

## Features of Education and Pedagogical Support of Students in Primary School

**A. B. Ashirbekova**

3rd year student Faculty of "Primary Education" Nukus State Pedagogical Institute named after Azhiniyaz

### ANNOTATION

The article reveals the conditions for the implementation of the school for the comprehensive development of younger schoolchildren through education and various forms of pedagogical support. The approaches to the organization of pedagogical support are indicated, the peculiarities of the individual characteristics of primary school students according to the personal quality "education" are taken into account. The strengthening of pedagogical support should be carried out through the stimulation and support of initiative and openness in cognition by the efforts of the students themselves.

**KEYWORDS:** education, pedagogical support, mutual support, personal quality, favorable conditions, free cognition.

For striving to unlock the potential of each child in the conditions of school activation, an important task of education and pedagogical support, which will be facilitated by an atmosphere of goodwill, trust, mutual assistance and mutual support in case of difficulties in learning and everyday life. The issues of education and support of students are in the focus of modern education, pedagogical science, and culture.

New values and orientations of modern education have determined the importance of understanding each student as an individual reality and individual opportunity. The depth of knowledge of the individual characteristics of each student requires the solution of such interrelated tasks: the individualization of each personality – the support and development of a special, separate, peculiar as a potential of personality; socialization – ensuring the development of skills of adaptation to the social environment and the corresponding self-realization of the individual in it.

The idea of pedagogical education and support is based on the principles of humanistic, personality-oriented approaches. In this context, a person is a unique personality who strives to maximize his potential (Sh. Amonoshvili, V. Sukhomlinsky, Yu. Dzeblyuk, A. Savchenko, E. Bondarevskaya, I. Yakimanskaya, etc.). In pedagogy, some issues of pedagogical support for human self-development were studied by Op. F. Kapterev, O.M. Ostrogorsky, K. D. Ushinsky, etc. The ideas of maintaining individual and personal development were considered by domestic and foreign teachers and psychologists. Thus, O. Bodalev and R. Burns considered psychological support for the development of a child's personality through the creation of a friendly psychological climate. Asmolov A.G. defines the upbringing and support of a child as assistance in its development. Accordingly,

To learn how to properly educate and support a child, teachers and parents may have to change the usual style of communication and interaction with him. Instead of paying

attention, first of all, to the mistakes and bad behavior of the child, the adult will have to focus on the positive side of his actions in the direction of self-esteem and self-confidence. Support based on the belief in the innate ability of a person to overcome life difficulties with the support of those whom she considers important to herself.

The education of students is carried out in the process of educational activity, which is understood as the system of organizing the activities of education and upbringing, and beyond. It is an integral process in which content (a set of educational goals) and procedural (a self-managed process of pedagogical interaction between a teacher and a student, support involving the organization and functioning of a system of educational activities and self-education of students) are organically connected sides. This process, according to N. Volkova, is two-way (mandatory interaction of the educator and the student), purposeful (the presence of a specific goal), multifaceted in tasks and content, complex in the formation and disclosure of the inner world of the child, diverse in forms, methods and techniques, continuous (there can be no holidays in education), long in time (a person is brought up all his life). The educator plays an exceptional role in the upbringing of a human personality, since purposeful educational influence on her involves not only the upbringing of positive qualities, but also overcoming the consequences of the influence of negative objective factors.

Upbringing is a complex characteristic of a person, taking into account the presence and level of formation of socially significant qualities in her; the degree of correspondence of personal development and formation of personality in the pedagogical goal. According to M. Fitsuloy, good breeding is the presence of high moral qualities in schoolchildren, which is the result of internalization (transformation of external, real actions and deeds into internal, ideal ones), external influences on internal ones, expression of the unity of external and internal factors of upbringing and development.

The criterion for assessing the moral education of students is characterized by:

- a) the desire of the individual for self-improvement, acquisition and development of moral qualities;
- b) the ability to evaluate their own actions and deeds;
- c) the adequacy of self-esteem.

In accordance with the completeness of the formation of certain indicators, we have identified three levels of moral education of younger schoolchildren: high, medium and low.

At the same time, referring to the understanding of the essence of pedagogical support, it is possible to identify the ambiguity of this concept in pedagogy. Thus, pedagogical support is also understood as the activity of professional teachers and psychologists to provide preventive and prompt assistance to children in solving their individual problems related to physical and mental health, business and interpersonal communication, with successful advancement in education, with life and professional self-determination. A clearer meaning of pedagogical support can be considered "the activity of a teacher in ensuring the natural trust of children seeking help and protection from a teacher; the teacher's understanding of his own responsibility for the well-being of children's life."

From such positions, academic performance in overcoming obstacles and difficulties in activity by students is considered a more characteristic feature of pedagogical support.

The following problems of educational practice in the development of cognitive skills of younger schoolchildren should be highlighted.

1. In the new humanistic goals of education, the comprehensive development of personality is proclaimed, but the mechanisms of appropriate educational cognition have not yet been developed and it is problematic to take into account the individual and personal qualities of the development of students, in particular, younger schoolchildren.
2. The inclusion of students in the organization of their educational knowledge in the form of competition, group collaboration and self-organization of teachers is considered premature in primary school.
3. The main efforts of teachers are aimed at learning outcomes in the form of knowledge and skills, and not at the process of obtaining them, which has a greater impact on the development of cognitive efforts of students.

The scheme is intended for use by classroom teachers and includes 5 personality traits for evaluation:

1. curiosity;
2. hard work;
3. respect for nature;
4. attitude to school;
5. attitude towards yourself.

Special attention should be paid to students with a low level of personal quality "education", therefore they require additional educational work, taking into account the appropriate level of pedagogical support.

It is assumed that the influence of the process of educational cognition on the development of students can be enhanced by stimulating and supporting their initiative and openness in cognition through the efforts of the students themselves. The analysis of individual tests of students in experimental primary classes allowed us to identify the existing causes of difficulties of students in urgent need of pedagogical support. The most common of them can be recognized: inability to concentrate; indecision in expressing one's own thoughts; conflict in relationships with peers; isolation; lack of coordination; insensitivity to requirements; abstinence in relationships as a consequence of family upbringing; anxiety associated with uncertainty about the correctness of their actions; inconvenience in asking questions related to respect for the teacher as an older person, and others.

Pedagogical support is expressed in the creation by the teacher of favorable conditions in which students could understand themselves, feel their interests, natural possibilities; could exercise a free choice of ways, means; learn to overcome obstacles and learning difficulties by making joint efforts and mutual support. Individual support was mainly provided as assistance and guidance from the teacher, based on the nature of the difficulties of an individual student with appropriate elements of assistance in overcoming the identified difficulties.

According to the results of the work, there was an increase in the level of education of students, there was a general development of students based on the following indicators: the appearance of natural opportunities, the logic and efficiency of mental efforts, emotional

saturation, understanding of the use of variable approaches, the desire for self-development.

### Conclusion

Pedagogical education and support of children in the educational process consists in creating conditions for the dosage of obstacles and regulating the cognitive efforts and capabilities of children in overcoming educational difficulties. In order to use pedagogical support as a condition for the free development of children, it is necessary to preserve, even aggravate difficulties, accompanying them with emotional and mental stress, a trusting atmosphere of the relationship between children and the teacher in the educational process.

Pedagogical support in an individual form increases children's confidence in their abilities and capabilities, in a group form causes the effect of current enthusiasm, and in the form of mutual assistance of children develops their learning skills. It is advisable to determine the effectiveness of the influence of pedagogical support on the free development and behavior of students by the following criteria: the emergence of natural opportunities, the logic and efficiency of mental efforts, emotional saturation, understanding of the use of variable approaches, the desire for self-development.

The main factors of stimulating and supporting the free cognition of younger schoolchildren are: open behavior and goodwill of the teacher, encouragement of initiative and free opinions and ideas of children, search methods of teaching, competitive forms of work, mutual support, respect for each other, emphasis on commenting techniques, effectiveness. When using different forms of pedagogical support, it is advisable to start with pair work and move on to group-wide competitive forms of interaction of children in the educational process. The introduction of various forms of pedagogical support of children's cognitive efforts into the work of the school is one of the promising areas for improving the entire educational process.

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