

SECRETS OF EXPERIENCED TEACHERS ON WORKING WITH "DIFFICULT CHILDREN"

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ABSTRACT

The research is devoted to the disclosure of the principles and methods of working with difficult children and the analysis of the situation with "difficult children" in preschool institutions, in primary, middle and senior classes, educational organizations, in a modern way, the search for solutions to problems, as well as the development of preventive measures. The history of the development of pedagogy, its problems and achievements. Pedagogy of antiquity, pedagogy of the Middle Ages, pedagogy of the modern world. The origin of the first thoughts about pedagogy. The emergence of the term "Difficult children". Difficulties on the robot with difficult children. Factors affecting the inner world, the psychological development of the child, defining him as a person. Due to the influence of what factors difficult children appear, what should be paid attention to. Characteristics of difficult children and their types. The subtleties of the robot with difficult children.

KEYWORDS: *Pedagogy, Teacher, History Of Pedagogy, Art Of Education, Psychology, Gender, Gender Education, Pedagogical Approach, Antiquity, The Middle Ages, Difficult Children, Disapproved Behavior, Reprehensible Behavior, Deviant Behavior, Delinquent Behavior.*

INTRODUCTION

To begin with, let's analyze "what is pedagogy?" and consider its history of appearance and what stimulated its development as a science.

Pedagogy traces its history from the appearance of mankind to this day, therefore, all important steps in the development of this science are taken into account. Let's analyze what this very name of the subject Pedagogy means in general (it comes from the ancient Greek word παιδαγωγική "the art of education", which is formed from the words παῖς "boy" → παιδος "teenager" + γγω "I lead") — the teaching about the education and upbringing of a person, primarily in childhood and adolescence.

In the clan system of the tribal community, the transfer of the accumulated experience of the ancestors to the younger generation consisted in stories, teaching labor skills, traditions and rituals

that existed in a particular tribe, telling how to behave correctly, instilling faith. The more humanity developed, the more acute the question of the need for the conscious transfer of civilized knowledge to the younger generation became. Therefore, education soon becomes a separate, rapidly developing direction. At the same time, there is a need for the appearance of competent mentors who are able to transfer knowledge, the first teachers.

MAIN PART

Writing and reading played an important role in the emergence and development of pedagogy. Such norms were taught in the first training centers that were attached to temples and royal palaces [1]. The formation of the education system began in the Ancient East. Educational institutions similar to modern schools are being built here.

In the East, Chinese scientists have focused on the study of four disciplines in school education

- * Literature
- * Politics
- * Language,
- * Morality.

It was they who were the first to put forward the concept of the idea of the ideal person - thanks to training and upbringing, and not by origin.

And Iranian and Arab thinkers have always sought to increase the universal value of education, emphasized the importance of constant and systematic teaching, the importance of comprehensive spiritual and physical development of people, the formation of such qualities as justice, respect for elders, politeness, courage and nobility.

But in addition to the pedagogy we are familiar with, at all times there has been an authoritative folk pedagogy, which has become a pivotal basis in the mental and physical development of people [2]. Different peoples have created their own unique and strikingly resilient patterns of moral, labor education. One of the manifestations of this pattern. It can be considered a tradition in ancient Greece, according to which only the person who could grow at least one olive tree could be considered an adult. As a result of this interesting folk tradition, the area was covered with fertile olive groves [3].

Antiquity and the middle Ages played a significant role in the foundation of pedagogical thought. In the most developed countries of the ancient world, such as Greece, India, Egypt, China, significant attempts were made to generalize the experience of education, to isolate its theoretical principles. [4]

In the West, ancient Greek philosophy became the source of European education and training systems. One of its most prominent representatives was Democritus, who was born and worked from 460 BC to 370 BC and created generalizing works in all areas of contemporary knowledge, not ignoring education and training. [5]

Also, major ancient Greek thinkers such as Socrates, who lived and worked from 469 BC to 399 BC, were concerned with the issues of pedagogy. His disciple Plato, who lived and worked from 427 BC to 347 BC, continued the work of his teacher. Aristotle lived from 384 BC to 322 BC in whose works the most important ideas and provisions related to the formation of a person's personality and his upbringing were very thoughtfully developed. A peculiar result of the development of ancient pedagogical thought was the treatise "On the education of an orator" by the teacher and philosopher Quintilian. This work of his has long been considered an important source on pedagogy, along with the writings of Cicero, it was studied in all schools of rhetoric. [6]

At the next stage of the formation of pedagogy as a science in the Middle Ages, the church monopolized the spiritual life of society, directing education in religious views. Education, squeezed in the iron gloves of theology, has largely lost its freedom and the progressive orientation of ancient times. From century to century, the unshakable principles of dogmatic and scholastic teaching have been perfected, which have existed in Europe for 12 centuries. Among the leaders of the church were philosophers educated for their time - who created treatises unique in their kind on the upbringing, training and spiritual education of people, such as the theologian Thomas Aquinas (1225-1274), Tertullian (160-222), Augustine (354-430) and others. [7]

However, as one of the sciences of man, pedagogy originated in the depths of philosophy, and for a long time developed as a part of it. The first to distinguish pedagogy from philosophy was the English philosopher and naturalist Francis Bacon at the beginning of the XVII century, and the one who finally consolidated as a separate science was the Czech educator Jan Amos Komensky. His work "The Great Didactics" of 1654 became the first pedagogical manual, which to this day has not lost its former value. [8]

A great contribution to the development of foreign pedagogy has been made:

Komensky Ya. A. – substantiated the principles of didactics and introduced the idea of a classroom-based learning system. Locke J. – he attached a great role to psychology in teaching.

* Rousseau J.-J. - introduced the basics of "free education".

* Pestalotii I. - brought the theory of elementary education to the comprehensive development of the child.

* Herbart I. - introduced the concept of "educative learning"

So, we have sorted out the pedagogy itself, then let's now consider the question "who is a teacher?" and will you be able to call yourself a real teacher?

In our world, from its beginning to this day, there have been and still exist a lot of professions. We encounter representatives of some professions during our lifetime, and we know about others only by hearsay [9]. But hardly any of them can compare with this one, without which humanity could not and cannot do. This is a teacher.

The history of education, the history of teaching began with the history of mankind. Among all peoples of the world, these honorary titles are called not only the person who teaches literacy and science, but also the one who transmits to the younger generation the traditions and life experience of their ancestors, the history and essence of culture, national and universal values of their ancestors. Teachers, like parents, connect generations with their thin threads of knowledge and a sharp mind. [10]

The word "teacher" itself has its roots in Ancient Greece and comes from the word paidagogos, formed by adding the noun pais (paidos), meaning "child", and the participle agogos with the meaning "leading" (from the verb agein - "to lead") which has a literal meaning: "the one who leads (educates) children" [11]

A child is not yet a mature and mature person; it is an individual who is at a special stage of development of his individual traits and qualities. The personality is not yet sufficiently developed to be considered an adult, but at the same time it is sufficiently developed to enter into relationships with others in a conscious state and follow the requirements of social norms and rules in its actions and deeds

Difficult children are those children whose behavior deviates from the norms and standards accepted in society. M. Rutter (1987) notes that psychological complications, as well as temporary emotional disorders and behavioral disorders are quite common in most adolescents. This is an

integral part in the development process. Difficult-to-educate people are understood as resistance to pedagogical influences, which can be caused by a variety of reasons related to the assimilation of various social programs, knowledge, skills, requirements and norms in the process of purposeful training and upbringing. [12]

Due to the latest trends, there are more and more "difficult" students. This can be considered the result of economic, social, political and instability of society, changes in value orientations, unfavorable family and household relations. Excessive preoccupation of parents with the arrangement of their personal life and in the field of private entrepreneurship leads to a lack of proper control of children's learning and behavior.

According to an experienced teacher of Fergana State University Alimzhanov M.Yu, one of the important elements in the upbringing of a healthy personality is a gender approach to the upbringing of a child. [13]

Mistakes of family upbringing are often supplemented by mistakes of school influence on the child's personality: command-administrative, authoritarian style of relations, passive and coercive nature of teaching and upbringing methods, excessive pedagogical guardianship, insufficient level of pedagogical communication techniques.

All this undermines the child's confidence in himself, in his own abilities, self-regulation, self-affirmation in vital cases. A feeling of loneliness, undesirability and insecurity is formed. The child simply begins to eat himself.

Childhood is a stage of human development preceding adulthood, characterized by intensive growth of the body and the formation of higher mental functions. It will be properly organized, and then a person will grow up to be a full-fledged member of society; the wrong direction will always turn into a difficult fate. A difficult childhood is not always the worst. A bad childhood is a homeless, unfriendly one in which the child has lost himself.

A difficult child is someone who needs help from outside, from parents, teachers, and psychologists of the person who could show the child the right way. This is how you need to understand what is happening to him. He is difficult primarily for himself; his thoughts are entangled like an intricately woven web [14]. To whom it seems as if he is a small insect that has fallen into the web of a spider named life. A difficult child is suffering, rushing in search of warmth and affection. He is looking for at least a small ray of sunshine that is not all lost. Destitute and almost doomed. He feels it. All difficult children, as a rule, did not have a friendly, caring environment either at school or even in their own family. At first, difficulties with a lack of ability to adapt further, and then unwillingness to learn led these children to disorganization, violations of discipline.

Types of difficult children

- * Socially neglected (that is, those who cannot adapt to the environment);
- * Pedagogically neglected (for example, alcoholic parents teach drinking and stealing; or parents constantly say that they hate work, take sick days to play computer, scold their country out loud and dream only of some material benefits);
- * Abandoned (parents and school are not interested in the child at all);
- * Overprotected (they are not required to do anything, and all their requirements are fulfilled with lightning speed and unquestioningly; in conversations with the child, parents oppose him to others as a being of the highest order).

Classify "difficult" and according to the degree of "difficulty". The following groups are usually distinguished:

- * Disapproving behavior (occurs periodically in all adolescents and children).
- * Reprehensible behavior (significant violations of order and discipline).
- * Deviant behavior (morally reprehensible: lies, meanness, selfishness, aggressiveness, etc.).
- * Delinquent behavior (pre-criminal: intentional violation of the norms of human relations: theft, fights, extortion, etc.).
- * Criminal behavior.
- * Extreme behavior (drug addiction and other personality-destroying phenomena).

So let's give an example of excessive guardianship, or so-called excessive upbringing. The child lives in a prosperous, well-off family. He is the only child in the family. "Perfect" for parents. They constantly take care of him, love him, admire him, find all sorts of talents in him, notice only the best qualities. He is never denied anything. With such an upbringing, he will grow up to be independent, selfish, inept, helpless. Day after day, an egoist, a family despot is formed, who believes that everyone owes him, while he himself does not owe anyone anything. You can easily imagine what it will be like for him in adulthood. For him, unaccustomed to work, the usual tasks and requirements of the schedule are excessively difficult. Deviant behavior inevitably occurs. The result of which is not difficult to predict - hysteroid character. The child reacts negatively even to the slightest difficulties of life. He will remain infantile for a long time, he will enter life without proper training and hardening, with a difficult, quarrelsome character. Selfishness, selfishness, unwillingness to work, the habit of living at the expense of others will accompany this person all his life. It will not be easy for him among the normally educated, and it will be difficult for society to satisfy all his whims.

Another very common example now is insufficient upbringing. No one is following his upbringing, no one needs him. The child was simply abandoned to the mercy of fate. Without that person who could guide him on the right path. He inherits spontaneously what he observes in his environment, both bad and good. But unfortunately, there is less good.

And such a person enters adulthood, having absorbed all the vices. His behavior will deviate from the norm in any way, because he simply does not know that it is possible to be different. No one has ever taught him how an adequate person should behave.

CONCLUSION

The main direction of pedagogical activity for the prevention of whims at all age levels should be considered strengthening and hardening of the child's nervous system, calm, without irritability tone in dealing with him, tactful suggestion, stimulating the development of creative forces and initiative. Correction consists in reasonable restrictions, proper organization of life, activities, creation of a healthy atmosphere, calm demands, elimination of excessive attention, inclusion in the team, teaching the child to limit his desires, consider the opinions and interests of other people. It is impossible to threaten, to break by force; rude suppression is contraindicated. But begging is also harmful.

The main methods and techniques of correction:

- * Calm ignoring when capricious;
- * Distracting the child to something else;
- * Strengthening of the nervous system;

- * Abstaining from aggressive treatment:
- * Support;
- * Lack of irritability;
- * Calm exactingness;
- * Bringing the requirements to the end;
- * The use of the method of natural consequences, when the child is given the opportunity to survive the consequences of his capriciousness
- * Tactful suggestion;
- * prompting the right actions.

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