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Methodological Conditions for the Organization and Management of Working with Difficult and Idle Students

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Abstract: *The education system is a socio-genetic mechanism that transmits social experience from generation to generation, thereby ensuring the formation of personality and determining its prospects. This system has existed since the dawn of mankind. After all, a society cannot exist without cultural and spiritual riches and an education system. In other words, education is a social institution of the highest importance. This article discusses methodological conditions for the organization and management of working with difficult and idle students.*

Keywords: educational system, idle students, methodological conditions, pedagogical technologies, behavior.

Introduction

It is known that through the subjects of primary education students are formed universal and moral skills, basic literacy skills. The educational process is aimed at developing the child's ability to think logically, mental development, worldview, self-awareness, physical health, assimilation of national traditions, preservation of the riches of our country. Teaches to have a conscious attitude to nature. From the first day of school, a student should be motivated to read, to be literate, to be taught to do the first steps correctly. Reading is important in human life. A person who does not know how to read is no

different from a blind person. Learning activities are carried out in the primary grades in all subjects, but teaching reading is the main task of reading lessons. When teaching young students to read, it is necessary to take into account their general development, psychology. One of the most important tasks of primary education today is the introduction of advanced pedagogical technologies in education and the achievement of high results using the most modern, advanced teaching methods. Teaching students based on interesting tasks gives reading a playful character. The child does not feel tired of reading, as if he is not tired of playing. Students who are not interested in reading and do not come to classes are also interested in the game. The organization of various play activities in the classroom is also of interest to these students.

The Main Part

To analyze certain types of stimuli, it is useful to pay attention to the ideas presented in the book "Influence on human behavior" by the American professor G. Overstreet. G. Overstreet emphasizes that our behavior and actions are based on our most cherished dreams. The best advice for those who have made it their mission to persuade someone to do something: first of all, force your interlocutor to want something. Whoever manages to do this will take over the whole world, and if he cannot, he will be left alone.

Rely on desires. What the children want is the main issue facing the teacher. If we want to catch a mouse, we do not put a red cherry in the trap, but a piece of cheese, that is, not according to our wishes and taste, but the rodents. We act on the basis of We must always keep in mind and understand that not only what we want is important, but what children want is also very important. Do not try to break it and rebuild it: it is not to blame for its own desires. Keep in mind the idea that education is adapted to nature. The task of the teacher is to change the direction of aspirations, if it does not meet the pedagogical goals.

If we want children not to smoke, but the desire to smoke does not leave the student, no matter how much you advise him, it will not help. The "horse that dies of nicotine", which is often used to intimidate children, will not help you. But if you find out that your student wants to win a competition, join a football team, or catch the eye of a beautiful girl in class, explain to him that smoking can cause him to fail.

Consider interests and tendencies. There is a wisdom that understanding means forgiveness. If the teacher does not understand the student, who understands? There is no lack of interest among students. Although this is an axiom already known to all of us, we have not yet learned to take into account the interests of students.

It is important to remember that there are many additional ways to stimulate interest in the powerful stimulus of learning and self-improvement. One of them is based on children's interest in bright images and shapes. The intellect is quickly affected by emotional experiences, and the student begins to look for ways and excuses to perform actions that affect him more. In difficult situations it is necessary to go from form to content, from emotion to logic. If you do this, you will have a better chance to get children interested in your goals. Dramatize your ideas, - advises D. Carnegie, - convey them effectively and brightly.

Try to talk about things that interest your students, or rather start with that. Respect children's interests, opinions, and evaluations. Let more children talk. Don't be afraid of lack of knowledge on some issues, even if students become your "teacher" for a while. Remember: your goal is to divert students' interests to educational and didactic goals.

According to Carnegie, the average person around the world is more interested in his name than any other name. No matter how much we forbid it, we still see children engraving names and nicknames on the walls, desks, trees. We use this strong desire in children instead of stimuli. If you ask them to write the names of children in capital letters on the blackboard, on posters, you can make children interested in your subject, your personality.

Try to know the intention of the student. Intention arises out of necessity. For example, let's say a student wants to be a farmer. He intends to do something on the farm every day. He thought of everything, planned everything, and even set aside part of his time budget for this work. Think about what would happen if you rudely disrupted his plans. If a teacher assigns a task to a child who has changed his plans, he will fail. Thus, there is a sharp change in the behavior of a student who is forced to choose one of two ways.

Look for ways to help students achieve their goals. The fact is that the intention is often motivated by situational motives, and the student does not even think about whether he has the strength to carry out this intention. Such events can be encountered frequently in life. For example, a student decides to change his behavior because of his mother's forced pleas and tears. But the current situation, the environment is stronger than his capabilities, he does not have the strength to achieve his goals. Don't overdo it because it doesn't live up to its promise. It's best to lift her spirits and help her set clear and empowering goals. If the goal is complex and takes a long time to achieve, explain how to do it and move slowly.

Encourage the student's desire to be respected. Everyone wants to be respected. Many children try to read not for knowledge, but for attention. They are attracted by the highly competitive environment. If this stimulus is rooted in the mind of the student and has a positive effect on the learning process, it is necessary to try to use it properly.

How can students with low self-esteem, who have given up hope of being seen by people, be infected? In this case, it is necessary to address a variety of emotional and volitional areas and make a variety of non-standard decisions. For example, help the student to "kill his enemies." Explain to the reader that many people are unable to demonstrate their abilities due to their fear and unwillingness. It's easier to be toothless than to go to the dentist, isn't it ?!

Do not leave the student alone in a frightening environment until he has learned to find his way in such a situation. If the student is afraid to answer in front of the board, practice with him one by one. Your task is to help the student to develop self-confidence. Only then will he be able to "fight the enemy" independently. Keep in mind that 75% of students with high levels of anxiety are waiting for your support, not new reprimands and diary entries.

Describe the consequences of student behavior. Researcher A. Gavrilova instructs students of different ages to read a specially structured text and continue it. In this text, a child feels that a puppy given to him as a gift misses his previous owner. In this case, the child has to choose between two ways - to return the puppy to its owner or to keep it. Pupils had to continue the text and write whether the child would return the puppy to its previous owner or keep it. Almost all of the students who took part in the experiment wrote that "the child should keep the puppy." It was found that students do not feel sympathy not only for animals in difficult situations, but also for people.

What does this indicate? Moral imperfection, numbness? And not just that. Our students are not

accustomed to putting themselves in someone else's shoes, to feel their experiences. They are not accustomed to thinking about the consequences of their actions. If the educator opens the eyes of his students in a timely and convincing way, he will have an additional and effective incentive to change the student's behavior for the better.

Put the dignity of the student in place. Develop the student's initiative and all the positive qualities he has by putting his dignity in place. If circumstances require it, don't be afraid to lie a little. Because to deceive is to tell a person what he thinks of himself. This careless lie you use can create a new flow of energy in the pupil.

If you can be really happy with the achievements of students, if you can appreciate them, it will be great. However, due to the large number of subordinates of our teachers, sometimes it is difficult to find a word that is necessary and unique for each of them. Here you have to act.

Numerous studies have shown that restoring students' dignity and recognizing their potential is extremely effective. Not only children but also adults love to be recognized. Given this weakness in people, Carnegie acknowledges that praise is always better than criticism. That is why it is necessary to try to acknowledge the positive aspects of a person, avoiding dry flattery. Only then will your pupil have the opportunity to be the person you want him to be. "Give someone what you want first," Carnegie advises.

In particular, it is necessary to avoid clinging to trivial things, to reprimand the insignificant. Try to understand the reader sincerely, look at things through his eyes.

Approve student achievement. "Figuratively speaking, slapping a child on the shoulder for a well-done job motivates him to continue to work wholeheartedly," said American educator A. Dreer. Approving words, gestures, and actions need to be addressed not only to the best students, but to all students who are able to demonstrate their

commitment to academic achievement. There have also been cases where a teacher's reasonable appraisal of a low-achieving student has had a very positive effect. Research shows that the main motive for creativity is a person's behavior aimed at improving the results of their activities. It's like a person competing with himself and trying to achieve a better result than before, trying to solve the problem in the most wonderful way.

The strength of the desire to succeed sometimes hinders other goals, and they become difficult to achieve. Computer hackers (young people who spend a lot of time in front of a computer) are actions that quench all other passions and can be used to distract a child from other activities.

As each of us enters the classroom, avoiding all stereotypes that bypass the importance of student success, we must remember that the motivation for success is formed and strengthened if the emotional value of motivating success outweighs the emotional importance of punishing for mistakes. If, on the contrary, the emotional significance of punishment is greater than that of encouragement, the student will gradually develop a desire to avoid failure. In this way, there are students who study only so as not to hear from their parents and not to embarrass their teacher.

Increase the effectiveness of your work. Innovative educators have very interesting ideas on how to turn difficult and unattractive learning activities into interesting and desired activities for students. Here is an example from one of the materials in the Family Education Handbook.

Both the mistakes of the students and, more precisely, your attitude to the mistakes can help to make your work interesting. Find the maximum stimulus from students' mistakes: "Great mistake!", "Mistake that leads to the truth", "Thank you, even if your opinion is not correct, it encourages thinking", the accuracy of student observations and Emphasize the subtleties in every way: "When I was like you, I thought so ...", "Before, I thought ...". Make sure

they make sure that what you encourage them is not that difficult. "Thank you guys, you helped me a lot today," - said after the lesson, thanking his 6-year-old students, Sh.A. Amonashvili.

Sometimes use the word "need" for your students. Although this stimulus is the only stimulus that has been used in school practice for a long time, its potential is still not limited. Of course, this stimulus should be given a personal direction (you should do it, Azizbek! After all, you will be a boy!). Let the student feel the joy of overcoming difficulties and working as an adult, as a strong person. In addition, he should be happy that he did the job and feel proud. This, of course, is done in addition to the "necessary" stimulus.

Take advantage of the situation. Or rather - do not miss the opportunity. The fact is that often the stimulus is triggered by life itself, the process of development of events. These unexpected, sudden stimuli are no less than long-developed and carefully planned stimuli. You just have to be more discriminating with the help you render toward other people.

Do you remember how he was punished by Aunt Tom Sawyer for secretly eating the coach? Her aunt had ordered her to paint the wall as punishment. At that moment, Tom soon sees his friend Bill, and he has a wonderful idea. This is how the show begins. Tom looked at the wall intently, took a work tool in his hand, applied paint to the wall, and went back to look. Then he approached the wall again and painted again. "What, did your aunt punish you?" Bill asked, trying to touch her cheek. Tom, who was devoted to his work, left the question open. Then Bill came closer with curiosity. Tom continued his work with enthusiasm. At that moment the little squirrel waited, and Bill asked him, "Let me paint the wall a little, too." Tom begged for a long time, saying that no one else could do the job. In the end, Bill is forced to give him his most valuable toys. But not only Bill, but all the children of the district are caught in Tom's trap. They reward Tom with their toys and have the

"happiness" of painting the wall in return. Tom just has to stop because the paint is gone.

At this point, the writer was able to see with a critical eye how labor can be transformed from forced punishment into a fun exercise, a goal that can be easily achieved without too much effort.

In the same way, teachers can use the "prohibition" method to increase the student's desire to complete a task.

Give the student a chance. "If you tell a child, your spouse or your subordinates that they are ignorant, stupid, incompetent and incompetent in this or that activity, you deprive them of almost all incentives. If you use the reverse method, that is, without jealousy to say encouraging, reassuring words, and convince your interlocutor that the task in front of him is not complicated, you can trust his strength and ability to perform this task. "If you tell him he's strong enough, he'll train until morning to succeed," Carnegie said.

The stimulus, "You can do it, you can do it," has great power. Experiments by psychologists in one of the American schools to study the "IQ" have shown how effective this stimulus is. They suddenly announce that several low-achieving students have performed well in the whole class experiment. The result was more than expected: inspired by the recognition and recognition, the students confidently participated in the tests at the end of the semester, achieved really high results and were among the best.

Conclusion

In conclusion, the process of mastering the learning material of students is associated with complex mental processes, which are carried out through learning activities. Learning activity or academic work is a new, but very complex type of activity for an elementary school student, which can be neglected in the classroom if it is not taken care of. This leads to the emergence of difficult and idle students. For a child who comes to school, the learning material is the object of his new activity (learning activity) and the subject of mastering. The

educational material has its own components as an object of student learning activities, as well as the subject of mastering. There are four interrelated elements in the content of the study material: a) knowledge; b) skills; c) experience of creative activity; g) attitude to the phenomena of existence.

The process of acquiring knowledge is associated with complex mental operations. In particular, the process of acquiring knowledge of primary school students differs from other age groups with its peculiarities.

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