



## Principles and Psychological Approach of Working with Problem Students of Teaching Staff in the Higher Education System

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**Abstract:** This article examines the principles and psychological approaches of pedagogical personnel in the higher education system to work with problematic students.

**Key words:** Pedagogical leader, social adaptation, problem student, higher education system.

## Олий Таълим Тизимидаги Педагогик Кадрларнинг Муаммоли Талабалар Билан Ишлаш Тамойиллари Ва Психологик Ёндошуви

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**Аннотация:** ушбу мақолада олий таълим тизимидаги педагогик кадрларнинг муаммоли талабалар билан ишлаш тамойиллари ва психологик ёндошувлари кўриб чиқилган.

**Калит сўзлар:** Педагогик раҳбар, ижтимоий мослашув, муаммоли талаба, олий таълим тизими.

The modern system of higher education is aimed not only at preparing high-quality specialists, as it was during the last century and before, but also at educating a healthy, mature personality who can communicate and behave in various social situations. In this regard, a modern teacher should be a multi-disciplinary specialist, able not only to qualitatively convey certain knowledge about the subject, but also to perform the functions of a psychologist, educator, social teacher and mediator.

It becomes clear that such conditions for the organization of pedagogical activity do not seem possible in the existing reality, since, despite the fact that, according to the postulates of pedagogy, any teacher is a “big friend”, due to a lack of physical and moral resources, not every teacher is able to serve the system's needs more than its basic needs.

In such a situation, the logical way out is the delegation of pedagogical powers and methodological differentiation of pedagogical specializations. From here come teachers -



subject teachers, specialists in educational and educational work and, a relatively new branch for the Uzbek system of higher education - teachers - curators

In the Big Explanatory Dictionary of the Russian Language, edited by S.A. Kuznetsov, the term "curatorship" is denoted by one phrase - the occupation of the curator (1998) [5]. In the same dictionary, the word curator (from Latin curator) is interpreted as a guardian, trustee, "a person who is entrusted with the supervision of someone or something."

In the pedagogical dictionary of the authorship of B.M.Bim - Bada, the curator is defined as "as a teacher, educator, who oversees the learning of schoolchildren (students)" [1].

An analysis of other general scientific and pedagogical sources provides us with similar definitions, where, as we see, curatorial activity is defined in a rather narrow sense and is presented as work on pedagogical monitoring of students' activities, according to local documents of the organization. In pedagogical reality, the curator performs a number of functions aimed not only at recruiting and monitoring students for compliance with the rules of the educational institution, but also at the socialization, adaptation of students, and the solution of their problematic issues. So, we are faced with the question not only of defining the functions of curatorial activity, but also of creating a full-fledged image of a mentor in a pedagogical and methodological environment.

Based on the works of I.A. Vintin and N.K. Gehke, we single out the following functions of a modern curator in the higher education system, not related to the supervision of academic performance and attendance at classes:

- study of everyday, social, psychological needs of students, determined by them, as primary for successful adaptation at the university;
- determination of the range of interests of students, their main personal characteristics for building the program "Team - building" in the educational team;
- provision of primary support and assistance in critical social and domestic situations for the student;
- assistance to students in setting goals and allocating the necessary resources to achieve educational and other goals in the higher education system;
- the general development of students, aimed at broadening their horizons, cultural and patriotic education, according to both the plan of the higher educational institution and the personal plan of the curator.

As we can see, according to the selected functions, the components of curatorial work are made up not only of the number of successful students, but to a greater extent of the number of personal victories of each student, of the social portrait of each of the wards. In this regard, agreeing with E.V. Filatova, one can say that the curator becomes not just an ordinary teacher, but a "pedagogical coach", able to develop the potential of the individual in the key of citizenship and morality.

Hence, one of the main problems of the modern curator is the educational and social integration of students showing a low level of social education and involvement. The availability of higher education in Uzbekistan, starting from the 1990s, posed this problem to teachers, whose duties were not just the organization of the educational process, but also its organization, taking into account "problem" students.



"Problem" university students are one of the most difficult problems facing universities. Most universities have a policy that students who cannot attend classes or receive a scholarship for a certain period of time must be expelled. This policy can have a huge impact on students as they may be left without education and employment. Unfortunately, this policy can be very unpopular and is often criticized.

V. V. Davydov highlights in his work that a "problem student" in social activity usually strives to show his strengths, identify and overcome his own weaknesses, realize his belonging to society and, not least, his personal, unique role in his life activity. The young man realizes that he has already ceased to be a teenager, which means he is able to be socially active, to have his own ideals, principles, and his own opinion.

T.V. Dragunov, notes that the specific social activity of a student implies a greater susceptibility to the assimilation of values, norms, and behaviors that exist in the world [4]. The student tries to join life by imitation or protest. First, he accepts what is more accessible to him: appearance and demeanor.

The lack of proper experience and emotional stability makes imitative actions of students a cause for conflict. According to L. I. Maksimenkova, the desire for uniqueness collides with the desire for unification and forces consciously or more often unconsciously to oppose the established system, which, as it seems to him, goes against him, underestimates his capabilities and abilities.

Of course, in the course of higher education classes, the teacher cannot afford to be distracted every time by a sabotaging student, since the main task, nevertheless, remains the transmission of established knowledge in the subject. Here, the "problem" student becomes the task of the curator, who needs not only to find a measure to prevent unacceptable behavior, but to find out its root causes in order not to further isolate the student from university life and the team.

In the process of educational work, the curator needs to understand what caused the problem, why it arose and why it has not disappeared so far. To do this, he must carefully study all the circumstances related to this student, his family, and also turn to his immediate environment, including the student body. Sometimes, it is in the team that the student is rebuffed by his actions, which he considers legitimate. It is also necessary to study the behavior of the curator himself.

At the same time, hasty conclusions should be avoided, since in many cases he can be positively disposed towards the student, but at the same time not take into account some of his actions and actions. For example, if a student does not go to class, or does not do homework, this does not necessarily indicate his unwillingness to study. Perhaps he does not understand how to do it. In this case, he should be advised to contact the teacher with a request for clarification.

The activities of the curator in working with "problem students" should be based on the following principles:

- taking into account the individual characteristics of students, their needs, inclinations, interests, abilities;
- creation of comfortable conditions for study and residence of students; - protection of the rights and interests of students;



- the principle of taking into account the individual characteristics of each student is implemented in the course of organizing individual consultations, individual conversations, conducting trainings, psychological games.

In the course of working with "problem" students, the following methods can be used:

1. Educational work. The educational work of the curator in a higher educational institution includes the formation of students' knowledge about the profession, professional ethics and rules of conduct. In particular, teachers of the Department of Psychology and Pedagogy argue that students should know how to properly behave with teachers. This is necessary in order to avoid conflicts and misunderstandings that may arise when communicating with the teacher.

2. Method of suggestion. The method of suggestion has a wide range of applications, however, in the educational environment, it mostly consists in conducting methodical conversations about emerging issues and controversial situations, during which the student is offered cases - solutions to certain problems and his opinion is clarified about integration into the educational process of the university.

3. Method of encouragement and punishment. This method is aimed not at the very organization of incentives and suppression measures, but at the assimilation by students of the primary civil algorithms of causes and effects. So, the curator must show students that any of their actions entails consequences that can be fatal not only for themselves, but also for the entire team, for the organization of the educational process. This allows students to understand the importance of the difference between personal responsibility in school and collective responsibility in higher education, shows them the basic mechanisms for the existence of civil society.

Of course, the curator himself has the right to choose the methodology of working with problem students. Many curators, unfortunately, are conniving about these duties, believing that the student's personality is a full-fledged personality of an adult, and therefore does not require educational measures.

However, we should not forget that the university, nevertheless, is the highest, but the level of education, which means that pedagogical principles must operate in it, recognizing the need for mentoring in relation to any subject of the pedagogical process.

The curator, being a transitional step between students and the higher education system itself, not only must, but also has all the powers to successfully create socialization programs for students who are not successful in this area. This affects not only each individual student, but also the entire system of higher education, the main goal of which is the production of qualified, socially developed specialists who are able not only to do their job, but also to fully integrate into any team.

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