

FEATURES OF INTRACTABLE CHILDREN IN GENERAL EDUCATIONAL INSTITUTIONS

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Children are not born intractable. Behavioral problems should be taken as a result of the impact on society, social institutions and education for the children not favorable external factors. The reasons for this negative impact may be a variety of social, historical, political and economic causes such as civil (and not only) wars, the economic decline of the state, the loss of cultural norms, values and ideals, negative influence of the media etc.

Today, the problem of behavior problems, educational neglect of children is not solved. Practice shows that among pupils of secondary schools is becoming increasingly intractable. The problem of "difficult" classes becomes particularly painful not only for the city but for many rural schools. To overcome this situation is needed well-coordinated and systematic work of school personnel, social workers, psychologists about: learning interests, abilities, aptitudes of difficult students and their involvement in work groups, sports clubs both in school and in-school institutions working with parent committees class families intractable pupils disadvantaged families (weapons of pedagogical knowledge, provide specific individual methodological assistance); pay attention to overcoming and preventing the failure of students, to work on the gaps of the students, develop their thinking, attention, memory, to form in slow learners skills of rational organization of academic work, apply an individual approach to pupils losing in the educational work.

Keywords: *behavioral problems, students, deviant behavior, bias, prevention, education, educationally neglected children, pedagogical impact.*

Statement of the problem. Children are not born intractable. Vazhkovyhovuvanism should be taken as a result of the impact on society, social institutions and education for the children not favorable external factors. The reasons for this negative impact may be a variety of social, historical, political and economic reasons, such as: civil (and not only) the war, the economic decline of the state, the loss of cultural norms, values and ideals, the negative influence of the media and others.

Today, the problem of vazhkovyhovuvanism, educational neglect of children is not solved. Practice shows that among secondary schools is becoming increasingly intractable. The problem of "difficult" classes becomes particularly painful not only for the city but for many rural schools. To overcome this situation, it is really hard, well-coordinated and systematic work of school personnel, social workers, psychologists about: learning interests, abilities, aptitudes of difficult students and their involvement in work groups, sports clubs both in school and in-school institutions work of parent committees class families intractable pupils disadvantaged families (weapons of pedagogical knowledge, provide specific individual methodological assistance) to pay attention to overcoming and preventing the failure of students to work on gaps pupils to develop their thinking, attention, memory, form of slow learners skills of rational organization of academic work, apply an individual approach to underachieving in the educational work.

Analysis of recent research and publications. Problems of vazhkovyhovuvanism in his writings are considered domestic and foreign scholars as V. Sukhomlinsky, V. Orzhehovska, A. Pylypenko, S. Kirilenko, B. Kobzar, E. Litvinov, Y. Yakubova, N. Lavrynenko, M. Moskovka, M. Ivolgin, I. Demyenteva, G. Minkovskyy, V. Voitko, J. Herbeyev, M. Sturova. Psychology of difficult children studied: M. Alyemaskin, M. Boryshevskyy, L. Vygotsky, P. Blonsky, A. Cracow, D. Leontiev, N. Maksimova, I. Nyeveskyy, V. Orzhehovska, L. Slavina, V. Tatenko, V. Chudnovsky. The study of children with disabilities engaged in conduct O. Belicheva, P. Belsky, V. Bekhterev, M. Gernet,

J. Hilinsky, M. Kabanova, D. Kanter, S. Cohen, J. Kohn, A. Lichko, N. Maximova, R. Merton, I. Nevsky, I. Sikorsky, N. Smelser, N. Jurkiewicz et al. At the moment - stage of Private Education questions deviations in Ukraine exploring G. Karelova, R. Okhrimchuk. A. Shvets et al.

The aim of the paper is to highlight the factors that contribute to the emergence of difficult children, how to work with children in secondary schools.

The main material of research. In the conventional sense to intractable relate syatsya physically healthy children in behavior are observed inorganic zovanist, indiscipline, and bullying, delinquency, educational impact resistance.

Teaching vocabulary interprets "vazhkovyhovuvunist" as "conscious or unconscious resistance Child purposeful pedagogical impact caused by a wide variety of causes, including educational failures of educators, parents, mental defects and social development, identity, other personal characteristics of students, trainees, complicating social adaptation, assimilation academic subjects and social roles" [1, c. 27].

For intractable children characterized by the following behaviors:

a) improperly formatted needs - physical needs take precedence over moral, most material needs is immoral: to meet them to use tools that do not meet the standards of morality (smoking, alcohol, drugs, theft), which leads to the degradation of the individual;

b) some of these children have not developed the social and political needs;

c) heavy children eager to communicate with like myself, are out of touch with regular student group;

d) not developed a need for knowledge of the world, poor learning methods do not possess the cognitive activity;

e) distorted aesthetic needs;

g) is not developed, clogged vulgarism, slang vocabulary speech;

g) there is inconsistency, contradictions lyrical of views and beliefs;

i) no clear idea of the standards of conduct, limited sense of responsibility for their actions;

c) extremely limited intellectual interests, preference utilitarian interests over spiritual deprives these students pen prospects of development of the intellectual and moral improvement tion;

i) conceal their activities from their parents, teachers and classmates [2, c. 33].

School work with "difficult" students is systemic. Activities of social and psychological services are an integral part of the educational process in the institution. It promotes legal philosophy students, which includes a system of theoretical views on the rules and standards of behavior in society, skills lawful and responsible behavior of students, education intransigence to the illegal behavior of their peers, social activism students.

Social and psychological services in the schools with vulnerable pupils into account student-oriented principles:

- Unconditional acceptance of the child;
- Understanding of adolescent psychological development and his health;
- The vision of the real possibilities of each student, rather than inflated claims against him;
- Display of flexibility in educational tactics that should be subject to individual needs of the child, not personal views, habits and attitudes;
- Respect for the individual child;
- Commitment to "dialogue of equals" [3, c. 56].

Work with vulnerable and pedagogically neglected children and their rehabilitation should be done in three steps:

The first stage - Diagnostic (study and analyze the positive and negative qualities of education, conditions that contributed to the emergence and formation of negative qualities, identify ways and means to neutralize the negative effects and maintain positive signs. Mentor is a detailed description of educationally neglected pet);

The second phase - planning and identification of areas of work. Class teacher along with all the teachers that communicate with a "difficult" student, developing a detailed plan for re- defines the place and role of each caregiver;

The third stage - a deliberate pedagogical activity (con snyuyetsya implementation of the mentioned specific plans rations of personality involving anyone who may have a positive impact on the child (parents, relatives, classmates, teachers, caregivers, and others). Coordinates the foremost leadership class nick. The analyses of social and psychological changes in the behavior of the pupil are determined promising new line) [4, c. 87].

Working with vulnerable children in secondary schools should be comprehensive and sets out a number of tasks executing it:

1. Management studies school pupils contingent features, causes vazhkovyhovuvanosti, advanced experience with these students, identifies ways of improving work with them and their families.
2. The deputy director of educational work plans educational work with vulnerable, disadvantaged families, coordinate and harmonize the plan with the plans of school work class teachers.
3. Class teachers identify and study interests, abilities, inclinations of difficult students, involve them in extra-curricular, extra-curricular activities.
4. Psychologists and social pedagogues carry psychological prevention and correction of deviations in the behavior of minors.
5. Teachers, educators GPA provide individual assistance in the activities of gaps in knowledge.
6. Teacher and organizer involve working in groups, clubs, societies interest in school, after-school institutions in the community.
7. Student government bodies involved in the different types of public benefit activities, execution of orders, providing them with corporate assistance.
8. Parents' Committee is working with teaching staff and teachers in the social organization of teaching general education parents hear their meetings intractable and their parents.

9. The librarian plans to develop readers' interests intractable.

10. Medical staff gives teachers information about health, warns of neuropsychiatric abnormalities in juveniles.

In the education of the younger generation should occupy an important place preventive (prophylactic) measures that would have prevented sovery emergence of difficult children. It should focus on the social background warning of «difficult» children who are global. These include: the op tons of a healthy society socially and mentally, providing adequate psychological and educational culture parents. These foundations are laid back in school age you will walking with social objective that every young person should be primarily responsible parent, then fa hvtsem particular industry. Creating a social and educational environment for the realization and enjoyment of each person their intent tests and needs to overcome in society recurrence of violence, cruelty, limiting the spread of mass culture and low quality to ensure a high social status of teachers in society [5, c. 113].

Preventive work with vulnerable children social and psychological services school takes place at two levels:

Primary - at this level are covered children who have little emotional, behavioral and learning disorders (control visit by students of classes, complying with the rules, involving different kinds of social activities, interviews on legal topics).

Secondary - aims to work with vulnerable students. Secondary prevention involves early detection of children with difficulties in learning and behavior. The main objective of this level - to overcome these difficulties before the children becomes socially or emotionally unmanageable. Secondary prevention involves work not only with children but also with teaching staff, parents; teach adults strategies to overcome various difficulties in communicating with children and their education [6, c. 67].

The educational activities of the class teacher in this direction can be made according to the following tentative program.

- Study of the level of the class group.

- The study of the relationship between the students themselves, with teachers and parents.

- Public opinion, sentiment and tradition class team.

- Study of the degree of impact on student opinion leaders and micro groups.

- Study of the degree of influence on student's formal asset class.

- The study of individual psychological characteristics of "difficult" students.

- Questioning students on the theme "Your class", "You and your teachers," "You and your parents".

- Questioning of students with disabilities in their behavior on "Heavy teenager".

- Class Meeting on "moral and psychological climate in the team and how his recovery" (based on questionnaires).

- Meetings with parents of students, teachers on the theme "Our relationships and their impact on the performance and behavior of students" (based on questionnaires).

- Meeting of the asset class on "The role of the asset class in the prevention of deviations in the behavior of students".

- Implementation of reactive work (debates, quizzes, literary and thematic evenings, discussions, etc.). Aimed at developing pupils' rice morality.

- Conducting individual preventive work with students who have abnormalities in behavior, with informal leaders and member's micro groups.

Teacher correction can be applied to both individual student and the group, the entire team class.

The information gained about the class teacher leading the interests and inclinations of their pets, allow it to organize their educationally active (training, work, sports, art, fine) in those species where the results will be the highest. It is necessary to observe any progress pupils announcing them in class collective.

To succeed in correcting some negative effects, defects in the behavior of students should establish control over the conduct of their free time over the course

of the assimilation of the norms and rules of conduct and compliance with them at school and at home.

Educator's important to know every student belonging to certain groups outside the school, as necessary to correct promptly such as to inculcate in students the skills of friendly communication arm of the techniques of self-control, self-education.

The scientists stress the need for early diagnosis features of the child to develop preventive (prophylactic) correction methods prevent variations in its behavior. The basis for prevention of pathological forms of deviant behavior in children is a timely psychotherapy family conflict, promoting a healthy lifestyle in the home, adequate formation of parents to children, timely psycho- pedagogical diagnosis of the behavior of children, building their psychological portrait and others. The main measures of prevention and correction of deviations in the behavior of juvenile scholars include: psychological, educational, medical, social, combined [7, c. 56].

The school has to take care of the continuous development of pedagogical knowledge of parents resorting to various forms and methods of work, the most common of which are: pedagogical lectures, educational consultation, extracurricular teaching universal education, the final annual scientific conference day open door, classroom parent meetings, visiting parents' home, correspondence, advice to parents, parent invitation to school themed evenings of questions and answers, introduction of parental psychological and educational literature, university pedagogical knowledge, the structure of which may consist of two parts: lectures and case studies with adolescent parents and adolescents.

Conclusions. School as one of the most important in the lives of children social institutions play an important role in educating the next generation. The teaching staff of secondary schools in close cooperation and consultation with parents, in a complex and purposeful work needs to work on the problem of difficult children, and they have every chance of success. Parents should be aware of and interested in their children's lives, to give them more attention. To avoid

misunderstandings and correctly implement the pedagogical impact. Social educator and psychologist as part of social and psychological life of the school is the link between educational institutions and parents, advisers and assistant's parents and children.

The appearance of difficult and pedagogically neglected children should prevent timely preventive work or social class teacher of children at risk and their parents.

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