



PSYCHOLOGICAL APPROACH AND ITS SOLUTION FOR THE CORRECTION OF TEENAGERS WITH DIFFICULT EDUCATION AMONG SOME YOUNG PEOPLE OF SCHOOL AGE

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Abstract: In this working environment, the education of the pedagogue is of particular importance due to the fact that it is dedicated to the problem of psychological approach to professional activity on correcting the image of "I" in difficult teenagers. Within this problem, problems of scientific theoretical approaches to the psychological analysis of professional activity are studied.

Key words: correction, model of psychological approach, difficult upbringing, professional stereotype, tolerance

Correctional pedagogy is a science that studies the characteristics of the psychophysiological development of children with physical or mental disabilities who need special help, and deals with their education. The word "corrective pedagogy" is derived from the Latin words "correction" - elimination, pedagogy - education, learning. Children with mental and physical defects are called anomalous children (derived from the Greek word anomalous, which means abnormal). The topic of correctional pedagogy is anomalous children who need special help. The task of correctional pedagogy is to study the causes and types of anomalies, the characteristics of anomalous children in their psychophysiological development, on the basis of these, to organize integrated, inclusive or differential education, their education. is to deal with. The essence of the concept of a psychological approach to the work of each pedagogue with difficult-to-educate teenagers is the efforts of experts and the public to optimize the life of difficult-to-educate teenagers, taking into account their personality characteristics.

it consists of combining in a complex, scientifically based coordinated way to provide substantive and organizational methods. , should include such activities as seminars, trainings, work games, including training. The main goal of the model of the psychological approach of the teacher to work with adolescents with difficult education is to change the tactics and strategies of the teacher's work at the expense of professional-personality development, and to involve a wide range of public in the process of correctional work with adolescents with difficult education. The model consists of two parts:

The first part is called "**teacher**" and is the interaction of the psychologist-teacher dyad. The content of this part is not determined by the creation of activity with the correction of deviant adolescent characteristics of the teacher's professional personality.

The second part is tentatively called "Community" and consists of a wide range of interaction of specialists directly related to children and adolescents outside of school. The feature of this module is to expand the sphere of interaction between the psychologist and the teacher by adding state and public organizations to it. These include: - specialists of the department of social protection of the population; - inspectors of work with minors; - doctors of dangerous profiles for teenagers - specialists of sports organizations in the district; - representatives of the neighborhood, youth organizations, etc. It should be noted separately that the occurrence of a successful situation for the student directly depends on the teacher's professional and personal self-evaluation, and the characteristics of his professional motivation. Based on this, the main work of the psychologist with the pedagogues should be directed by the teacher to clarify his professional position, to make his personal responsibility more relevant and to form a positive attitude to change the "image of self" in the teenager who is difficult to educate. characterized by. Depending on the program tasks, each part has the following sections: 1. "**Teacher**": - psychological enlightenment of pedagogues — Teacher's "**psychological school**" - organization of self-help;- conducting trainings on developing self-understanding, awareness and effective interaction with maladjusted adolescents; - helping to develop the content of the lesson using psychological methods and techniques; - holding a meeting of parents thorough mastering of technology; 2. — Public - roundtable discussion; - conducting psychological consultations with interested specialists. By implementing the contents of the model in sequence, we decided to develop the general task of the teacher's professional competence in working with this category of students, taking into account their self-image. The general sequence of steps is structured as follows: - a request for a problem situation requiring a solution; - study material for discussion on the expressed topic; - questions on this topic; - discussion in small groups; - decision making; - draw final conclusions. We will dwell on the work of a more detailed informational direction on arming pedagogues with psychological knowledge, because timely help to pedagogues in working with teenagers with difficult upbringing and specific educational prevention is more important from a psychological point of view. 'secret shows. After all, the task of the psychological service is to provide pedagogues with information about the characteristics of adolescence, in particular, the personality characteristics of difficult-to-educate teenagers, and risk factors - for the psychological preparation of pedagogues for personality changes that may occur in teenagers. is to create conditions. The following tools are used in this direction: - lectures; - information leaflets; - conversations; - teacher's psychological school. Organization of self-help. According to the data of our research, in the real practice of educational institutions, a pedagogue with psychological competence who works with adolescents with difficult upbringing should be tolerant of deviations in adolescents, which include many behavioral reactions. Professional tolerance refers to the acceptance of these situations as temporary and the teacher's cognitive preparation rather than emotional reaction. In our understanding, the main principle in the

manifestation of tolerance is to be able to see the world through the eyes of another, putting oneself in the place of another. If it is not there, there will be a dead end, which destroys the mastery of professional activity and leads to professional destructiveness of the specialist. Therefore, it is necessary to look for ways to overcome and prevent it. Tolerance programs are primarily focused on teacher preparation and training. If the teacher is not patient with himself, does not appreciate his personality enough, does not respect him, then there will be a wonderful reaction of transferring all this to his relatives, first of all, to his students. When the teacher is a person, for his students something can give. Based on the results of our work, we came to the conclusion that when working with pedagogues, psychologists should be trained to create conditions for students' learning, including accepting subject-subject relationships in their work.

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