difficult-to-educate students, shortcomings in the family and school are the cause of the emergence of difficult-to-educate schoolchildren.

As can be seen from the above-mentioned points, the relationship to youth education and its future is based on proper personality education.

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