

## INDIVIDUAL WORK WITH STUDENTS

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### Abstract

The article reflects the content, essence, goals, and objectives of individual education conducted with pupils and students in educational institutions.

**Keywords:** Management, leadership, current, staff, independence, modern, mature, contemporary, system, school, family, community, modernization, science, technique and technology, method combination.

### O‘QUVCHILAR BILAN INDIVIDUAL ISHLASH

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### Annotatsiya:

Maqolada ta’lim muassasalarida o‘quvchi va talabalar bilan olib boriladigan individual ta’limni mazmun, mohiyati va maqsad, vazifalari o‘z aksini topgan.

**Kalit so‘zlar:** boshqarish, rahbarlik, dolzarb, xodimlar, istiqloq, zamonaviy, etuk, zamonaviy, tizim, maktab, oila, mahala, modernizatsiya, fan, texnika va texnologiya, metod birlashma.

### Introduction

The system of primary education of the population and the general primary education school are an integral part of the social management of the administration, and improving its management and management is an urgent problem of the present time. Accordingly, this issue is the main issue of constant attention of the departments of primary education of the population, heads of primary education issues, as well as all scientists and researchers working in the field of pedagogical science.

After gaining independence, great attention has been paid to the development of public education and the training of qualified specialists.

Based on this idea, we must say that modern socio-economic conditions also require a review of the system of management of primary educational institutions and its modernization.

Because the conditions and modern changes currently being created in general secondary and primary educational institutions require leaders who can use all opportunities, are demanding of themselves and their work, can establish cooperation between school, family and community, are masters of their work, know the secrets of their field in depth, develop



themselves and fully utilize their abilities and capabilities. The modernization of the primary education system in our country, its structural reconstruction, involves changing and updating primary education programs, taking into account modern achievements in education, science, technology, economy and culture on a global scale.

In order to develop general secondary primary education, which is the foundation of independent primary education, fully meet the needs of society and the individual, and create necessary and sufficient conditions for participants in the primary education process, the decree “On the State National Program for the Development of Primary School Education in 2024-2030” and a number of government resolutions adopted, together with the development and changes being implemented in the field of general secondary primary education, have established specific requirements for leaders and pedagogical workers in this field.

The era of radical changes is entering our lives more deeply. Regarding the prospects of the republic, we should note that “... the orientation, advancement and effectiveness of reform processes depend entirely on specific individuals. The success of our reforms, the near future prospects of our country will depend on what kind of people these people will be, what spiritual, cultural and moral values they will adopt as their motto.

As the great thinker and educator A.S. Makarenko said: “If a community is united, it will be easy for this community to overcome any difficulties.”

All laws and directives (programs) emphasize that organizational leadership is a very important issue.

As our President said: “We will continue to honor noble teachers and respected teachers who have dedicated themselves to the cause of the people and who have devoted their lives to the education of people.”

The confession of a teenager who is jumping from tree to tree like a dream bird is also true - the teacher’s work is hard, he is a selfless person. Keeping these issues in place and conducting business requires great responsibility from the manager.

In our time, when significant changes are taking place in the educational activities of the school, in connection with the transfer of children and youth to general education, individual work with students requires a particularly careful approach.

The results of the examination of the state of educational work in schools showed that the issues of individual work are very relevant and need to be discussed as the most important pedagogical issues at pedagogical councils, production meetings and methodological associations. “Psychological characteristics of memory”, “On the formation of psychological and pedagogical characteristics” and other topics can serve as material for such discussions. It is also possible to discuss the experiences of teachers who organize individual work with students more effectively.

If the teacher knows how a student behaves in a collective, what are the developmental features of the child at each age stage, what are the interests, aspirations, emotional feelings of the student, then individual work with students of different categories will be more effective.

The relationship of students with the teacher is built on the strength of his reputation. Friendships between children are formed initially through free communication, and later in the process of recreation, work, and education organized by the school, in which the skills of



discipline, order, and organization are strengthened. Grouping begins around some children. Some are seen as “good,” others as “bad.” In this way, groups are formed according to inclinations. It is also important to note that children act not only in accordance with the requirements of adults, but also in accordance with the requirements of the group they have entered or are trying to enter. Specially organized groups are understood in the classroom when children are actively involved in public work, and later when youth collectives appear. In such conditions, the unity of the educational influence of the school and the family, their high reputation, is especially necessary. The contradictions that sometimes arise between them put the child in a difficult situation, because they are not yet able to independently resolve these contradictions. Friendship is also important because a primary school student enriches his social circle by meeting and playing with his friends in the yard, while companies that arise by chance do not always lead to good results.

In the classrooms of teenagers, various groups of students are sharply distinguished: usually active, who make up the majority in the classroom, who contribute to the life and activities of the class, the youth collective; children who interfere with the normal life of the class collective, but under certain circumstances can follow some of the students; and you can't throw a white ball at them, who do not interfere much in the social life of the class. Unfortunately, neither the school teacher nor the teacher conducts sufficient individual work with the latter group. Teenagers listen to the opinion of the leader, either collectively or individually, and sometimes they go against the actions and opinions of teachers, leaders and other adults. This type of indiscipline is often due to the large social background of teenagers, the emergence of a conflict situation between educators and students, and the lack of the necessary moral skills and habits, but it is impossible not to take into account the age characteristics of development, which require special attention from educators. As the teenager matures, he wants adults to notice this. Otherwise, a contradiction will arise.

Individualization of the process of educating students requires knowledge from the teacher about the individual characteristics of individual students, their permanent, dynamic, functional characteristics.

Learning about the student is an integral part of the educational process. When programming such learning, it is necessary to proceed from the tasks of the comprehensive development of the individual, to be as objective as possible in the selection and analysis of facts and indicators, and to take into account the influence of the child's environment as much as possible. The most common shortcomings in learning about the student are the randomness and disorganization of information about the level of his upbringing, paying more attention to the "difficult" ones, causing harm to other children, forgetting about the student's grades in the class, in the finals, in the sports team, and overestimating the teacher's opinion. Sometimes teachers forget that development, in particular, manifests itself in the morals of a particular student and even the entire collective with considerable limitations.

The program for studying the upbringing of a student assumes, firstly, the purposefulness of the study: the identification of the most effective means of directing the life and activities of the student; secondly, the objectivity of the indicators of upbringing; the analysis of not only the student's behavior and activities, but also their main causes, as well as their results; thirdly,



the systematic study of the child's upbringing throughout all the years of his schooling; fourthly, the study of development as a whole, integral process of the formation of the student's personality, taking into account the positive and negative influences of the environment; fifthly, the systematicity of the study - the use of a whole system of specific methods (observation, conversation, question-answer, etc.).

To facilitate the management of individual work with students, the teacher advises educators to divide them into certain groups based on their moral similarity, behavior in the team, character traits, interests, etc. If the teacher divides students only by two characteristics - their learning and behavior, the effectiveness of educational work will be low. In connection with the individualization of educational work, the complex issue of children and adolescents who are difficult or left without pedagogical care is a daily occurrence.

The issue of re-education of students with difficult upbringing is inextricably linked with the prevention of students' anti-moral and anti-social behavior, the elimination of situations in which negative moral experience can be formed. The state and dynamics of childhood immorality are determined not only by what causes it or what affects it, but also by what counteracts it and what makes it possible to neutralize the causes and causes, and to eliminate immorality altogether.

School teachers and educators can timely notice the emergence of negative tendencies in students, prevent their further development, and create conditions that eliminate the possibility of actions that violate moral and social norms. Prevention of negative events is closely related to the study of the individual and age characteristics of students, paying great attention to their development. However, constant monitoring of morality is possible only in those areas where upbringing is considered difficult.

The experience of educating difficult students and preventing moral and anti-social behavior has shown that re-education is more successful only when the forces of school, family and society are combined in organizing extracurricular activities. The teacher's work with children with difficult upbringing is of paramount importance. The teacher must determine the main measures for their re-education, aimed at the formation of stable moral norms in them.

Various mistakes are made when working with difficult children and re-educating them. Some school leaders, without delving into the inner world of such a student, develop their own moral guidelines based solely on external information, not taking into account the psychological state of the student. Most of these effects have a short-term effect and are external in nature: the student behaves well and thinks "differently" about his behavior, but in fact his internal beliefs often remain unchanged, and the child only adapts if he gets good grades. Sometimes there is uniformity in the methods of upbringing. Due to lack of time, the teacher tries to act by directly imposing demands, giving orders, keeping a discipline book, reprimanding, punishing, etc. It is extremely important for a teacher to work with difficult children. The teacher re-educates them, in them. It is necessary to determine the measures for the formation of stable moral norms.

This work requires hard work, perseverance, a thorough study of the student, his family, the environment, the class team, the development of a single demand by all teachers and the class teacher, and the skillful coordination of the forces of the school and the family.



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