

# Psychological Mechanisms of Education and Upbringing of Children in Need of Social Rehabilitation in General Schools

**Yuldasheva Madinabonu Mirshodovna**

Master's student of Pedagogy and Psychology at Asia International University

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## ABSTRACT

*Social pedagogical work with school-age children is fundamentally different from social pedagogical work in preschool institutions. It is impossible to reveal in one chapter all the aspects of the social pedagogical activity in the school, which are 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 our republic.*

Pedagogical teams have appeared in recent years, in which the school solves not only educational and 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. Considering its educational, educational and social functions, the general education school should prioritize the following social functions:

1. Activities under the new version of the Law on Education.
2. Education at school should be equal to education.
3. Reorientation of school activities.
4. To increase school work, children's activity, to establish various children's clubs.

The main social task of the school is to fulfill the child's right to education. Social and pedagogical protection of children in modern school conditions is carried out as follows:

School administration, class leaders, group tutors, organize financial assistance and free meals for children of low-income families. Class leaders study the situation of the child in the family. They deal with difficult children separately.

At school, psychologists study children's abilities and interests. Psychotherapists and psychologists advise and help parents and children.

The school's health service conducts medical examinations of schoolchildren, organizes physical education groups, organizes special meals for weak children, and supervises quarantine classes.

Social work in the school is supervised by one of the school's assistant principals. The deputy

director of educational affairs pays great attention to the school's relationship with preschool educational institutions and various government organizations.

Parents committee and his upbringing helps him to work hard. In different countries, there are two approaches to the work of a social pedagogue: he cooperates with the school or he is a full-time employee of the school.

Cooperation with the school while doing so, the social pedagogue often goes to school. It helps improve the relationship between parents and students, and identifies the reasons for missing classes. It identifies families with abusive relationships with children, children with physical and mental disabilities. In order to help the child or the family, he investigates the causes of the child's prolonged illness, and deals with him separately at home and in the hospital so that the child does not fall behind in his studies. He uses the services of a lawyer, a doctor, and police officers to solve problems in raising a child.

In many Western European countries, a social pedagogue is a full-time employee of a school. It identifies children in need of social assistance. These children are children who do not have the ability to complete the school course. These children experience depression at school or at home. Usually these children are on the list of the Commission on Juvenile Affairs. Sometimes clarifying the relationship with children and their surroundings is enough help.

Depending on the child's personal characteristics, it is necessary to take into account the state of the adolescent when creating rehabilitation programs. It can also be a case of social neglect caused by quarrels in the family or among peers.

The work of the social pedagogue with these children is focused on the social health of the adolescent's inner world. a social pedagogue should be able to make an urgent diagnosis of the situation in which the child falls and determine the reasons for the violation of social-personal-emotional characteristics. In this regard, the main types of activities include: providing individual advice, joining teenagers to training groups in order to correct situations of negative emotional significance, conducting individual work with the child's value system, developing social skills. In addition, it is necessary to work with the family to restore good relations between the child and the parents. This activity envisages assessing family pedagogical positions, involving parents in training groups.

A teenager in crisis requires different approaches. Usually, such behavior indicates the attitude of a teenager to an intractable situation. When working with children, this category involves urgent diagnosis of the emotional state, identification of the causes of this problem, training in problem-solving skills, and work on the formation of a positive "I" concept.

Another direction of social pedagogic activity is aimed at homeless children. Working with these children consists of two directions:

- creating conditions for such children to live (providing medical care, providing food),
- to get rid of the negative experiences of their past lives in order to strengthen confidence in themselves and their future.

The main work method is the organization of social-psychological training aimed at forming the concept of "I".

These rehabilitation programs can only be implemented effectively if the following 3 conditions are met:

- 1) high motivation of all participants of the program - child, parents, social pedagogue, specialist,
- 2) mental-pedagogical competencies of specialists and heads of rehabilitation institutions,
- 3) regulating the activities of various state services - education, health care.

Existing technologies for working with maladjusted children are aimed at bringing deviant behavior

under social control. This process involves, firstly, the displacement of the most dangerous forms of deviant behavior by socially useful forms, secondly, the direction of the child's social activity in a socially acceptable direction, and thirdly, the criminal or administrative punishment of teenagers who engage in drug addiction, homosexuality, and prostitution. release from surveillance; and the fourth is to create special social assistance services.

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