



## THE MAIN FACTORS OF INDISCIPLINE AMONG STUDENTS OF GENERAL EDUCATION SCHOOLS

**Sattorov Sardor Abdimuradovich**

**Teacher Of Termiz State Pedagogical Institute, Uzbekistan**

**ABSTRACT:** - In the article, the main factors of indiscipline among students of general education schools are insufficient development of intellectual, emotional, personal motivational qualities, lack of value system, physical and mental stress, failures in personal life, inadequate self-evaluation, emergence of aggressiveness in social behavior, lack of willpower. such features are covered.

**KEYWORDS:** Students are undisciplined, factor, personality intellectual, emotional, personal motivation, physical and mental stress, failure in life, social behavior, aggressiveness.

### INTRODUCTION

Conscious discipline training helps the teacher to achieve effective results in the correct upbringing of students' relationships with school rules, duties and responsibilities, and their responsibilities. Cultivation of moral qualities in the student, his ability to find his place in the class group and realize his identity is the basis for fulfilling the pedagogical requirements.

Discipline - "as a subjective ability of a person to form himself, covers all aspects of school life. It is one of the most effective conditions of upbringing and education" [1, page 17].

The content of moral education is manifested first of all in students' practical activities, study, work, community affairs, the nature of their relationships, methods of interaction, mastering the norms of behavior.

As a result of discipline education, positive personal qualities are formed in students. It is known that discipline is the natural freedom of a person in his activities, which accepts human values as a personal necessity. The psychological mechanism of formation of discipline and readiness for its upbringing

**“THE MAIN FACTORS OF INDISCIPLINE AMONG STUDENTS OF GENERAL EDUCATION SCHOOLS”**

should be directed equally to the interests of the school, pedagogues and students.

**ANALYSIS OF LITERATURE ON THE SUBJECT.** Various approaches to discipline in schoolchildren, sources of its criteria are researched in the works of T. N. Malkovskaya [2], V. A. Krutetsky [3], A. Bandura [4], G. Eysenck, V. E. Gmurman [5] done In their views, the task of pedagogy is to harmonize moral attitudes towards people with characteristics that show the individual's identity.

A number of scientists of our country G.Q.Tolaganova[6], I.M.Hakimova[7], Yu.M.Asadov, R.Musurmanov [8] addressed the problems of behavior and discipline among students in their scientific works.

The analysis of scientific sources, the analysis of the scientific and educational literature, the results of pedagogical experiments, and the analysis of programs are the basis for concluding that there is no single and systematic approach to the problem of school discipline at present. Some educational and methodical manuals and recommendations created do not allow to completely eliminate this deficiency [9].

## **RESEARCH METHODOLOGY**

Pedagogical observation, study and generalization of pedagogical experiences, organization of interviews on the research topic, summarization of research results in determining and analyzing the main factors of school students' indiscipline.

## **ANALYSIS AND RESULTS**

Different factors affect the occurrence of indiscipline, their content classification shows that these factors belong to two main groups. These are social (objective) and logical (subjective) factors. These factors have a direct effect on the emergence of one and the

other, as if the social and psychoontogeny processes are interconnected, that is, they complement each other.

Risk factors that cause indiscipline are defined as the relationship between the group or environment and individual characteristics and the high probability of its disruption in a certain period of time

One of the main factors that determine the level of indiscipline is the family. Most researchers rightly recognized this factor as the leading factor. One of the leading functions of the family is to exert an educational influence that ensures the socialization of children. Unfortunately, this function is not always satisfactorily performed due to some factors, including parents. Researchers have identified a number of reasons for indiscipline in the family, including improper family structure, low level of pedagogical knowledge of parents, lack of common views on education of family members, exclusion of parents from the educational process for various reasons, low material support of the family or vice versa. shared at a high level.

It should be noted that family relations have a direct and strong influence on the occurrence and strengthening of indiscipline. In particular, the increase of indiscipline is caused by some wrong behavior of teenagers, failure to achieve the expected progress in the educational process, and even the wrong attitude of parents towards such things as teacher's reprimand.

The second important factor in the emergence and strengthening of indiscipline is the poor organization of educational activities, that is, the school factor. The causes of student indiscipline are as varied as its forms. In most cases, indiscipline in educational institutions is expressed in the interaction between the subjects of education (with teachers or

**“THE MAIN FACTORS OF INDISCIPLINE AMONG STUDENTS OF GENERAL EDUCATION SCHOOLS”**

classmates, etc.), violations of the rules of conduct, as well as serious difficulties in mastering educational materials, the lack of full implementation of the creative and intellectual potential of students, and educational activities. is carried out in connection with N.M. Iovchuk and A.A. Severny, "school indiscipline is a complex social-personal phenomenon that has arisen as a result of the influence of the personality of the student and the surrounding environment" [10; page 26].

The main causes of indiscipline in school are relations that contradict the norms of the culture of communication that should be followed in the educational institution, the characteristics of the individual method of the teacher in the field of education, the weak pedagogical cooperation of the pedagogue and the administration of the educational institution, the lack of conditions that affect the development of the student as a full-fledged person in the school, the teachers' negative attitude towards students, some factors affecting interpersonal relations in the class group, lack of modern requirements of educational methodology, low level of general culture of pedagogues [11; 12].

Each of the mentioned factors creates processes of indiscipline. Indiscipline at school does not happen suddenly. This process is clearly expressed in a certain stage of indiscipline, which has been going on for a long time and secretly.

In the family tree of indiscipline factors, the characteristics of the student's personality have a special place. Among the many causes of indiscipline are the insufficient development of intellectual, emotional, personal motivational qualities in a person, the absence of a value system, the manifestation of internal complexes, physical and mental stress, failures in personal life,

inadequate self-esteem, age-uncharacteristic infantilism (mental and the preservation of physical conditions), its often transition to completely unpleasant situations such as apathy, the appearance of aggressiveness in social behavior, and the lack of willpower can be distinguished,

Determining a student's propensity for indiscipline is, of course, somewhat more complicated than determining whether the lessons have been mastered. While the consistent systematic criterion for determining non-assimilation is the assessment of knowledge, there is no criterion for the assessment of discipline.

In the course of our research, it is appropriate to study the causes of discipline in 2 groups.

1. Indiscipline is related to the motivational and affective aspects of a person. Such students are distinguished by the following characteristics of indiscipline:

the student's relationship with the students around him deteriorates as a result of improperly formed communication, as a result, he disagrees with his peers (with all students in the class or with some qualities), with his parents or teacher with some classmates), with his parents or teacher. With his indiscipline, he tends to oppose his classmates, parents or teacher, which causes resentment in others;

Indiscipline is the result of a student's wrong attitude towards school and studying. As a result, the interests of students belonging to this category are included in things outside of school and study, school and study take the next place for them;

the student wants to gain prestige among his peers, he tries to gain their attention not by his academic success or personal qualities, but by his rude jokes and swearing. As a result, he is

#### **“THE MAIN FACTORS OF INDISCIPLINE AMONG STUDENTS OF GENERAL EDUCATION SCHOOLS”**

undisciplined in class, during recess or at events;

As a result of the wrong education received in the period before coming to school, the student does whatever he wants in the lesson, does not comply with the requirements of society.

Indiscipline occurs because the student does not know moral rules and standards, he does not have the skills to behave in accordance with moral standards, he does not know how to behave. Such students, in turn, can be divided into the following two groups according to the nature of indiscipline:

students engage in indiscipline due to poor organization of their behavior or activities. As a result, they do not behave well or know the rules of behavior, and they do not practice and reinforce positive behavior;

The student's indiscipline is caused by a tendency to laziness in his behavior, impressionability, vivaciousness, etc.

The first group includes students who are undisciplined due to unpleasant emotional experiences and temper tantrums. This group includes most of the undisciplined students. Due to their tendency to negative experiences and their extreme impressionability, such students constantly disagree with their friends and teachers, and they are angry. Their inadequate behavior causes unpleasant behavior.

First of all, it is necessary to mention separately the students who are under the influence of heavy emotions due to failures in studies. Inability to master lessons, aspiring to the level of the status of well-read classmates, but not being able to achieve it, often causes feelings of pain and disbelief that the teacher gave a fair assessment. As a result of such emotions, he suddenly gets hot, gets angry, leaves, quarrels with his friends and teacher.

Having received a low grade or a lower grade than he expected, he is rude with immorality, tends to violence, approves of his own, raises his voice and seeks to prove himself right.

Often, a student's poor mastery, even satisfactory mastery, causes disagreements between parents and teenagers. In most cases, parents punish their children for bad or not so good grades. They deprive some of what is precious to them. Such an attitude of parents, not taking into account the child's capabilities, spoils the child's mood and causes him to study worse. Thinking of the punishment he will receive in the family, the student will tend to strongly resist being given a bad grade.

The teacher's attitude toward him also depends on the occurrence of emotional distress in the student. Feeling that his teacher treats him badly, even if it has no basis, causes the child to feel pain and causes his behavior to be disturbed and his studies to be poor. Sometimes such children do not like what the teacher says, it seems that the teacher does not recognize their abilities, insults them, and treats them unfairly. In response, they do not listen to the teacher's warnings, they show their unpleasant feelings by talking back and being rude.

Negative emotional experiences are more disturbing to students who do not get along with their peers in the community. The real reason some students can't hang out with their classmates is because they feel like they don't fit in the group they want. Such negative moods and experiences are the main source of his indiscipline or constant disorder.

In addition, it plays a role in the emergence of such negative feelings about the family. Bad relations between father and mother, quarrels, conflicts, disputes, being dissatisfied with each other, different attitudes of parents towards children, punishments, in general,

**“THE MAIN FACTORS OF INDISCIPLINE AMONG STUDENTS OF GENERAL EDUCATION SCHOOLS”**

similar unpleasant situations cause severe mental experiences in the student and are the signs of indiscipline mentioned above. It leads to the formation of negative habits such as negativism, aggressive behavior, rudeness, not listening to what is said.

Indiscipline is analyzed depending on the extent to which it is spread in various areas of life and activity, as well as to what extent a person allows it. According to its expression, indiscipline is manifested in hidden, open and obvious forms. According to the description of the occurrence, it is divided into primary, secondary, depending on how long it lasts, situational, temporary and stable (stable) types. Indiscipline, like any process, has its origin, development, quality status, direction of development, classification characteristics.

Classification description is important in choosing effective ways to eliminate indiscipline.

## CONCLUSION

In conclusion, school indiscipline is a violation of the student's attitude to study, conflicting relationships, psychogenic diseases and reactions, increased levels of anxiety, formation of incorrect mechanisms in the development of the student's personality. At the root of these problems are complex personal and social attitudinal factors. These factors have a serious negative impact on the formation of a student as a well-rounded person. In most cases, such situations happen to students as a result of incorrect pedagogical requirements being imposed on them.

## REFERENCES

1. Рашидов Х.Ф., Мусурманов Р., Дехканбаева З., Зокиров А.А., Алимходжаева С. Дарс интизомига салбий муносабатдаги болаларга нисбатан конструктив таъсир этишнинг назарий ва методологик

асослари. – Т.: «Ноширлик ёғдуси», 2015

2. Мальковская Т.Н. Воспитание сознательной активности старших школьников. –М., 1974. –56 с.
3. Крутецкий В.А., Лукин С. Воспитание дисциплинированности подростков. –М.: «Учитель», 1960. –370 с
4. Бандура А. Теория социального научения. –Санкт–Петербург: “Евразия”, 2000. –320 с.
5. Амонашвили Ш.А. Психологические основы педагогического сотрудничества: Кн. для учителя. –К.: Освита, 1991. –111 с.
6. Тўлаганова Г.Қ. Тарбияси қийин ўсмирлар: [Психолог мутахассислар, амалий психологлар учун]. –Тошкент: “Университет”, 2005. –128 б.
7. Ҳакимова И.М. Девиант ҳулқ–атвор психологияси. Ўқув қўлланма. – Тошкент: Ўзбекистон Республикаси ИИБ Академияси, 2013. –155 б.
8. Асадов Ю.М., Мусурманов Р. Ўсмирлар девиант хатти–ҳаракатининг ижтимоий–психологик хусусиятлари (диагностика, профилактика, коррекция). Ўқув–методик қўлланма. –Тошкент: ЎзАФТИ, 2011. –191 б.
9. Дехкамбаева З.А. Интизомсиз ўсмирлар диагностикаси (ўқувий қўлланма). –Тошкент: ЎзПФТИ, 2015. – 84 б.
10. Рашидов Х.Ф., Мусурманов Р., Дехканбаева З., Зокиров А.А., Алимходжаева С. Дарс интизомига салбий муносабатдаги болаларга нисбатан конструктив таъсир этишнинг назарий ва методологик асослари. – Т.: «Ноширлик ёғдуси», 2015
11. Юсупов Э. Ёшларнинг маънавий камолоти. –Тошкент: Ўзбекистон, 1995.

**“THE MAIN FACTORS OF INDISCIPLINE AMONG STUDENTS OF GENERAL EDUCATION SCHOOLS”**

12. Ермолаев Б.А., Г.Г. Жарков и др. Отклоняющееся поведение молодежи: краткий словарь–справочник. – Владимир: ВГПУ, 1994. –144 с.