

FEATURES OF THE WORK OF A TEACHER WITH HYPERACTIVE JUNIOR SCHOOL CHILDREN

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One of the painful social phenomena experienced at the present time is various deviations in the behavior of children. Misbehavior, understood as a deviation from social norms, has become widespread in recent years, which has placed this phenomenon at the center of society's attention.

The urgency of the problem lies in the fact that the selected type of deviant behavior is a common type encountered in practice, and which causes great difficulties in assimilating educational material in training. On the one hand, the school makes high demands on the discipline of students, on the ability to listen to the teacher, focus on the lesson, etc. On the other hand, the number of children who, for various reasons, cannot absorb the program due to restlessness, disinhibition, lack of concentration, etc., is increasing. That is why effective methods and techniques are so necessary for carrying out preventive work with children of primary schoolchildren with hyperactive behavior.

Prominent scientists such as G.B. Monina, E.K. Lyutova-Roberts, L.S. Responsive, D. Conners.

What are these so-called hyperactive children? These are children who cannot adequately adapt to the realities of the life around them and therefore are perceived by their immediate environment as an object of constant care and a source of anxiety. Both the children with heightened activity and their environment suffer from their inherent fussiness; the cause of trouble is behavior that deviates from socially accepted norms. [1, 24].

"Perpetual motion machine", "lively", tireless, fidget, mischievous, clown, uncontrollable, in the classroom - absent-minded, inattentive, swaying in a chair, dropping pens and pencils and constantly collecting them - this is not a complete list of teachers' reviews about hyperactive children. Others get the impression that these children are not raised by their parents, that they live in an atmosphere of permissiveness. Although this is most often not the case.

Hyperactivity is a major feature of a number of symptoms that make up the "brain injury" syndrome. It is characterized by a multitude of microdamages to the brain structures, more often of a regulatory nature, in the absence of gross focal brain damage. The "area of responsibility" for this problem - the reticular formation - was also localized. This department of the central nervous system is "responsible" for human energy, for motor activity and the expression of emotions. Due to various organic disorders, the reticular formation can be in an overexcited state, and therefore the child becomes disinhibited [2, 15].

In the course of researching this problem, we tried to develop guidelines for the psychological and pedagogical work of a teacher on working with children with hyperactive behavior:

1. Frequent complaints about a hyperactive child to his parents can only aggravate the situation, therefore, it is imperative to start a conversation with parents by telling something positive about the child, and only then proceed to discuss the difficulties that have arisen.

2. If there is a conflict in the lesson, then it should be extinguished immediately, and if the culprit calmed down after 3-4 minutes, then you can continue the studies without any moral sermons.

3. Use pedagogical techniques such as giving clear signals, calm handling, constant stimulation of the hyperactive student.

4. The student should choose a place in the classroom that has fewer distractions.

5. The lesson can be divided into short periods. For example, after completing 2-3 tasks, you can play a game with the children, have a physical education or do gymnastics for the fingers.

6. When completing the assignment, you can discuss with the child before starting work what he wants to advise himself for the successful completion of the assignment. If the child already knows how to write, have him write the rule (instruction) on a piece of paper and place it in a prominent place.

7. To encourage a hyperactive child, as he does not know how to wait long, you need to instantly.

8. Remember that hyperactivity is not a behavioral problem, not the result of poor parenting, but a medical and neuropsychological diagnosis. The problem of hyperactivity cannot be solved by volitional efforts, authoritarian instructions and beliefs.

Thus, the above methods do not eliminate the violation, but make it possible to cope with its manifestations, help to mitigate many consequences, such as academic delays, feelings of inferiority, family breakdown, injuries, the need to be placed in special behaviors. The better the teacher's explanatory work is organized, the greater the possibility of providing timely assistance, the more chances the child has to find his own individual path into society.

It is interesting that people with a hyperkinetic mindset are often able to enrich the lives of those around them: from them, with their childish enthusiasm, spontaneity, original ways of solving problems, a certain vital impulse emanates. Unusual forms of behavior, a different structure of perception of the world around them, a tendency to fantasize often distinguish them favorably from their peers, who, next to these sparkling natures, seem to be old people.

However, in the absence of help, the life of a child with hyperactive behavior can turn into anguish and a continuous chain of frustration and humiliation. And only if teachers, parents and psychologists unite their efforts, effective assistance can be provided in the socialization of these children, they can realize themselves, finding their way to a better, more fulfilling life.

Литература

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