

**PEDAGOGICAL CHARACTERISTICS OF WORKING WITH
DIFFICULT-TO-EDUCATE STUDENTS"**

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Annotation:

This article discusses the character of children with behavioral difficulties and the reasons why they find themselves in such challenging situations and states of depression. Child psychology mainly explores the development of mental processes such as cognition, speech, emotions, and willpower, and how children achieve these traits through various activities such as play, study, labor, and talent development. Psychological processes are studied across different age groups simultaneously. A child perceives the world and their surroundings through the eyes of their parents, making parents responsible figures in a child's upbringing. A child's behavior, conduct, close friends, and interactions with others should all be carefully monitored by parents.

Keywords: Brief information on child psychology, research conducted by scholars, child upbringing, and methods of working with children.

Introduction:

Child psychology emerged as an independent field of science in the mid-19th century. This discipline is closely related to pedagogy, psychology, and the physiology of higher nervous activity. It studies the psychological development of children from birth to school age, including the general and specific characteristics of child development at various stages, the nature of these processes, and the driving forces and patterns behind them. That is why this science is often referred to as "Developmental Psychology."

During a child's developmental stages, the role of parents is crucial. The mental development of a child can be reinforced by the support, attention, trust, and respect shown by their parents. If we broaden the scope of this article, we can highlight the contributions of scientists who have significantly advanced the understanding of child psychology.

The systematic study of child development through diaries became formalized only recently. The first such diary was published in the second half of the 19th century by Charles Darwin. Later, German psychologist William Stern and others such as N.N. Ladygina-Kohts, N.A. Menchinskaya, and V.S. Mukhina published their systematic research on the psychological development of children. Many other scientists have also made heartfelt contributions and reached positive conclusions.



When discussing child upbringing, the image of parents inevitably comes to mind. A child's upbringing reflects the character of the parents. The behavior of parents serves as a life lesson for children. The upbringing of children is also a national-level political issue. The knowledge and future development of today's youth determine the future of the country. That is why people often say, "The future is in the hands of youth."

The causes behind the development of difficult behavior in children can also be traced to their negative attitude toward learning. It would be incorrect to blame this solely on mental or physical disabilities. More likely, it results from underdeveloped learning skills, poor study habits, and low cognitive abilities that are not addressed in the educational process. These children are not necessarily criminals but often lack moral direction and the ability to regulate their behavior. Thus, their motives can be researched and reformed, offering the potential for rehabilitation and the elimination of undesirable traits.

This process, however, is very complex and demands significant effort, patience, prolonged work, and deep research from parents, teachers, community organizations, and local leaders. Rehabilitating children with behavioral issues requires an individual approach that considers their unique characteristics, interests, and appropriate methods tailored to their personality. Following these principles is of great importance.

Typically, adolescents make up the majority of children with behavioral problems. During this period, they may fall into bad company or engage in delinquent behavior such as drinking, smoking, and involvement in drug-related activities. These adolescents often feel out of place within their families and, instead of demonstrating their abilities, suffer emotionally, leading to complaints from parents and teachers and even criminal behavior.

Research conducted by global psychologists shows that, apart from social factors, pedagogical and psychological issues also contribute to behavioral difficulties. An unhealthy home environment and adverse living conditions can prevent these children from socializing with peers, isolate them, and deprive them of educational opportunities and proper conditions, negatively affecting their mental state.

Therefore, for a child to grow into a well-rounded individual, the child, the parents, and the teachers must all work together. Cooperation fosters personal growth, aspiration, discipline, and a thirst for knowledge.





For children with behavioral challenges or those from disadvantaged families, the following observation and intervention measures are recommended:

1. Ensure supervision of children with behavioral issues in their residential area.
2. Continuously monitor whether minors are showing positive or negative behavioral changes.
3. Engage such children in interesting and meaningful activities both in school and in the community.
4. Strengthen the impact of community-based upbringing.
5. Obtain detailed information on children who are frequently absent from classes without reason and immediately carry out preventive measures.
6. Monitor the child's family background as well as their psychological and physical development.

Conclusion:

In conclusion, the role of both the community and parents in the upbringing of children with behavioral difficulties is invaluable. To raise knowledgeable and well-mannered children, we must first cultivate ourselves spiritually and remain attentive to the upbringing of all children around us. Aristotle did not say without reason: "Education requires three things — talent, knowledge, and practice."

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