

PROBLEMS AND SOLUTIONS OF HOME INDIVIDUAL EDUCATORS

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Abstract: In this article, the problems encountered in the pedagogical activity of a teacher teaching individually at home, the ways of working with students, based on scientific sources, are highlighted.

Key words: Illness, mentally retarded, diagnosis, individual education at home, disabled, teacher, children with physical and mental developmental disabilities.

Enter. Various forms of education for children with disabilities have been established in the public education system of our republic. One such form is individualized education at home. Pedagogical work in individual education at home should be focused primarily on the social, cognitive, personal-emotional spheres of students' lives and self-awareness. A teacher who teaches a student in individual education at home is often faced with many tasks, the solution of which requires special psycho-pedagogical, specific correction and development skills, as well as finding special ways of communicative relations.

In addition to the above, the teacher communicates with the student in his correctional and educational work with other specialists (the school principal, his deputies, the student's class leader, school psychologist, the speech therapist assigned to the student, psychiatrist, neuropathologist and other narrow range of doctors) and constantly monitors the student with them. he should discuss the problems that arise in teaching and upbringing and get help in the form of advice for himself.

The teacher-speech therapist works with the student throughout the school year, conducts individual sessions to correct speech disorders. Often these activities are held with the participation of parents. During the training, the teacher-speech therapist gives advice to the teacher and the student's parents on the use of special methods of providing speech therapy support to the student, which increases the correction efficiency.

In case of problems in the teacher's study, personal, development behavior, the necessary help is provided by a psychologist.

At the initial stage, it is considered appropriate for the psychologist to carry out mainly cognitive development work, as well as work that contributes to the regulation of the emotional and behavioral sphere, and tries to give the teacher certain information about the student. This is why learning and communication are important.

Psychologists provide counseling and psychological support to parents whose children are being educated at home. In addition to their own problems, parents can also seek help from a psychologist with problems in their relationship with their child. Based on the content of the psychologist's problem, a teacher and a psychologist are involved in joint work. A psychologist, together with a teacher, should systematically study life situations and search for a solution to the problem in order to help him and his parents find the right ways to solve the problem in the process of teaching and educating the student at home. It is possible that the relationship between the teacher and the child is negative, that is, rejection of the teacher and other forms, especially in the first lessons. Therefore, establishing a positive emotional connection is the most important factor in the teacher's initial acquaintance with the student and his family. Therefore, the teacher should prepare well for the meeting, that is, get acquainted closely with the student's medical documents, personal information, and the results of practical work. If the student has not received prior education, the teacher is limited to studying medical information. From the first day, the teacher should try to create a friendly atmosphere in the student's family and establish a close relationship with the student.

As S. Y. Rubinstein noted, "the fate of the child and even his whole family depends on the ability to know the mental characteristics of the mentally retarded student, to be able to approach him." [p. 1,192].

At the first stage of education, the most important criterion is the establishment of a positive relationship between the teacher and the student. The reason for this is that in the eyes of the student, the

teacher is embodied as a close person, like parents and blood relatives, and the formation of the "student-teacher" system is important in the student's life.

establishing a positive relationship with the teacher and forming the "teacher-student" system on this basis begins with a comprehensive study of him. The effectiveness of individual education at home depends on how deeply the teacher studies the characteristics of the student. According to F.I. Kevlya, "the study of the individual characteristics of the student provides an opportunity to choose the right pedagogical guidelines, methods and tools that affect his development. A teacher, like a psychologist, should collect data from a comprehensive diagnosis of the student in order to correctly determine the strategy and tactics of interaction with the student" [2, p. 50-58].

I.A.Nevsky emphasized that "psychophysiological characteristics of students, different levels of their intellectual development naturally require different teaching conditions to ensure effective learning of each student." [3, p. 17-21].

It is an important task for the teacher to find methods and means of pedagogically appropriate influence in approaching the personality of the student in any case, and this is the most important component of pedagogical skills.

Teachers who teach students at home should be distinguished by a personal style of communication, a deep belief in the possibility of positive development of the student, endless patience, reasonable demands and persistence.

An important condition for the effective relationship between the teacher and the student is that the teacher puts himself in the place of the student, understands his situation, his conditions.

Having non-verbal means of communication is also important in the work of teachers. Such contacts include visual and physical contact - (holding the student's hands, stroking, hugging the shoulders). Studies have shown that when teachers perform such actions from the heart, students accept them as very dear people.

Many students have a negative character when communicating with adults, they use "withdrawal", "sitting on the floor" as a defense. Through such communication, the quality of acquisition deteriorates.

The teacher's facial expression, tone of voice depends on the teacher's inner attitude. In this place, every teacher L.V. It is appropriate to try to follow Zankov's recommendations that "every student is understood by the teacher as a person with his own abilities, aspirations, his own thinking and character, such an understanding helps to love and respect students" [4, p. 64] .

When teaching teachers, it is important that teachers try to have a soft tone, so that this type of communication does not excite the students and preserves their mental health.

Among the many criteria that allow a teacher to be successful in his work, the pedagogical skill of "increasing the coefficient of his educational activity" is not less important. [5, p. 215]. This is more appropriate than contact with homeschoolers. Practice has shown that educational activities are aimed not only at acquiring knowledge, but also at building a system of relationships and forms of cooperation and communication. Cooperation and communication are considered as a guiding, motivating factor in the process of individual education at home. In order to form a positive attitude during the lessons, it is necessary to share the student's joys and sorrows, to be able to find a way into his world, and to be able to justify his trust. The teacher should always keep in mind this recommendation given by L. C. Vygotsky, that is, "the process of compensation caused by a defect can lead to various consequences, which depend on the severity of the defect, compensation, and finally, on education, that is, on this or that consciousness." O.N. Maikina said, "You should always remember your actions, because for the student, the teacher is not only a friend, an adviser, but also a "living symbol of justice". this is the key to a friendly relationship between the student and the teacher. In the process of home education, the teacher strives to arouse interest in learning, use practical teaching tools as much as possible, strives to develop a sense of constant self-criticism, self-management skills, and teaches to evaluate one's own performance, which will serve to increase the effectiveness of education.

In the course of teaching activities, the teacher notes and confirms the actions and successes of the student, until he is strengthened in his achievements, and gradually teaches the student to look at his success as the result of his hard work. As a result, the student who knows the taste of success stops feeling incompetent. When teaching at home, teachers should try to create all the conditions for the student to feel sincere interest, sympathize with him, be happy or offended by the student's grades.

During the teaching period, the teacher should know for what purpose the chosen task is proposed, what movement techniques and methods it forms and improves, which aspects of the person are developed by the task. Only then will the efforts of the teacher and the time devoted to homeschooling the student be beneficial to the student.

During the teaching period, the teacher should not put too much physical and mental burden on the student. It is necessary to treat the student who does not want to study or who does the work indifferently, with special care and patience, to encourage the slightest enthusiasm for work, not to miss even an insignificant situation of praise, and sometimes even to give an excessive assessment. It can instill not only an interest in learning, but also a desire to always do better.

Despite various abnormal factors, if the most important structures of thinking are purposefully implemented with a disabled student, his level of motivation, volition, and control function can be significantly improved.

Timely identification of the causes of difficulties in the early stages of education in home-schooled students and appropriate corrective actions reduce the likelihood that temporary failures will turn into permanent pedagogical incompetence. This, in turn, reduces the possibility of developing mental and psychosomatic diseases in the student as a result of stress related to negative emotions.

It is necessary to know about the characteristics of a teacher's high mental activity disorder, to find more effective ways to overcome it, to find ways to control the student's development process in educational activities. there should be compatibility between the pedagogical requirements imposed on the teacher and his capabilities, including the level of functioning of the nervous system [7,156-b].

The choice of training options depends on the characteristics and possibilities of the students' psychophysical development, the level of the structure of their defects, the characteristics of the emotional-volitional sphere, the nature of the disease, and many other factors. A teacher's temperament, interests, and inclinations also play a certain role in the teacher's teaching activity.

Psychological rehabilitation is a system of activities aimed at a special, specific goal, in which the formation and development of mental activities, types of mental processes, which provide an opportunity for the student to adapt to the environment, family and society by reaching a higher level of self-management.

M. F. According to Bityanova, "the conditions created in psycho-correction works are the formation of the need for new knowledge, the possibility of its acquisition and implementation in activities and communication, the formation of emotional, reflective, motivational meaning, the elimination and compensation of the unique features of the intellectual development of students, and the normal forms of teaching activities. will help." [8, p. 298].

It should be said that implementation of the systematic development of the psyche in the corrective-developing pedagogical process, in contrast to symptomatic correction, ensures success in the favorable dynamics of learning and development of mentally retarded and mentally retarded students. E.Y. Zakharchenko said that "solving the general tasks of education and upbringing, teaching students with mental retardation at home simultaneously fulfills the most important function of students - their integration into the normal community, and then into the whole society." A necessary condition for the successful implementation of individual education at home is the pedagogical tactics of the teacher" [9, p. 214]

In individualized home education, teachers face great difficulties in teaching highly excitable, distracted, highly active students, or conversely, highly inhibited, passive, apathetic students. Exposure to such a student should not reveal his shortcomings. If so, this effect will fail, naturally the student will start to defend himself. the teacher defends himself by all the means available to him: first, he sheds grief and tears, then he shows unwillingness to learn, acts of disobedience, open disobedience.

This behavior of the teacher causes negative impressions and their manifestation in the disabled student mentally (self-doubt, fear of showing his/her disability once again and, as a result, refusing to complete educational tasks and not fulfilling the teacher's requirements). a stable psychological discomfort arises in the teacher, from which the student tries to get out with all the means available to him: he stops performing difficult, seemingly impossible teaching tasks, tries to cheat. success in this important matter can be achieved only by knowing the individual psychological and personal characteristics of the teacher, the nature of the tasks. A teacher should always be able to find a reason to treat a student well when he analyzes his personal

characteristics. The teacher must be able to help the student to achieve real success in the teaching activity. To achieve this, it is best for the teacher to create an emotionally positive background for learning, a student-friendly and benevolent attitude.

In our opinion, the main reasons for negative situations in home education of children and adolescents with intellectual disabilities; the authoritarian teacher does not know the student's characteristics, his condition, the reasons for this condition, the methods he needs, individual-oriented education methods, does not take into account the student's development.

Individual education at home requires attention from the teacher, carefulness in choosing educational methods, pedagogical flexibility and creative thinking. The success of mastering the teaching material, the speed of mastering it, the strength and content of knowledge, the level of the student's development depends not only on the teacher's activity, but also on the student's cognitive abilities, including perception, memory, mental activities and physical condition.

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