
Psychological Characteristics of Difficult Students of Upbringing

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Abstract: This article provides insights into the individual-psychological characteristics of students with learning disabilities. The essence of psychological work with children with special needs is revealed.

Keywords: children with difficult upbringing, worldview, morals, perception, responsibility, behavior.

Children with difficult upbringing!? What is behind this term, which is well-known and unfortunately, already accustomed to? A child, who is informal and has a bad effect on classmates for the teacher and who is also spoiled, capricious, restless for the kindergarten educator. And for parents? It signifies special meanings for the everyone. It is useless to tell all possible variants of a difficult child in parents' mind, because any child can also be difficult naturally. All children usually bring certain difficulties to their parents at the time of birth. But for some, what is a problem does not bring any difficulty to others, and it depends on many reasons. The way that parents catch up with the child in relation to the child, the system of values in the family, the presence or absence of relations between members of the family, as well as many other things, determines the qualification to overcome the difficulties that inevitably arise in the process of raising the child. Obviously, children are not like each other. This is a natural state. But most often adults forget about this, tend to get help from general recommendations in their own way, and they use such words as: the child must perform, it is impossible for the child. And this is a mistake. The child does not have to do anything from the beginning, nor is he allowed to do anything. On the contrary, it is necessary for adults to create conditions for its development in its norm, to teach it to live among people, to understand their feelings, their feelings and their actions. Over time, when the moment comes, he himself will understand what he should do, what he is obliged to do to whom. And for this, it is necessary to find a way to accept the child somehow, to try to understand it in this way and take into account its peculiarities, to find a way that mutual relations do not cause additional difficulties, but, on the contrary, help to feel mutual respect, warmth and protection, which are considered the most valuable in the family. The attitude to the child before his birth and in the first weeks of his life largely determines the character of the relationship that will be done with him in the future. These difficulties are external, psychological in nature, and are inevitable for most parents, but are perceived as a temporary phenomenon. But instead of the first challenges, there are others. Difficulties for both mother and child are common from the beginning. Adults do not always realize this. Only some try to assess the object of the child's feelings. If some feel that the child is suffering from something, others will never even think about it. To think about the reason, to understand, neither their time nor experience is enough. As a result, an unexpected situation arises: the child constantly adapts to the psychological state of the mother, and the mother does not

always understand the state of the child. She cannot understand the difficulties that his child feels. She only understands that she takes more trouble over her child. After that, the child forms a real difficulty, an initial, stable imagination that interferes with him, causes anxiety, imposes an obligation, and causes anxiety. In this way, difficult children appear. He cannot adequately assess the situation in the adult body; from which no one else can discredit the defects that have arisen in the child, at a time when no one understands that his child will be polite, will arise because of the suffocation of emotional contact. In scientific pedagogical literature, the definition of morality, which does not correspond to the moral norms and requirements of society, is generally accepted as the main term of morality.

In contrast to the actions of children that deviate from the norm, the main morality is socially deterministic, the impact of negative micromuhit, abnormal interaction in the family, shortcomings in family and school education, errors occur as a result.

The science of psychology shows that both the composition and the specific quality of the content of associative morality are not determined by Innate ones. Children with difficult upbringing are left unattended from a pedagogical point of view. And they say that the moral change of an individual is the result of pedagogical mistakes. Upbringing is manifested in reading and behavior to the anomaly of difficult adolescents. Difficult children-unstable morality in the direction opposite to society, free of will, pedagogical influenceirga does not meet much. But the class has a serious impact on school life, its moral environment. Although difficult children make up a small part of adolescents, they are a serious obstacle to stability in educational and educational work. They are those who cause confusion in school and beyond. Therefore, difficult children should stand in the attention of the teacher and all the public, both in school and beyond.

Work carried out with difficult children of upbringing requires a polite, individual approach. This approach implies, first, with attention to the child, a benevolent attitude, and secondly, to rely on his positive qualities and, thirdly, to believe in his moral forces, potential opportunities. At present, the role of the school in the Prevention of violations allowed by children has greatly increased. Armed with the latest pedagogical technologies, the teacher is represented as the coordinator of the pedagogical effects on the student, the community of students, the family, the main organizer of the educational process. It should be considered as part of a holistic system that prevents neglect and malpractice of juvenile children. Within the framework of this process, the actions of teachers should be aimed at:

- find the content of the personality of studentstirishga to eliminate the causes and conditions that lead to the impact of external factors that adversely affect and, as a consequence, the difficulty of adolescent education;
- correction of the entire process of upbringing occurs at two levels of its normalization; A) to stop the negative aspects of the child's development and overcome all negative influences; b) to find a content of a much higher level moral, socially stable and harmoniously developed personality. On its basis lies the unity of truth, truthfulness, goodness, beauty, responsibility, consciousness and behavior.

The re-education of a "difficult" child is associated with the need to understand his character and psyche, his attitude to the universe, and, consequently, the inaccuracy of his upbringing methods and techniques, changing them in the same time his attitude to his own son or daughter. It is this transformation and restructuring that requires a clear view of both himself and the child.

Conflicts between parents and children also make educational work difficult, have a negative impact on adolescents. Such a dispute will affect the morals of adolescents.

1. If we do not take into account the existing difference between worldviews, "difficult to educate" teenage children will increase.
2. Teenagers, "difficult to train" adolescents multiply if the free time of adolescents is not established independently.
3. "Difficult to educate" adolescents will increase if their parents put alcoholics on alcohol or make a habit of picking up and putting them in a mess.
4. As a result of insufficient level of psychological and pedagogical knowledge of parents, "difficult to raise" adolescents increase.
5. The most complex changes in the biological, physiological, psychological growth of a person, the period of restructuring, hopes, aspirations, and, at the same time, severe crises are also a period of negative States, livelihoods.

It is necessary to actively conduct medical – psychological and medical – pedagogical work on the formation of deviations in the character of a teenage person, the identification of their types. When it is said that education is difficult, the results of such education are understood: students have difficulties for educators, formative forms and techniques of generally accepted pedagogical influence on him are insufficient or do not yield at all. The difficulty of upbringing will not always be the result of the fact that it is pedagogically abandoned in its own condition. It can occur when a child, a teenager is ill, is affected by some congenital or even hereditary factors or other causes. However, very often the "difficult to train" becomes the result of the fact that the pupil is pedagogically abandoned to his condition. Education is a multifaceted, long-lasting process. The environment in which the child is surrounded by all people, things, events leave a certain mark in their consciousness, behavior, change it and grow it. In order to decide on positive qualities in children, adolescents, young people, it is necessary to conduct regular educational work with them.

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