



## Pedagogical and Psychological Ways to Overcome the Problem of Lesson Discipline in Secondary Schools

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### **Abstract**

This scientific article states that pedagogical conflict is a common situation in social life, and that educators or leaders without practical skills and strong training can create conditions for conflict relations at the same time, opinions are expressed on the study and resolution of pedagogical conflict by the sciences of pedagogy and psychology. It is mentioned that both of them study one common process - a person's mental activity and his behavior, which today a modern teacher cannot enter the audience without social psychological training. That is why it is emphasized to be able to establish interaction between students and expediency of using socio-psychological mechanisms in the children's community. The role of the environment, people and society in which a person lives is very important in the formation of a person. Because various events in the social environment directly affect the human mind and leave a deep mark on it. With this in mind, the teacher should study the psyche and character of children, and on this basis develop a clear and coherent system of teaching. Psychologist M.M. Ribakova's researches reflected in the pedagogical conflictology development. In the study of the subject of pedagogical conflictology, the concepts of "conflict", "social conflict", "pedagogical conflict" complement the subject of pedagogical conflictology and reveal the essence of its origin. In the study of this subject, the concepts of "conflict", "social conflict", "pedagogical conflict" serve as the main roots of the science.

**Keywords:** *Pedagogical Conflict; Criticism; Social Relations; The Younger Generation; Communication; Modernization; Discipline of the Lesson; Rules of Conduct; Interpersonal Relations; Pupil-Teacher Relations; Adolescence; Biological Development*

### **Introduction**

A prosperous life begins with a perfect upbringing. It is known that the upbringing of the younger generation has always been important and relevant. But in the 21st century we live in, this issue is really becoming a matter of life and death. "The better the upbringing, the happier the people," say the wise. "In order for education to be perfect, there must be no gap in this issue" – mentioned President Shavkat Mirziyoyev.

Indeed, education and upbringing are always closely intertwined. Because where there is education, there is education. Evil children can never do evil, they seek only in the path of science, not only in the classroom, but also begin to require non-traditional classes (seminars and trainings, open classes).

Therefore, we consider it appropriate to dwell briefly on the subject of pedagogical conflictology. The concepts of "conflict", "social conflict", "pedagogical conflict" in the study of conflict complement the science of pedagogical conflictology and reveal the problem of discipline in the educational process, the essence of its origin. In the study of the subject of pedagogical conflictology, the concepts of "conflict", "social conflict", "pedagogical conflict" serve as the main roots of the subject.

### **Main Body**

Here we will focus on the concepts of "conflict", "social conflict", "pedagogical conflict".

Social conflicts are the central object, ie the core, of conflictology, which is interpersonal conflicts.

Pedagogical conflict is a theoretical and practical direction that studies the causes and nature of pedagogical conflicts in the education system, develops methods and practical recommendations for their elimination.

Pedagogical conflict is a common situation in social life, and naturally the parts of society where strong social relations are concentrated are mainly seen in school, higher and secondary special education. It is natural for students to have conflicting relationships between students who are accustomed to strict self-respect in education. But even educators or leaders who do not have the practical skills, strong training, can create the conditions for a conflict relationship to develop.

The sciences of pedagogy and psychology study and resolve pedagogical conflict in an integral way. Both of them study one common process - a person's mental activity and his behavior. Today, a modern teacher cannot enter an audience without social psychological preparation. This is because the causes of pedagogical conflicts are reflected in the behavioral behaviors of each individual in the group in the characteristics of the nation, people, and region to which the individual belongs.

Therefore, it is necessary to establish relationships between students, to work in the children's community on the basis of socio-psychological approaches. The environment in which a person lives, as well as the role of people and society in the formation of a person is very big. Because various events in the social environment directly affect the human mind and leave a deep mark on it. With this in mind, the teacher must study the psyche and character of the children, and on this basis develop a clear and coherent system of teaching.

The research of psychologist MM Ribakova plays an important role in the development of pedagogical conflictology. The author examines the various relationships within the pedagogical community, focuses on problems in the form of "teacher-student", gives examples of conflict situations in school life and identifies their root causes. Analyzing the relations of this group, MM Ribakova notes that the main cause of all conflicts is the teacher himself. In this regard, in order to establish a normal relationship with students, the educator must have the knowledge and skills to prevent and resolve conflicts.

Because adolescence is a complex period in its social and biological development. In this important part of the great way of life, an adult teenager has to deal with issues such as who he is, what, how and why to achieve it. How the issues are posed and harmonized with the society depends on the broad future prospects of the individual, his activity, stability, spiritual purity, purposefulness,

uniqueness, social and psychological content are also valuable for the society. The fact that adolescence is a difficult period can be manifested in many ways due to the emergence of conflict situations, considering changes in adolescent psyche.

Therefore, the analysis of existing conflict situations during adolescence serves to alleviate adolescent crises and to effectively implement the pedagogical process.

The relationship between teacher and student, in particular the teacher's negative assessment of the child's performance, leads to the child's low self-esteem. This is especially true for emotional children. The teacher's negative orientation shapes the child's confidence in the learning process's negative aspects and low self-esteem. In the process of the relationship between teacher and student, there is not only the task of informing, but also the task of achieving understanding.

Adolescents' aspirations for their peers will be unique. Comparing his own qualities with the quality of others among his peers, in the context of equality he can clearly observe the characteristics of someone who looks different in a group of teenagers. Being recognized and respected by peers is one of the characteristics of students of this age. The teenager seeks supportive support in the group, relying on his own inner views. He faces a variety of conflict situations within the relationship between them in how his peers evaluate him. Such situations can be in the form of choosing positive actions to restore one's position in the adolescent or vice versa.

All this directly affects the pedagogical and psychological climate of society.

One of the most important issues in pedagogy and psychology today is the creation of a healthy pedagogical and psychological climate in our society. Therefore, psychologists and educators must fully mobilize their knowledge and strength to address this pressing issue.

In the process of communication, it depends on the personal characteristics and relationships of the teacher and the student, as well as perceptions of each other. Obstacles to pedagogical communication can be divided into 3 groups:

1. Personal;
2. Socio-psychological;
3. Physical.

Communication is a mental activity that consists of a set of interactions and connections that are formed in the process of collaborative activity. It determines the achievement of certain outcomes of other people's activities and behaviors. Everyone plays a certain role in society.

In some cases, the task that causes conflict in interpersonal relationships is also the relationship in a position where the goal is conflicting. In such situations, it is necessary to improve the quality and effectiveness of the teacher's work, and to form the student's learning activity, so that adolescents can restore their status and choose positive actions.

The success of educational work with young people depends on knowing and considering their age and psychological characteristics. This is a special feature of adolescence, which is considered a turning point, and it is more relevant to this period. Adolescence is called the transition period, because it is during this period that a specific transition from childhood to adulthood occurs. It is associated with a serious reconstruction of mental processes, student activity. Adolescence therefore requires drastic changes in forms of interaction, in the organization of activities. The occasional difficulties in the work of educating adolescents arise as a result of the inadequate knowledge or denial of the laws and features of the mental development of children at this age. This period is a very difficult period for upbringing. Because the process of a child becoming an adult is difficult in itself, this process is associated with a

serious transformation of the psyche, forms of interaction with people, as well as changes in living conditions and activities.

The difficulty in educating adolescents is that it is important to change the forms of control over their lives and activities in the relationship with the adolescent. They will have to find some new ways and means of influencing them. At the same time, of course, it is advisable to treat each age separately.

Young people with negative moral qualities include rudeness, lying, bullying, selfishness, stubbornness, stubbornness, indiscipline, disobedience to rules, and selfishness and in educating young people with such qualities (even when brought up in a community) they should only be approached individually. Because they do not like to be exposed to the community or the public, or to obey the advice or instructions of someone who is disciplining, reprimanding, dealing with them requires only extreme caution, sincerity, and friendliness. When working with children and young people with difficult upbringing, it is necessary to consider his character and interests. It is advisable not to exhort too much, not to hit, not to raise your voice too much, not to talk too much. A sincere relationship, a personal example (in the process of work, study), a positive attitude of family and school people to work, encourages young people to do so.

In order to turn the behavior of difficult adolescents in a positive direction, it is necessary to instill in them a high sense of responsibility, pride, responsibility, confidence. To do this, it is advisable to give them assignments, considering their age, strength, abilities and interests. By entrusting them with the task of managing a small team, a sports section, a 'living corner', negative attitudes can be reduced.

By engaging them in the clubs they are interested in, their negative attitudes toward reading will gradually disappear. More importantly, trainees need to be trusted. It is also important to encourage them to focus on what they can do after they have done it, and to express their opinions on how to do the job even better.

When working with children with special needs, it is important to determine the specific conditions of parenting. When the work is done with them, or not always, but when the conditions are right, that is, when the educational effect is shown, it gives more results.

Therefore, practice and life experience in conflict resolution show that it always requires a great deal of effort and aspiration on the part of both parties to resolve it, and that it is not easy for the parties to reach a solution and a settlement. Because conflict is not a reality that can be resolved on its own. To solve it, it will be necessary to understand someone, to listen to him, to follow the criteria of justice, to compromise, to find a common and satisfactory solution, to give up anger and a number of other actions.

## ***Conclusion***

In conclusion, it should be noted that in the organization of the educational process, first of all, to ensure the innovative activity of the teacher, the formation of personality, the creation of conditions, secondly, one of the urgent tasks of the day is to ensure the expression of its individual characteristics in the educational process, considering the comprehensive interests of students. Also, the teacher must be a sensitive psychologist and a skilled educator to avoid conflict. The educator must have a culture of easy communication with teachers and students through theoretical knowledge and pedagogical sensitivity, skillful organization of joint activities at school and abroad, the art of direct and indirect control of the pupil's thoughts, feelings and will.

The student should understand the etiquette mainly in the image of the educator, and the teacher should be able to become a lifelong favorite, ideal, role model for the student.

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