

# **PEDAGOGICAL AND PSYCHOLOGICAL PRINCIPLES OF WORKING WITH STUDENTS WITH DIFFICULT EDUCATION**

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## **Abstract**

The article mainly studies the psychological processes of a child in order to achieve cognitive, speech, emotional, willpower, as well as the development of various activities such as play, study, work and the formation of abilities, as a person. The character of children with difficult upbringing and the reasons for falling into such a difficult situation and depression are discussed. The child perceives the world and the environment through the eyes of the parents, that is, the parents are the responsible persons for the upbringing of the child.

**Keywords:** Child, psyche, information, theories, research, upbringing, difficult upbringing.

## **Introduction**

Child psychology emerged as an independent discipline in the mid-19th century. This discipline is closely related to pedagogy, psychology, and physiology of higher nervous activity. This discipline explains the laws of mental development and the formation of individual psychological characteristics of a child from birth to school age. The field of child psychology studies the general and individual characteristics of children's psychological development, how this process occurs at different age stages, the forces and laws that drive it. For this reason, this discipline is often called "Youth Psychology". First of all, at a time when the child's psyche is growing and forming, the role of parents is great. The child's psyche can be strengthened by the support and encouragement of parents, their attention, trust, and respect for it. At this point, if I were to expand the article with broader ideas, let's look at the scientists who have made their effective and significant contribution to child psychology. The study of the development of a child's psyche by keeping a diary has only recently become official. The first diary

about child development was published by Ch. Davrin in the second half of the 19th century. After him, the German psychologist V. Stern and another psychologist N. N. Ladygina published their systematic diaries on the psychological development of children in their book "Current problems and solutions of the development of the modern education and upbringing system." Kots, N. A. Menchiniskaya, V. S. Mukhina and others published their own diaries on the psychological development of children. Along with this, many other scientists have made their own contributions and drawn positive conclusions. When it comes to child upbringing, parents first come to mind.

The kind of person a parent is can be seen through the upbringing they give to their child. The example of parents in the family is a life lesson for children. Child rearing is also one of the political problems of the state. The knowledge of our growing younger generations and the kind of person they will become in the future helps us imagine the future of our country. That is why they say: "The future is in the hands of the youth." Another reason for the formation of difficult children can be seen in the negative attitude of a child towards education. The emergence of this condition is the child's mental retardation. It is absolutely wrong to attribute physical disability or incapacity to it. In our opinion, the reason for this is that the child's methods of educational activity, learning skills, and qualifications are not sufficiently developed, and the relatively low level of thinking ability, and the child's characteristics are not taken into account in education. Children with difficult upbringing are completely morally bankrupt, unable to control their actions, and are not criminals. Therefore, there is an opportunity to re-educate them by studying their behavioral motives and eliminating some of the vices that have been dominating the personality. This process is extremely complex and requires great effort, patience, long work, and in-depth research from parents, teachers, public organizations, and community activists. In order to re-educate children with difficult upbringing, it is important to take into account their unique characteristics, to take an individual approach to each child, to choose special methods and measures that are suitable for their upbringing, and to follow these rules. Usually, children with difficult upbringing are adolescents.

During this period, adolescents become involved in various trends and violations of the law. At the same time, they become intermediaries, that is, contacts, between those involved in drinking, smoking, and selling various illegal drugs.

At the same time, adolescents, unable to find their place in the family, suffer spiritually instead of showing their abilities, and there are cases of complaints from parents and teachers and involvement in various criminal activities. The experience of research conducted by world psychologists shows that in children with difficult upbringing, in addition to the social environment, pedagogical and psychological factors are also the cause. An unhealthy environment and conditions in the family, the lack of opportunities and favorable conditions for the upbringing of children with difficult upbringing, communication with peers, isolation, and lack of opportunities and favorable conditions for their study have a negative impact on their spiritual world. "Current problems and solutions for the development of the modern education and upbringing system" Therefore, in order for a child to become a complete person, the teacher, parents and the child himself must work. If we work together, the child will grow and develop on the path to maturity, his aspirations, upbringing and education will be formed. Special monitoring work for children with difficult upbringing and children from disadvantaged families will be as follows: 1. Ensuring that children with difficult upbringing are monitored at their place of residence. 2. Constantly monitoring the positive or negative changes in minors. 3. Ensuring that children with difficult upbringing are engaged in interesting activities and activities in the neighborhood and at school. 4. Increasing the impact of upbringing in the neighborhood. 5. Having accurate information about children who do not come to lessons without a reason and immediately carrying out preventive work with them. 6. Monitoring the psychological and physical development of each child, along with their family circumstances.

In conclusion, it should be noted that the role of education given to children with difficult upbringing by the community and their parents is incomparable. In order for our children to be educated and well-mannered, we need to develop ourselves spiritually and not be indifferent to the upbringing of children around us. It is not for nothing that Aristotle expressed his opinion that "Education needs three things: talent, knowledge, and practice."

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