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METHODS OF PEDAGOGICAL CORRECTION: ADVANCED FOREIGN EXPERIENCE

Submission Date: October 05, 2024, Accepted Date: October 10, 2024,

Published Date: October 15, 2024

Crossref doi: <https://doi.org/10.37547/ijp/Volume04Issue10-21>

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ABSTRACT

Introduction. In the organization of pedagogical correction, general and special methods are selected based on the goals of correction. It would be wrong to divide the methods into good or bad methods. The effectiveness of educational influence depends on several factors and the fulfilment of pedagogical requirements, the logic of choosing and using methods, and the sequence of their practical application. By logically approaching the choice of correction methods, it is necessary to take into account the content of the problem, the purpose of correction, the characterological characteristics of students, the existing material and technical base, and the social environment of objects of correctional influence.

Methods. Analysis of foreign scientific literature, dissertations and articles on methods of pedagogical correction of students and their practical application.

Results. The methods used in the implementation of pedagogical correction measures in secondary general education schools in developed foreign countries, first of all, help students to understand themselves as individuals, control and manage their behaviour, and eliminate the sources of existing negative stereotypes in their behaviour and behaviour. aimed at developing reflection aimed at identifying and taking measures to increase the types of positive emotional reactions. Pedagogical correction methods are based on reflection on the organization of the self-management process by assessing the situation and identifying the source of negative emotions using algorithms for working with negative emotions in emotogenic situations.

Conclusion. Orientation of correctional activities to the development of reflection, which helps to identify the sources of negative stereotypes in the student's behaviour and to take measures to increase the types of positive emotional

reactions, the formation of the qualities of activity, enthusiasm and curiosity, and the development of the ability to analyze and evaluate one's behaviour and compare it with the planned goal will help.

KEYWORDS

Students, behaviour, pedagogical correction, correction method, reflection.

INTRODUCTION

Today, special attention is being paid to the issue of identifying and developing the creative talent and abilities of secondary school students. Ways, means, forms, methods and technologies of improving the personal efficiency of schoolchildren and correcting their moral image have been developed, and the introduction of this knowledge into the practice of the educational system has not lost its relevance today. Educating young people to value our national customs and traditions, and to form spiritual culture, patriotism, and national identity is one of the important problems facing secondary schools and waiting for its solution.

The issue of forming a new education in Uzbekistan and creating an international educational environment is reflected in a number of directive documents signed by the President of our republic. In these documents, special emphasis is placed on attracting qualified pedagogues and management personnel to the field, improving teaching methods, and gradually applying the principles of individualization to the educational process. This, in turn, requires the introduction of modern methods of studying and correcting advanced pedagogical experiences in the field in order to increase the professional competence of pedagogues and specialists.

Pedagogical correction activities carried out in educational institutions are considered activities aimed at determining and analyzing the levels of education and upbringing of students, organizing the educational process based on optimal regimes, and correcting the factors that negatively affect the socialization process.

METHODS

The effectiveness of pedagogical correction work in secondary general education schools depends to a large extent on the appropriate use of correction methods and tools at the level of specified requirements.

In the process of pedagogical correction, educational and training methods used in pedagogy, neuro pedagogy, psychology and sociology are relied upon. The effectiveness of correction depends on the correct choice of methods and their appropriate use. Therefore, generally, general and special methods are used in the pedagogical correction of schoolchildren based on the goals of correction.

Pedagogical correction methods are selected taking into account the age, psychophysiological and neuropsychological characteristics of students and peculiarities of their social environment. With a logical approach to the choice of correction methods, it is

necessary to take into account the content of the problem, the purpose of correction, the characterological characteristics of students, the existing material and technical base, and the social environment of objects of correctional influence.

Such an approach to the selection of correction methods helps the student in socialization and educational adaptation, increases the efficiency of personal activity and helps to accumulate positive social experience.

At present, general and special methods are used for the pedagogical correction of students in secondary general education schools, which are fully reflected in educational manuals and textbooks related to pedagogical correction³.

In this article, we have studied the methods used in the correction of students of secondary general education institutions in foreign countries and the mechanisms of their practical application.

RESULTS

Teachers with advanced pedagogical experience (T.P. Barinova, V.N. Kazakova, S.V. Karyukina, M.G. Zvyagin and E.E. Metelskaya) in their pedagogical activities, in providing education and upbringing to students with limited opportunities due to health who paid special attention to the issue of designing an individual trajectory. Difficulties in organizing pedagogical activities with such students are related to the medical limitations of the child's health, as well as the small number of hours allocated for educational activities. In such a complex situation, creating an optimal training plan is of great strategic importance. The following are defined as the main components of the methodology of designing the individual trajectory of the child: 1) the

map of the child's educational opportunities; 2) the individual child monitoring plan; 3) the individual study plan; 4) the training schedule and 5) reflection.

In the scientific research conducted under the co-authorship of V.I. Dolgova, the ways of pedagogical and psychological correction of anxiety observed in schoolchildren are mentioned. In this case, the development of effective models of behaviour by students themselves is considered an important component of corrective activities and self-evaluation. Explaining the content and conditions of new and non-standard situations, and introducing students to possible difficulties and ways to eliminate them - formed the essence of correction. For example, students practising exam procedures are among such situations.

Correction should be aimed at eliminating the student's problem in as short a time as possible. However, in most cases, a relatively long time is spent on such activities.

D. Tripp, T. S. Farrell and M. L. Griffin "Thinking focus: critical situation" method, H. Machost "Building sites" and B. Greiman, J. E. Dymont and T. S. O'Connell in the implementation of corrective measures for the development of effective behavior in students "Reflective essay" methods, C.R. Rayford, A. Costa and R. Garmston proposed "Cognitive coaching method. Let's look at the correction methods named below.

"Thinking focus: critical situation" method was recommended by D. Tripp in correctional practice in order to create the initial optimal situation in students or help them to understand the optimal situation more deeply.

According to the definition given by T. S. Farrell, the subject of critical situations is a special situation, an unplanned discussion of events that can help identify errors in the educational process and enrich it with new approaches. These events can range from students' misunderstanding of learning materials to how they should proceed in analyzing data sets that include their cultural background and socioeconomic status.

H. Machost believes that the critical situations used in the application of this method allow to identify any disagreements in human actions and to solve social, moral, pedagogical and even political issues that can be systematic for students' activities.

M. L. Griffin concluded that the method "Thinking focus: critical situation" contributes to the critical thinking of future teachers within the framework of models based on depth and content.

The task of forming the structure of the correction process is carried out by means of the "Construction sites" method. There are several models of this method in the literature, and H. Machost believes that since pedagogical correction is personal for each student, in practice it is appropriate to use the most appropriate model, taking into account the individuality of students.

J. Bain suggests following five steps, starting with student development support and moral stimulation before starting correctional practice:

1. Information – takes into account a particular experience and the contextual factors surrounding it.
2. Reaction - students verbalize their feelings, thoughts, experiences and other reactions in response to a particular situation.

3. Relationships are defined by establishing a connection between recent events and their behaviour and character traits.

4. Reasoning – encourages students to consider the underlying factors they believe are important in an attempt to understand why a particular result was reached or observed.

5. Recommendations - based on the results of the students' comments, it is used to promote behavioural scenarios or other outcomes that will be used in the future.

Among correctional methods, B. Greiman considers the "Reflexive Essay" method to be a simple yet effective method that incorporates various comments and perspectives on students' experiences related to their personality, emotional state, educational activities and social relations, and plans.

J.E. Dymont and T.S. O'Connell believe that the effective use of the "Reflexive Essay" method in student correction should not be limited to writing in a reflective diary or portfolio. Because they warn that such a restriction may lead them to give up their desire to practice various forms of correction.

York-Barr begins purposeful development when the student thinks about how to improve the effectiveness of his personal activity. Over time, the student noted that he could see his growth trajectory in the portfolio he wrote "Reflexive Essay".

H. Machost recommends that the "Reflexive Essay" method facilitate the process of feedback during correction, to preview the main focus situations using "feedback". After analyzing the main issue during the

training, he believes that it will be appropriate to discuss other aspects of the existing problem.

A. Costa and R. Garmston suggested using the "Cognitive coaching" method to develop effective behaviour in a person (pages 18-22).

Below is a brief description of the steps of using this method in practice:

1. Planning is the creation of a foundation of trust between the teacher and the students. The teacher discusses with the students the goals of observation based on their behaviour in the learning process. The teacher provides a detailed lesson plan for improvement, if necessary. In addition, the parameters of the reflective conference and the procedure for data collection are agreed upon.
2. Preparation – information is observed and collected about the behaviours that are planned to be discussed.
3. Reflective discussion - held after a certain time. This gives students the opportunity to reflect and analyze the lesson, and the teacher to organize the information and give it a deeper meaning and plan control questions through them.

During the discussion, students share their impressions of the correction session, discuss their plans by comparing their goals and behaviours, and express their personal opinions about the overall coaching experience. (31-p)

DISCUSSION

In developed foreign countries, the methods of pedagogical correction of students are aimed primarily at the development of reflection, which helps to identify the sources of negative stereotypes in their

behaviour and to take measures to increase the types of positive emotional reactions through self-awareness and control of behaviour.

The mechanism of action of the considered methods is to evaluate the situation and identify the source of negative emotions with the help of algorithms for dealing with negative emotions in emotogenic situations. After that, because the person can regulate his behaviour, the emotion is culturally expressed or transformed into another emotion that is relatively less harmful. The result of correction is directly related to the method of communication between the educator-pedagogue and the student and the means of pedagogical influence. The student's participation in the pedagogical process as a subject of activity, the establishment of effective activities in cooperation and an interactive educational environment serve to develop their free thinking, independence and creativity qualities.

CONCLUSION

Theoretical understanding of the problem of increasing the efficiency of personal activity of students is being realized at a rapid pace today. From the traditional point of view, the content of pedagogical correction methods is explained by the education of morality and hard work in students, increasing social activity, healthy thinking, and positive orientation of the way of thinking.

Orientation of correctional activities to the development of reflection, which helps to identify the sources of negative stereotypes in the student's behaviour and to take measures to increase the types of positive emotional reactions, the formation of the qualities of activity, enthusiasm and curiosity, and the

development of the ability to analyze and evaluate one's behaviour and compare it with the planned goal will help.

In modern research, pedagogical correction methods are considered to be related to the development of reflexive skills in a person, the issue of controlling negative emotional experiences, ensuring one's health and, ultimately, increasing the efficiency of personal activity through the development of self-awareness, control and management skills.

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