



Specific Characteristics Of Educational Work At General Education Levels (In the Example of the Activity of the Class Leader)

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Abstract: The institute of class leaders, which has been introduced in the educational institutions of our country and has several decades of development, is justifying itself in a certain sense. However, the fact that an alternative form of position has not been introduced in general education schools to this day gives an opportunity to draw certain positive conclusions about this position. In addition to the educational tasks performed by teachers, parents in the family, and the general public in public schools, class leaders ensure the harmony of the class they lead, actively involve them in learning and educational processes, and ensure the unity of the school, family, and public influence on the student. they are coming. Heads of the class are helping the class team to gather life experiences, master social moral standards, and educate the personality of the student who has matured and educated in all aspects, who has the great goal of serving the Motherland in his heart.

Key words: Class leaders, education, pedagogy, spirituality, society, new era, New Uzbekistan.

In general education schools, not only educational work, but also educational activities of class leaders have a special place in leading the educational process. In fact, the classroom team, as the main link of educational work, creates an environment that actively affects the development of the individual with each student. The class controls the morals and education of schoolchildren, forms the opinion of the public about the behavior of each student and the process of formation as a person. Therefore, the management of general education schools should pay attention to the appointment of the most experienced teachers as class leaders in order to properly and effectively carry out educational work in the educational institution.

Heads of the class should carry out work based on the principle of continuity and consistency in the educational process. This shows that class leaders should not be replaced as much as possible. Also, in order to ensure consistency between primary and secondary classes, it is appropriate for the deputy director in charge of the field, the primary school teacher and the head of the secondary school to consider the issue of coordination of the educational work carried out together. For this purpose, the management achieves that primary school teachers and middle school leaders are well aware of the educational level of their students and determine the future work taking into account this level.

Experience in general education schools and the results learned during the research made it possible to determine the limits of replacement of class leaders. According to him:

1) grades 1-4;



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- 2) grades 4-11;
 - 3) grades 4-9;
 - 4) Grades 10-11.

These limits are implemented in the cross-section of general secondary education stages, and it is not recommended to change class leaders between them. Because the stages of general secondary education are divided into primary (grades 1-4), general secondary (grades 5-9) and secondary (grades 10-11) based on the specific characteristics of this education, and each of them has its own properties. The class leader organizes his activities based on his personal experience and worldview. Changing of class leaders quickly and inappropriately and in unrecommended periods has its effect on educational processes conducted with students. Educational processes are organized around a certain idea as a social phenomenon, and the frequent change of class teachers in unrecommended periods causes ideological deviations related to the education of students.

The specificity of leading the educational work of class leaders is determined by the stages of general secondary education (primary, secondary, secondary), conditions of general education schools (rural schools, urban schools) and professional qualifications of class leaders. In some cases, the school leadership focuses more on practical and individual work with the class team, the leading organization of the Youth Union, individual students. Such activities are carried out in the form of seminars, open educational sessions, conversations with the pedagogical team and parents. Sometimes attention is paid to public forms of work, that is, in addition, individual tasks are given on some educational issues by holding meetings of class leaders and the primary organization of the Youth Union. In general, the forms of organization and management of educational work may be different depending on the individual professional skills and creative approach of the school management.

In order to organize the development of the educational process in general education schools, the school management determines a specific program of methodical work to be conducted with students of grades 1-4 and class leaders of grades 5-11. It is appropriate to focus on the content of education of students of different age groups. After all, a primary school teacher should work keeping in mind that children who enter school with great interest are easily influenced by education. When a child enters school, he wants to be a good student. His upbringing takes place in various activities. This is why it is important that a child's first steps towards school, both as a student learning to write, read and count, as well as as a child learning to live and work together in a community, are well thought out and organized. He should be taught to do less complex tasks and his performance should be monitored to tell him what he has been told, what he has done well, and what he has yet to learn. Completing the task together with others, first graders gain aesthetic, moral and educational experience.

Educational processes in schools should be organized based on the laws of dialectic. According to him, the educational process begins with the simplest things and gradually becomes more complex, thus implementing the principle of gradualism in educational work. Therefore, class leaders should not be in a hurry to hold many conversations with children, organize new activities, excursions and trips.

In the first grade, the teacher should remember that the way he treats the children



determines the nature of the interaction between them. The level of upbringing of students, the set of positive changes in their attitude to people, their peers and adults, to fulfilling their duty, to work, to the team serves as the main criterion for the success of educational work.

If the educational activities are organized correctly, the socialization processes will be easier for students, and at the same time, they will develop interest in sports, various fields of science, technology and profession. A 3rd grade student has his own ideal, which can be his peers, teachers, parents, and other movie characters, and students evaluate the behavior of peers, including himself, from this point of view. This can be used productively and creatively by the class leader. In this way, the characteristics of the educational work carried out with primary classes are derived.

When it comes to general secondary classes, educational work with students becomes more complicated. This is related to the young physiological and psychological characteristics of students. 5-6 grades are attended by junior and middle school students. Adolescence is a transition period in the development of a school student, during which he leaves childhood. This feature occurs in him both naturally and consciously. In such a situation, the desire to be bigger than the available opportunities is not considered big, even if it leads to contradiction in many cases. A teenager's stubbornness, unreasonable rudeness, and rudeness often result from adults' insufficient appreciation of his desire for independence.

When the method of influencing children with words is used, at this age, it should be assumed that its effectiveness develops in connection with the growth of the mental and moral level of the teenager, the development of the ability to think logically and assimilate evidence. On the other hand, if adults do not adequately justify their arguments, the effectiveness of verbal influence is reduced. In this sense, the personal example of class leaders is of great importance in the formation of the character of teenagers. Considering himself as an adult, a teenager, unlike a younger student, very consciously tries to imitate the behavior and actions of adults. For a teenager, what adults do, how they behave, what they say, what they teach is of great importance. Adolescent children have a good sense of the purpose of a request. For him, honesty, rationality, purposefulness and the unity of adult requirements are very important. For teenagers, the tone and form of the request is important. Sometimes it is necessary to put a certain pedagogical requirement for teenagers, not directly, but indirectly. Educational supervision and inspection can also be done indirectly.

In the 4th-6th grades, students are taught new subjects. The content of academic subjects becomes more complicated, the demands placed on students increase in importance, and the role of their activity and independence in studying increases.

As students reach their teenage years, their physical and mental development levels increase somewhat. There are radical changes in the inner world and life conditions of older teenagers. At this age, students' interest in social and political issues also begins to increase. By this time, it is considered appropriate for the head of the class to give students an understanding of the rules of ethics, to direct their moral education accordingly, to increase their desire for self-education and independent reading. It should not be forgotten that students of this age have a deeper understanding of the essence of moral qualities and characteristics of a person than students of 4-6 grades, as well as a deeper understanding of the characteristics of



their personality and the need for self-education. In this regard, teachers activate students' search for moral examples and the formation of moral ideals in them. This raises the self-education of students to a higher level and creates new favorable conditions for their upbringing, growth and development. Therefore, it is important to guide teenagers in their self-education by creating conditions to involve them in activities that help them to develop positive personality traits.

Heads of classes should take into account that before the transition to the 7th grade, students often have a stable interest and desire to study, a desire to expand and deepen their knowledge of any subject, and interest in various fields of science, including literature, technology, and art. By this period, students begin to think about what profession they will have in the future. As a result of this, their interest in studying begins to differ from each other. However, their interests in choosing a career are relatively unstable at this age. It can be caused by random situations, such as a book read, a movie watched, or even a daily grade in a subject. This requires class leaders to regularly support and develop students' interests and inclinations in choosing a profession. From this age, class leaders are required to provide students with more detailed information about professions and fields, their content and their role and position in society.

The process of systematization is observed in students' views on existence due to the transition to higher classes and the acquisition of social and natural-mathematical sciences and their social activation. In particular, the qualities of dialectic worldview, professional stabilization, and hard work begin to be observed. Also, as a result of the formation of an attitude towards the processes observed in the world geopolitical space, a sense of civic responsibility increases in them, as a result of the formation of an attitude towards the family, parents, valuing teammates, respect for the Motherland and patriotic qualities. This same process also requires the class leader to properly direct these qualities that are being formed in them. For this, class leaders are recommended to take measures in the following directions:

- improving students' understanding of civic duties and responsibilities;
- organizing conversations about family responsibilities;
- to enrich their imagination and develop their skills to work with the team, to have their position in the team;
- implementation of a set of measures aimed at the formation of patriotic qualities;
- organization of roundtable discussions and meetings aimed at forming the political culture of students.

The new social status of secondary school students is very important in the development of their self-awareness and self-determination. "What is the meaning of life?", "What is the true happiness of a person?", "What are my abilities and opportunities, what is my place in life?" questions about their future excite them. In such situations, it is necessary for the class leaders to take into account the age characteristics of the students and help them to determine their place correctly so that they can actively participate in social activities as soon as they finish school.

The common opinion of the community is considered as the main supporting factor in education of high school students of general education schools. By the 10th grade, there are



serious changes in the composition of students in the class. 10 classes will be reformed as a result of the transfer of some students to secondary special and primary and secondary professional education. New students with different upbringings come to the classes, which seriously affects the general educational environment of the class. Due to this, as a result of the manifestation of the level of upbringing of each individual and the entire team, the formation of a strong and goal-oriented team, the increase in the differences in interests and abilities of older schoolchildren, the role of some students in the class team changes dramatically. Some of them gain attention among adults and peers with their knowledge, and do more of the public work, while others study the sciences in vain, shy away from public duties, and feel that they are not satisfied with themselves and are not satisfied. In such conditions, the equal distribution of tasks ensures that everyone in the team has the opportunity to believe in themselves and show their abilities. Therefore, class leaders working with senior students are required to establish a system of sensitive relationships in this regard.

The desire of students to determine their place in life creates the need for a noble goal, a deep understanding of the concept and categories of ethics and the formation of qualities that meet their systematization. But in high school students, sometimes there is a disconnection between the concept of morality and behavior, inability to achieve moral nobility in life. Some students, trying to establish themselves in the group of peers, show their independence and stand out from others, behave rudely, indulge in blind imitation, nihilism: schoolgirls and even boys, trying to attract the attention of others, chase after the fashion chain and wear tasteless clothes. In such cases, it is necessary to work on education of aesthetic taste and culture in high school students. It is not appropriate to be suspicious of fashion as an image, it is more important to persevere in the education of taste and culture in the behavior of young people.

It is important for the teachers of the class to strengthen their moral experience not only in the process of school life, but also through the means of expanding the circle of communication and interaction, to organize work with students in such a way that the acquisition of moral ethics and aesthetics becomes a component of their activity as a student.

This period is also responsible for the awakening of the first inclinations, the period of first love for students. Students attach great importance to friendship, loyalty to noble ideals. Violation of purity and loyalty in personal relationships, failure in activities and achievement of goals, return of sincerity from people causes serious moral violations in young people, leads to unfounded generalizations and negative views.

High school students begin to form personal attitudes towards the activities of teachers, including class leaders. Although they highly appreciate the general culture and erudition of teachers and class leaders, they forgive their lack of knowledge in private cases, but they cannot forgive their tolerance, indifference, inconsistency between words and deeds. Therefore, being able to maintain an internal relationship with students, understanding their experiences and searches, helping them in time, showing them how to get out of a difficult situation is useful in educating high school students. Rude interference of adults in the sphere of intimate interests of students alienates young people from them, causes a negative attitude towards the words and problems of adults. Raising high school students requires a very sensitive attitude from adults.

Certain changes are also observed in the guidance of class leaders in the performance of



public tasks and duties given to upper class students. In this case, it is appropriate to give them a certain degree of independence, to allow them to take the initiative, and to replace orders with advice and recommendations. And it works best to leave some control to the students themselves.

Based on the goal of all-round harmonious development of students and their age characteristics, class leaders will have to solve a number of specific issues:

- at all age stages of students' development, the environment of the class team changes, their composition improves, the life experiences of the members are enriched, this requires certain changes in the content, form and methods of the educational activities of the class leaders;

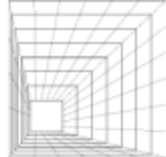
- the head of the class arouses interest in the surroundings in schoolchildren, satisfies their curiosity, forms a worldview in them, should educate them to be hard-working and hardworking, aware of their social duty, fair and pure, unworthy behavior, unable to look indifferently at negative events in life;

The education and training of the head of the class, his ideological beliefs and spiritual maturity, the correct educational relations that he practices in his pedagogical activities will help in the work of educating students in the spirit of patriotism. The effectiveness of the class teacher's educational work is determined by reviewing the results of monitoring the life of students, their level of education, their relationship to study, education and social activities, as well as the work and conversations with students and their parents.

In general, the head of the class should be well versed in the art of education in order to properly organize the educational work in the class assigned to him. School management should support class leaders by assigning experienced teachers to them. The process of upbringing cannot be a smooth process without contradictions. That's why classroom leaders need advice from experienced teachers on how to overcome these contradictions, how to re-educate students and how to organize self-education. Regular monitoring of the work of the class leaders by the school management eliminates complacency and allows monitoring of the achieved results. The purpose of monitoring should be to help class leaders, not to discuss the work of class leaders in pedagogical councils.

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