

Pedagogical And Psychological Features Of The Small School Age

Mahmudova Nodira Alisherovna
Teacher of the department of primary education
Namangan State University



Abstract – Theoretical information on the pedagogical and psychological features of the primary school age. Also, recommendations for the organization of social activities of teachers based on the pedagogical and psychological characteristics of the school age.

Keywords – Social Pedagogical Activity, Pedagogical-Psychological Features, Subculture.

The formation of humane relations in society is the main goal of social pedagogical activity and the spiritual and moral basis.

In many countries, there are schools that operate on the concept of socialization based on the humane ideas of the individual. The pedagogical concept of holistic schools in Germany, the "School of the Little Districts" ("School microdistrict") in Sweden and the United States and Russia, are manifested as a humanitarian system.

Open schools are multi-faceted and open to children and adults throughout the day. They can come to this school at any time. These schools cooperate with social institutions such as family, spiritual and educational organizations, workplaces, local governments, community organizations.

Most importantly, the education and upbringing of the child is based on creative activity; school creates all conditions for the development of the child. New educators and social pedagogues work in the structure of open schools. It acts as a "mediator" between the individual and society.

Such schools are mainly;

- Enrichment of pedagogical knowledge of teachers
- Rivojlantirish To develop the general culture of parents using the opportunities of the society:
- Carries out the activity on the organization of socially useful cultural rest.
- Socio-pedagogical model of additional education for children

Extracurricular educational institutions, as one of the institutions of social education, play an important role in the organization of children's leisure time. Their main functions are:

- creation of conditions for children's self-development,
- Rehabilitation, career choice and creative activity,
- to promote the socialization of children with disabilities, etc.

The purpose of the article: to reveal the importance of the organization of social pedagogical activity in the pedagogical and psychological features of the early school age.

The problem in the article: How to properly organize the socialization of the child in the organization of social pedagogical activities.

In additional education institutions, children are mainly taught in the following forms; theoretical (lectures, talks, debates, etc.) and practical (expeditions, trips, conferences, trips). The purpose of social and pedagogical activities in these organizations is to educate, socialize and prepare children for life. In the process of socio-pedagogical activity in these organizations it is expedient to be based on the following principles:

1. Approach taking into account the age characteristics of children.
2. Personal and professional approach of the teacher.
3. Nature-friendly approach
4. Approach to cultural potential.

The process of these activities can use methods such as the method of social pedagogical educational activity, the method of changing activities and communication, changing attitudes.

In short, the model of social pedagogical activity in additional education institutions is implemented as follows.

Social pedagogical activity has its own peculiarities in rural areas. Its main purpose is to help protect the health and lifestyle of the rural population. In rural areas, she works with different age groups (children, youth, the elderly, the disabled, young families, etc.) and helps them find their place in that environment. Its main object is the formed person, and the microenvironment serves as a factor of upbringing and development of the person. Children are the most vulnerable members of this population and require social and pedagogical assistance in addition to social protection.

Social pedagogical work with school-age children is radically different from social pedagogical work in preschool institutions. It is not possible to cover all aspects of the social pedagogical activity in the school in one chapter as this activity is related to the continuous development and education of the students so we will try to reveal the most important situations. Social pedagogical work with schoolchildren is developing in the country. It is based in part on practical experience, in part on modern pedagogical, medical, psychological and legal activities. In recent years, pedagogical communities have also emerged in which the school solves not only educational issues but also a number of other social problems of the student.

The changes in our country have also affected the existing education system. Because it cannot but reflect the socio-economic and political crisis of the society. The secondary school should have given priority to the following social functions when considering its educational, upbringing and social functions:

1. The Law on Education was supposed to implement the National Training Program, but education is organized in the interests of children and adolescents.
2. To equate educational work with education at school.
3. Redirection of school activities.
4. Enhancing school work, children's activity, the creation of various children's clubs.

The main social function of the school is to exercise the child's right to education. In modern school conditions, social and pedagogical protection of children is carried out as follows:

The school administration, class teachers, group educators, financial assistance to children from low-income families, free meals. Class leaders study the child's situation in the family. specialize in difficult children.

At school, psychologists study a child's abilities and interests. Psychotherapists and psychologists counsel and help parents and children.

The health care system available at the school conducts medical examinations of schoolchildren, forms physical education groups, organizes special meals for vulnerable children, and supervises quarantine classes.

Social work at the school is supervised by one of the school's assistant principals. The Deputy Director for Educational Affairs pays great attention to the school's relationship with preschools and various government organizations.

The Parents' Committee also helps to work with difficult parenting. There are two approaches to the work of a social educator in different countries: he cooperates with the school or he is a staff member of the school.

In collaboration with the school, the social educator often attends school. Helps to improve the relationship between parents and students, identifies reasons for truancy. It identifies families with abusive children, children with physical and mental disabilities. In order to help the child or family, he inquires about the causes of the child's long-term illness, and treats the child separately at home and in the hospital so that he does not lag behind in school. He uses the services of a lawyer, a doctor and a police officer to solve the problems of child rearing.

In many Western European countries, the social educator is a staff member of the school. It identifies children in need of social assistance. These are children who are not able to cope with the school course. These children experience depression in school or family. These children are usually listed by the juvenile commission. Sometimes clarifying relationships with children and those around them is enough.

The social educator works with the parents to organize the student's extracurricular activities and to carry out their educational work. The partnership includes sections, clubs, various labor and tourism departments. The social educator regulates the work of the pedagogical team in dealing with difficult children. She regularly informs the school teaching staff about the psychological environment in the classroom. This is an important factor in creating a plan for social work at school.

The social educator should pay special attention to children who have been expelled from school. She helps them move to another school and get used to the new team. The social educator identifies children who are working illegally during school hours and solves their learning problems. It monitors the access of families with many children to all benefits and the participation of children in rehabilitation centers. Elementary students and class leaders survey families and students in the district. care for children in need of social assistance, help families in raising children with special needs.

In his work, the Deputy Director for Academic Affairs needs the organization of clubs, sections, clubs, individual work of the teacher with students, consultation with children at the place of residence, special pedagogical attention. oversees working with children.

Individual subject teachers explore children's interests and engage them in a variety of clubs and sections. There are various activities at the school. With the help of parents and alumni, celebrities are invited to the event.

The main socializing factor of school-age children is the peer community that forms the children's subculture. The social educator must be aware of the functions of these phenomena and be able to see their role in the development of students' personal characteristics and social relationships.

One of the conditions of a child's socialization is to enter into a relationship with peers. This relationship is formed in small groups such as kindergarten groups, school classes, various informal children's and adolescent associations. In groups of children and adolescents, functional, emotional personal relationships are established between peers.

Functional relationships are recorded in specific areas of children's activities (work, study) and are formed by mastering the norms of behavior in the group under the direct guidance of adults. Not all members of a peer group are the same age. This group may also include children of different ages, but with common values, relationship systems, or interests. The number of members of the peer group may vary. Tengkur groups are usually formed on the basis of the territorial proximity of their members. The group of Tengqurs is formed due to the combination of individual interests, the existence of a formal organization and the existence of personal relationships between the members of the group. These relationships are reflected in the character and interactions of group members, as well as in the distribution of roles in the classroom.

First, the leader stands out. No experimental group was identified in the experimental study. There may be industry leaders. For example, a mental, emotional, business leader can be a leader. We can classify a group of squirrels according to several parameters:

According to their legal status in the social system, peer groups are divided into formal, that is, groups recognized by society, affiliated with a state or public organization, and informally-self-existent groups. linadi.

According to their social psychological status, they are divided into two, that is, there are real members of the affiliation group (class, sports club, etc.) and the reference group is not human, but imaginary.

Depending on the stability and longevity of the activity is divided into permanent, temporary and incidental groups.

Territorially, they can operate within a courtyard, neighborhood, or any institution.

In terms of leadership, they are divided into democratic and authoritarian groups.

In the last 10 years, peasant groups have become one of the most important micro-groups in the socialization of the growing generation. Their role has become more serious than in previous periods, due to a number of processes.

Urbanization has led to more and more children and adolescents living in cities and being able to interact with more peers there. Adults do not have complete control over this behavior. The shrinking of a large family, the proliferation of single-parent and single-parent families, and the poor organization of families make it necessary for children to make up for the lack of emotional connections in the family outside the home. General secondary education The media leads to the fact that the younger generation has become more equal in terms of their level of literacy and cultural development. Not only clothes or style but also lifestyle influences children's ability to join peer groups.

Despite their different age and socio-cultural characteristics, the functions of the peer group in socialization are universal. First, it teaches group members the culture of that society, that is, adapts their behavior to the national, religious, regional, and social affiliation of the group members. Second, positive behaviors are taught in peer groups. This is done by showing them exemplary behaviors and taking action against non-social behaviors. Third, peer groups play an important role in the autonomy of children, adolescents, and adolescents from the influence of adults, especially parents. Fourth, the group allows its members to be independent of the young subculture.

Groups of friends and relatives try to fit in with their peers in terms of dress and behavior. At the same time, they are maintaining their independence. That is, they try not to include other children in their group. Fifth, peer groups create favorable or unfavorable conditions for children to address issues of self-awareness and self-determination. Sixth, the group is a specific social organization that is perceived by its members as an "environmental depth".

Emotional and personal relationships are also formed in the group. In groups of children and adolescents, the main function of emotional relationships is to adapt the behavior of peers to generally accepted norms of behavior. In this case, friendship and sympathy come first. In fact, they appeared much earlier in ontogeny. If a preschooler follows them, the situation will be positively perceived by other children.

A personal relationship is an interdependence in a group in which the reason for one child's behavior has a personal meaning for the other child. Personal relationships are most evident when a child plays the role of an adult in relationships with others.

The children's community is the carrier of children's subculture. A child subculture is a cultural area and environment that helps children adjust to society and create their own norms.

The children's subculture serves as the child's first socialization. The emergence of a subculture of adolescents includes the creation of new forms of social movement. This should be taken seriously by the social educator. Adolescents are more active than young children and are looking for new activities and behaviors to find their place. However, they are quite risky and unprepared. The crisis of adolescence is also largely due to the creation of new alternative norms of activity. Therefore, the adolescent subculture performs not only a socializing but also a constructive creative function. Factors that separate the subculture of adolescents and young people from the adult world are cultural and technological changes, loneliness, the negative impact of the media, the instability of the social environment. In these cases, groups of teenagers and adolescents may also engage in various non-social activities.

There are two directions in the development of the subculture of adolescents and adolescents. The first is that it has commonalities and is divided into different regions and directions. The second direction is related to the influence of non-cultures on the youth subculture. In this case, we may encounter young people who do not encroach on the legal foundations of the existing society, but oppose the generally accepted norms of morality. the existence and spread of a non-culture is a sign of the crisis of a society and the dissatisfaction of people.

A comprehensive approach to the upbringing process requires active exposure to the micro-environments in which adolescent groups emerge. According to criminologists, most crimes are committed by minors as a group. However, many of the recommendations for juvenile delinquency prevention are recommendations for individual prevention. As practice has shown, pedagogical activities aimed at eliminating juvenile delinquency do not always lead to the expected results. This is explained by the fact that the offender is a member of the group in the place of residence, and his behavior depends on the mood of the group, their

lifestyle, thinking, and other members. This means that while recognizing the importance of individual work with children with difficult pedagogical upbringing, we also emphasize the need to explore their interactions with the micro-environment that surrounds adolescents.

Expressing a complex system of pedagogical influences, educational tools, form and content, the purpose of this activity is the systematic reorganization of adolescent groups as a result of the normalization of the relationship of children with pedagogical difficulties with the classroom, teachers, classmates. The normalization of this relationship has a decisive influence on the formation of the adolescent.

Dealing with difficult adolescents is done by filling out a public questionnaire and questionnaire. These methods provide information on where groups of adolescents without pedagogical care have emerged.

When working with adolescents with special needs, the educator should take into account the following parameters: the size of the group, their age and social composition, places and time of treatment, the content and direction of group activities. Knowing these behavioral parameters will help the educator use the most appropriate and effective forms of working with adolescent groups in the district and city.

It is also important for the social educator to know the social composition of the adolescent group. It will be interesting to exchange information and interact with groups of teenagers with different social structures. However, these groups can also spread false information about life. The role of the educator:

1. To know the content of group treatment;
2. Organize the educational impact and direct the information in the right direction.

Groups can be divided into two types of activities that need to be studied and analyzed - in terms of time - permanent and non-permanent, in terms of direction - positive (work, sports, art) being a horse) and negative (smoking, alcohol consumption, gambling).

Methods and technologies of social pedagogical work with groups of adolescents with special needs are:

Using the school:

- Educational impact with the help of school and extracurricular groups (sections, clubs, clubs);
- Influence of disciplined, excellent students on pedagogically neglected classmates. This direction is the desire to make friends with each other, which is very successful when it comes to interaction, and is based on common interests (favorite sport, technique, music, etc.). The success of this endeavor depends largely on the skillful guidance of the teacher, the class teacher.
- The influence of the class community on adolescents without pedagogical care. This requires joint activities (travel, spartakiads, art festivals, exhibitions, team activities). Children without pedagogical care who are involved in teamwork in the classroom realize that they are working not only for themselves but also for the team, and that a lot depends on their participation. In such activities, fraternal relationships are formed, the right attitude towards others is formed, the sense of responsibility for the elevated task increases;
- The considered directions of educational influence on children without pedagogical care are carried out in the educational work of the microdistrict together with the school community and at the same time.

The following factors should be considered when organizing an educational outreach with the help of an out-of-school community of teenagers:

- First of all, the circle, section, club should not be limited to a single interest identified in adolescents (aquarium or sports), but should try to prepare pedagogical adolescents for normal relationships with others through work, various games, creative activities.
- Second, by influencing an informal group or most of its members, they can be transferred to a formal group. This process is called conditional "formalization." The process is that the informal group is transformed into a formal group by the educator without being noticeable to the adolescent.

Another feature of educational work with children without pedagogical care is the choice of activities that teenagers choose and are satisfied with its implementation. It is necessary to gradually meet and develop such a need in the activity, and then fill it with activities that increase the sense of responsibility for the work they do in adolescence.

Working with children or adolescents with special needs involves a process of pedagogical re-education.

Re-education is the process of overcoming or overcoming various restrictions on a child's or adolescent's behavior. retraining is a difficult process for both the educator and the trainees. The trainee should be interested in the prospects of the new year. The educator must analyze the student's past, present and imagine his future.

The process of preparing a teenager for re-education or self-education consists of several stages:

1. To study the pupil;
2. Mental preparation of the adolescent to change his behavior;
3. Gather positive moral qualities;
4. Get out of the crisis, move to self-education.

It is important to keep in mind that in addition to the educator, there is also a team of foster children. In doing so, the educator acts as a coordinator and directs the team to re-educate their peers. A social educator working with adolescents in a rehabilitation center uses one of the methods to set an ideal-like goal for the foster child. This morally mature person helps the adolescent to form positive behaviors.

Preschool and junior school age.

From the age of one to seven, parents have a decisive influence on the formation of habits in children. Therefore, at this age, it is important for the social educator to work with the family. It is based on the following principles:

1. Forming a culture of relationships between family members, as ethical anti-alcohol habits can only emerge in the context of a harmonious family relationship. In order for these habits to develop in preschool children, it is necessary for parents to develop optimal behavior.

2. Creating a healthy environment for the child's life.

The activities of the social educator should be aimed at forming healthy socio-psychological guidelines in parents and promoting the idea of personal responsibility of parents for children's alcohol consumption. The fight against alcoholism with parents should be done according to the age of the child. However, the result of this activity is that parents need to be involved in their children's anti-alcohol education _____. Dissemination of knowledge about parenting against alcoholism includes the following issues:

1. On the harm of alcohol to the human body, the incompletely formed organism of the child, the negative consequences of children's alcohol consumption, the moral and legal responsibility of teaching minors to consume alcohol.

2. Introduction to the specific features of small school age anatomical, morphological, psychophysiological features. Describe the first stage of schooling as the most critical stage in a child's life, the difficulties of adaptation to the initial stage, the beginning of active socialization of the young person, the social and psychological conditions of the learning environment.

3. Achieve optimal parental behaviors to shape the pursuit of a healthy lifestyle in children from primary school age. It is important to consider the family's drinking traditions, taking into account the imitative behavior typical of a small school age, to pay attention to the child's achievements in school, to help children spend their free time, to make it an unpleasant family to get rid of domestic disputes.

The social educator should also work with parents to develop a plan for leisure and alcohol-free holidays.

The main method of activity is family prevention in the form of interviews, consultations, trainings. The social educator must give a moral character to the actions of the parents. Family prevention should not be based on reprimands or threats. It should focus on improving the child's relationships with peers, engaging them in positive activities, and restoring their status in the family.

Adolescents (11-14 years old). This period is one of the most complex periods of human activity. During this period, the rapid development of all organs of the body is observed in the science of activation of harmonious activity. This process ends with the advent of sexual maturity. It continues with such reconstruction of organs and systems. Unlike a small school age where a child follows the instructions of an adult who is respectable to him, the adolescent tries to follow his own behavioral principles, his own views, there is a need for independence, adult advice is criticized negative attitude towards them is formed.

It is during adolescence that the onset of alcoholism can begin. Because it manifests itself in the context of adolescent groups, and therefore has the character of "collective alcohol dependence." A child this age is trying to grow up or look like an adult. This can be both positive and negative.

The tendency to grow up manifests itself in socially negative senses if not based on moral and social values: smoking, alcohol consumption, sexual irresponsibility, delinquency.

During adolescence, from the age of 11, adults are no longer able to influence the child as before, and for the child, communication with peers becomes more important. The lower the social status of the adolescent, the less impact he or she has on the group.

Therefore, at this age, the main emphasis in social pedagogy is on working with the group. This is done through the following activities:

1. Prevention of causes and consequences of alcoholism. This can be done by engaging in discussions about alcohol. The result of this exercise should be the formation of a group perspective that applies to all participants in the group.

In addition to debates, there are also drawing games. In such games, aimed at the prevention of alcoholism, it is possible to achieve the development of the child's personal development, teamwork skills. The basic social skills that a social educator can form in a group of adolescents are to be able to clearly present evidence against alcoholism and to resist peer pressure.

Forms of work: discussion, excursion, interview. It is not advisable to use methods that intimidate children.

2. Organize leisure time for adolescents, as meaningless leisure time increases the risk of adolescent alcohol consumption. It is necessary to brightly advertise the activities of clubs, sections, clubs, children's and youth organizations. The social educator should be aware of the adolescent's interests and help him or her to spend his or her free time meaningfully.

Due to the psychological characteristics of this age, it is necessary to develop collective forms of leisure. It should be noted that children with deviant behavior are mainly interested in sports, rather than intellectual activities. Therefore, it is necessary to create more conditions for their participation in sports.

3. Anti-alcohol education conducted by a social educator focuses on the formation of strong anti-alcohol attitudes in the child: the need for a healthy lifestyle, the inability to consume alcohol during the formation of the organism, the immorality of alcoholism.

4. It is also the task of the social educator to guide the school teaching staff against alcoholism. Based on the acquaintance with the curriculum of adolescent students, the social educator can promote the inclusion of elements of anti-alcohol education in school curricula.

Adolescence.

In contrast to adolescence, 17-18 year olds are less likely to be emotionally dependent on their peers and more likely to be individualized. It is important to look for a place in life, to realize oneself in any professional activity, as well as to form one's own social image.

The social educator focuses on individual work with adolescents who are addicted to alcohol. This activity is carried out through:

Carrying out individual consultations in order to eliminate the factors that negatively affect the child's life.

Social upbringing of the person. Through social pedagogical exercises, it helps the adolescent to acquire socially positive behavioral norms.

Adolescent anti-alcohol methods are divided into basic and auxiliary methods.

The main thing is that in the process of conversation the social pedagogue monologues his views, arguments, facts, reads lectures.

Independent work with the help of books, experiments, etc. These methods are implemented in different forms of work - collective, individual and in different micro-environments - family, school community, friends.

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