



FORMATION OF MORAL - ETHICAL RELATIONS IN SCHOOLCHILDREN-AS A LEADING FACTOR IN CORRECTING THE PREDISPOSITION TO PEDAGOGICAL DEVIATION

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ANNOTATION

In the article, the problem of pedagogical deviation observed in adolescence, the factors of its formation, the moral and ethical environment, the role of family-adolescent – pedagogic relations in the occurrence of pedagogical deviation, pedagogical and psychological problems observed in adolescence, acute forms of behavioural deviation arising from the deepening of pedagogical deviation, the role of moral and ethical environment in the correction of pedagogical increase the competence, spiritual between adolescents - problems of formation of moral relations, improvement of relations between parents and children, improvement of relations between parents and children are covered.

KEY WORDS: *pedagogical deviation, adolescence, competency, spiritual and moral environment, correction, degradation, social deviation, upbringing, deviation from the norm, social environment.*

DISCUSSION

Today, the incidence of various crimes among young people, especially underage adolescents, is increasing day by day. The increasing number of criminal acts among adolescent youth is directly related to the deviation of behavior in them. In this regard, the following thoughts of our President Shavkat Mirziyoyev are remarkable: "the threats of terrorism in the world especially in recent years are evidence that the method of struggle against them mainly through the use of force does not justify itself. In this regard, in most cases, it is limited not only to the main reasons for which the threats are coming, but also to the fight against their consequences. I believe that the roots of international terrorism and extremism constitute ignorance and intolerance along with other factors. In this regard, the most important task is to formulate and educate the conscious mindset of young people on the basis of enlightenment. Most of the crimes related to extremist activity and violence are committed by

young people who have not reached the age of 30. Today's world youth is the largest generation in the history of mankind in terms of numbers, because they account for 2 billion people. The tomorrow of the planet, the well-being, is connected with what kind of person our children reach perfection. Our main task is to create the necessary conditions for young people to show their potential, to prevent the spread of the "virus" of the idea of violence. To do this, we consider it necessary to develop multilateral cooperation to support the younger generation, protect its rights and interests."

The problem of pedagogical deviation remains a problem that is encountered among the students of the general secondary school of our country and worries the parents and teachers of the students. What is pedagogical deviation and how do its symptoms manifest in adolescence?

Pedagogical deviation is one of the most common types of deviations between children and adolescents, this appearance is based on the



development of children and adolescents, as well as on pedagogical and psychological reasons. This condition is characterized by stiffness (authoritarianism) in the educational and educational system, one-to-one dependence of education and upbringing, instability, low affinity with children, as well as negative activity of the child with the environment. This factor inhibits the development of the personality trait of the child and teenager. At the same time, pedagogical deviation also causes the formation of such qualities as passivity, inertia, irresponsibility of behavior. Under such conditions, the identification and personalization of the child's personality is violated, the child cannot be "cohabited", and the child also ceases from his efforts to manifest himself in society. And this affects the perception of the identity of the deviated child. This condition is characterized by the fact that in certain mental states of the child or adolescent personality, the subject develops self-consciousness, as well as treatment and activity.

Experience with adolescents prone to pedagogical deviation test studies show that in the majority of adolescents prone to pedagogical deviation, such characteristics as lack of adaptation to the social environment, that is, to the school and the class community, an inadequate attitude to oneself, the formation of moral and ethical relations in adolescents, weak development of physical abilities, low level of communicative activity.

The formation of such behavior in adolescents prone to pedagogical deviations is influenced not only by the individual and age-specific characteristics of adolescents, but also by the family and educational institution.

When examining the family affiliation aspects of the tendency to pedagogical deviation, the following were identified. The reason for the occurrence of pedagogical deviations in adolescents is not only the development of the child and the spiritual and ethical changes taking place in it, but also the attitude of the teenager to his family, the use of the wrong methods of upbringing in the family, the inability of the teenager to properly organize his free time in the family, violation of the family system (incomplete family) disrupts the child's ability to communicate, as well as the development of the child's function to enter into a relationship with peers. Adolescents who are brought up in such families face difficulties in choosing friends, communicating with peers. In the conducted experiments, it was found that 3/1 part of adolescents prone to pedagogical deviations are brought up in an incomplete family. As already mentioned above, one of the factors affecting the relationship in the family of adolescents prone to pedagogical deviations is the frequent departure of a teenager from his father or mother on a foreign trip, the absence of an educator at home, the deviation of the parent from the upbringing of the

child. In the family, the fact that the father does not participate in the upbringing sufficiently, or does not participate at all, has a direct negative impact on the upbringing of the child. Today, pedagogical deviation or behavior is caused by the fact that the role of the father in the upbringing of the child in the development of other types of deviations is insufficient. The absence of father in the family, having another side in the upbringing, being a father in the family, not directly participating in the upbringing of the child, occupies a completely different aspect of upbringing. Questionnaires taken in the study of behavior of adolescents prone to pedagogical deviations indicate that most of the adolescents prone to pedagogical deviations have their own attention and interest in life, happiness, luck is given only by their mother, some adolescents confirm that the above indicators show their father's attention and interest. In the deviation of adolescent behavior is characterized not only by the negative impact of the family on the upbringing of children, but also by the level of education of the parents, the essence of the parents' relationship with each other and with the child, etc. The result of the experiments aimed at studying the parents of adolescents prone to pedagogical deviations showed that 4/1 part of the parents had secondary special education, 4/2 part had secondary education and 4/3 part had incomplete education. Prone to pedagogical deviation, the parents of many adolescents work in jobs that do not require a high level of Education.

The formation of pedagogical deviations in adolescents is also influenced by the incompetency of educators, the level of pedagogical skill in the uniform or insufficient. The relationship between the educator and the pupil was reflected in the educational process from ancient times. The existence of the tradition of teacher and pupil is also based on the positive development of relations between the teacher and the pupil, the formation of the pupil's personality, the motivation for him to become a mature person in the future. However, the fact that today the relations between educators and students in educational institutions are subject to dysharmonization leads to the emergence of a tendency to pedagogical deviation among the majority of students. This is a leading factor in the formation of professional and personal competence of teachers.

It is desirable to jointly organize work on correcting behavior of adolescents prone to pedagogical deviations, improving mainly the family environment and the environment of the school community, forming moral and ethical relations between adolescents. The reforms carried out in the modern education system are competent lighting students in correcting their behavior and preventing such situations. When we say that the competent approach in the process of education, the pedagogical



and psychological well – being of parents and educators implies the sum of the methods of teaching and psychological influences on the attitude to teenager. In addition, the formation and strengthening of an adequate attitude of a teenager to himself and others around him, peers, teachers and family members, as well as to the effective organization of his free time, by pedagogical and psychological methods, also manifests itself in the competences. What methods are used in educating students prone to pedagogical deviation, which will give an effective result?

Confidence: a teenager fulfills tasks of collective importance, through which a teenager demonstrates his or her knowledge and skills.

Step-by-step training of general useful activities: the tasks assigned to the teenager are repeated, complicated, and its collective significance is motivated;

Support for the adolescent by the team: to encourage and endorse the behavior of the adolescent in the performance of work of collective importance, which is observed by the growth of positive attitudes towards the adolescent in the environment;

Insecurity: by assessing some negative characteristics of adult adolescent behavior, it is possible or impossible to find collective work for this adolescent. Through this, the adolescent's self - critical evaluation is formed.

Deviation from poor quality and dishonest deeds;

Discussion on the moral inadequacy of the adolescent's egoistic installation and views;

The transfer of critical thoughts that are given to a teenager to a self-critical evaluation of a teenager: through this method the teenager evaluates his or her behavior, which means that those around him understand why the teenager is having exactly this behavioral disorder;

Involvement of a teenager in a type of activity of collective and social significance in this expresses her attitude to the collective work of a teenager and forms skills of working in cooperation with classmates.

Also, when correcting the behavior of adolescents prone to pedagogical deviations, the following should be taken into account:

organization of the leisure time of a teenager with involvement in useful work, type of labor activity and circle;

activities aimed at restoring the physical condition and health of a teenager in an educational institution, in particular conducting various sports competitions;

organize evenings with employees of law enforcement agencies dedicated to increasing the legal awareness and culture of students in order to prevent violations observed in adolescents;

filling the gaps in the moral development of a teenager, carrying out explanatory work on sexual education with adolescents;

organization of extracurricular individual classes with students with low self-esteem;

conduct training sessions with adolescents aimed at self-awareness and changing their attitude towards the surrounding world.

In the formation of knowledge, skills of teachers working with students, it is necessary to pay attention to the following:

carrying out warning work in the process of formation of a teenage personality (the development of positive characteristics of a teenage personality, the development of negative characteristics in the process of braking (stopping));

rational organization of educational, moral and educational work in the classroom with "pedagogical deviated adolescents": (changing the attitude of the educator to the teenager, as well as the method of working with students, changing the relationship between adolescents);

to see the quality of a repeat person in each schoolboy, to respect the reader, to understand his strength and self-confidence;

The creation of conditions of "education and labor integration", the formation of a positive attitude of the student to his personality in these conditions;

refusal of the methods of coercion of the educator in relation to the pupil, the formation of skills in the pedagogy not to distinguish the shortcomings of the pupil;

to teach the knowledge and skills of the student to understand the causes of ignorance and misbehaviour as well as to eliminate these causes without prejudice to the personal position of the student;

organization of the atmosphere of "luck" in the community of students in pedagogues, organization of round tables and trainings aimed at teaching students to see the "person" in themselves and around them, gaining confidence in himself and his own strength and abilities, getting education towards "achievement", gaining confidence in himself and his abilities;

formation of skills to gain confidence and respect for the class leader in students, interest and sincerity in the educator in the pedagogical personality.

In the formation of spiritual moral relations in adolescents prone to pedagogical deviations, it is also necessary to correctly form the spiritual environment in the family. Each family exists individually, its duties before society and the requirements that it puts before society also sharply different from each other. Therefore, in working with the family of a teenager, it is necessary to use indirect methods of pedagogical influence, as well as direct methods. When using such methods of pedagogical



influence (in any case), it is necessary to first assess the internal environment of the family, based on the nature of the family's interaction, and secondly to determine the successful future of positive relations in the family, which is great importance for the teenager, together with the parents, to change the way of communication. It is known that most of the adolescents with pedagogical deviations are brought up in families without pedagogical failures. Depending on the pedagogical state of the family, the way of communication in it and the relationship in the family's internal environment can be changed. In pedagogical unsuccessful families, the irregular form of communication prevails, and such families differ from other families by the fact that they have a relatively low level of moral cultural communication. Although the correct form of competency of communication in such families is not established, in such families, family members are more likely to know the methods of moral cultural communication, the formation of their knowledge, skills in this regard. However, work with such families in the form of general advice does not always yield results. Because in such families, the parent slowly perceives the universal processes, and therefore the transformation of this acquired knowledge into skills and qualifications, the application of the acquired experience in a different way in the family, creates some complexity. Therefore, pedagogical advisory work with families without pedagogical failures should be carried out individually by experienced educators and psychologists. The pedagogical advisory work carried out by the adolescent with the parent moment should overcome the barrier of distrust between the parent and the educator (or psychologist), the pedagogical ignorance of the parents should destroy misconceptions such as the use by educators as a weapon against their children. Pedagogical advisory work carried out with family members of adolescents prone to pedagogical deviations has a reputation in the educational institution, as well as carried out by educators with many years of pedagogical experience ensures that pedagogical advisory work is more effective. Also, pedagogical advisory work with parents can be carried out individually and in a group manner, depending on the proposal of the parents. In pedagogical counseling, parents learn the skills of eliminating difficulties in upbringing on the basis of tips on eliminating difficulties in the upbringing of children, analyzing the process of upbringing and putting this or that problem to the discussion.

Abstract the use of pedagogical methods in correcting behavior with pedagogical deviations gives an effective result. In particular, pedagogical and psychological trainings aimed at correcting adolescent behavior, organizing productive and effective activities of a teenager outside the classroom, conducting individual work with students

with low self-esteem, reformation and upbringing of moral qualities of students, increasing the physical culture of the child, conducting round tables with students dedicated to sexual education, and forming legal consciousness and legal culture.

In the correction of behavioral deviations encountered among adolescents, the following can be said in the place of conclusions.

Working with parents of adolescents with pedagogical deviations is also aimed at carrying out the necessary corrective work, improving the relations between parents and children, as well as the proper organization of upbringing in the family. Although the work of a teenager with his parents is complicated for a while, but the correct organization and mutual success of corrective work will help to cope with these shortcomings. Methods of pedagogical correction when working with the parents of a teenager - that is, the teenager is taught to use methods aimed at increasing the pedagogical knowledge of the parents, improving the atmosphere of upbringing in the family, organizing meetings, round tables and evenings with parents, as well as conducting pedagogical trainings with parents-will contribute to the realization of the competences. In the correctional work carried out with the class leader and teachers of the teenager, it is possible to achieve the results achieved in the training sessions aimed at increasing pedagogical competence in teachers and class leaders, more precisely working with the child, increasing pedagogical knowledge, teaching the use of the right methods of education in the process of education and training, self-awareness

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