

BULLYING, MIGRANT FAMILIES, AND INDIVIDUAL APPROACHES IN WORKING WITH AT-RISK STUDENTS

Jabborov Maqsud Mashrabovich

Jizzakh Regional Center for Pedagogical masters,

PhD in Pedagogical Sciences, Uzbekistan

Abstract: This article explores the adaptation challenges faced by students from migrant families, focusing on pedagogical work with difficult-to-educate children and the phenomenon of bullying. It highlights the impact of family environment, psychological conditions, and social adaptation factors on students' personality, behavior, and academic development. The study also provides practical recommendations for strengthening teachers' professional capacity, fostering student resilience, and enhancing collaboration between family, school, and community to build a safe and supportive educational environment.

Key words: students with behavioral difficulties, migrant families, adaptation, educational methods, social factors, personality, individual approach, bullying.

Аннотация: В статье рассматриваются трудности адаптации учащихся из семей мигрантов в рамках педагогической работы с трудновоспитуемыми детьми, с особым вниманием к феномену буллинга. Анализируется влияние семейной среды, психологических условий и факторов социальной адаптации на личность, поведение и учебные достижения школьников. Предлагаются практические рекомендации по повышению профессиональной компетентности педагогов, развитию устойчивости у учащихся и укреплению сотрудничества семьи, школы и сообщества для создания безопасной и поддерживающей образовательной среды.

Ключевые слова: учащиеся с поведенческими трудностями, семьи мигрантов, адаптация, методы обучения, социальные факторы, личность, индивидуальный подход, буллинг.

Introduction

In modern school education, working with difficult-to-educate students remains an urgent issue. At the same time, the socio-demographic changes taking place in society, particularly the increase in migrant families, significantly affect the formation and upbringing of students' personalities. As a result of migration, children often experience psychological instability, problems of social adaptation, and feelings of loneliness. These situations frequently lead to deviations in upbringing, passivity or aggressiveness during lessons, and social isolation.

In this context, the role of teachers and specialist-organizers in working with difficult-to-educate students becomes even more important. They must help students develop a need for self-education, the ability to clearly envision their future, seek ways to achieve it, and strive toward high ideals. Especially through individualized approaches, it is crucial to take into account each student's psychological state, family circumstances, and personal needs. Indeed, individuality serves as an example of both national and human values and becomes one of the main driving mechanisms of progress.

Literature review and research methodology.

How is the technology for forming and developing the universal human values or positive qualities of a perfect person, as well as the positive traits of the Uzbek character, constructed?

According to Prof. B. Ziyomukhammadov, universal human creative qualities and virtues that belong to proper upbringing can be imagined as follows:

First, qualities and virtues of *entrepreneurship and diligence*: industriousness, perseverance, meticulousness, activeness, responsibility, honesty, fairness, skillfulness, flawlessness, quality orientation, agility, resourcefulness, neatness, orderliness, initiative, accuracy, thriftiness, perfection, disinterestedness, and others.

Second, qualities and virtues of *intellect and wisdom*: intelligence, meaningfulness, calmness, sound reasoning, wisdom, validity, discernment,

sensitivity, wit, ingenuity, conciseness, argumentativeness, efficiency, literacy, curiosity, passion, and others.

Third, qualities and virtues of *steadfastness*: activity, determination, promptness, ardent zeal, enthusiasm, quick temper, perseverance, keeping one's word, stability, bravery, courage, discipline, love of freedom, seriousness, self-restraint, composure, self-demand, modesty, sociability, willpower, and others.

Fourth, *general qualities and virtues of personality*: attractiveness, elegance, charm, charisma, dignity, majesty, development, respectability, poetic spirit, inspiration, nobility, uniqueness, maturity, seriousness, cultural refinement, good upbringing, and others.

Fifth, *moral qualities and virtues*: humaneness, friendship, care, devotion, sincerity, compassion, kindness, love of children, faithfulness, selflessness, politeness, courtesy, attentiveness, openness, forgiveness, hospitality, good manners, generosity, and others.

Sixth, *emotional and passionate qualities and virtues*: optimism, elation, solemnity, cheerfulness, melancholy, trustfulness, dreaminess, confidence in the future, kindness, absence of resentment, tenderness, nobility, fervor, sensitivity, shyness, modesty, chastity, and others.

Research results and discussion migration and its impact on child upbringing

When children from migrant families enter the education system, they face various adaptation difficulties due to differences in their family, social, and cultural environments. The lack of stability in such families, economic hardships, frequent changes of residence, parents' preoccupation with work, or their departure abroad often lead to psychological and emotional instability in children.

These situations are especially reflected in the school environment: children may be reluctant to participate in the learning process, show passivity in communicating with peers, lose interest in lessons, and experience social isolation.

For example, when a child feels left out in the school setting, he or she may respond with indifference to classroom activities or with defiance. At times, these

behaviors manifest as passive resistance, aggressive attitudes, refusal to join the group, or disruption of lessons. Teachers often interpret such behavior as a deviation in upbringing. In reality, however, these actions stem from the child's inner needs — a thirst for affection, a demand for an atmosphere of trust, and a need for emotional security.

Therefore, when evaluating the problems of children from migrant families, educators must thoroughly analyze their background, cultural characteristics, family factors, and individual psychological conditions. Instead of labeling them as “difficult children,” it is necessary to provide socio-psychological support, create a trustworthy communicative environment, and apply individualized approaches.

Through such student-centered approaches, children develop greater self-confidence, form a positive attitude toward education, and strive to establish stable interactions with their environment. This contributes not only to their personal success but also to the overall social climate of the classroom.

Migrant families may also have their own unique methods of upbringing. For teachers, it is important to understand and respect these cultural differences and to establish cooperative relationships with families. Building trust-based communication with parents plays a decisive role in correctly assessing the student's condition and providing effective support.

Conclusion

A thorough analysis of the influence of migrant families in working with difficult-to-educate students and taking into account the psychological state of children from such families is an important direction of modern pedagogical approaches. Through individualized methods tailored to each student's needs, it is possible to increase their activity during the learning process, facilitate their social adaptation, and help them feel like equal members of society.

Representatives of the education system and teachers should not limit their work to the mere transmission of knowledge, but should also act as mentors who support each child's personal development, upbringing, and socialization. Only in this way can we provide genuine assistance to those students who are left out of

the educational process — often labeled as “difficult,” but in reality in need of attention and care.

REFERENCES:

1. B.Ziyomuxammadov .Komillikka eltuvchi kitob. “Turon-iqbol nashriyoti”, Toshkent, 2006 – 352 b.
2. M.Jabborov. Tarbiyasi qiyin o‘quvchilar bilan ishlash metodikasini takomillashtirish // Maktab va hayot, 2023. №8. – B. 25-27.
3. Karimova Z.T. Migratsiyaning bolalar psixologiyasiga ta’siri. – Toshkent: Fan, 2020. – 114 b.
4. Turaeva M.O. Shaxsga yo‘naltirilgan ta’lim va uning pedagogik asoslari. – Toshkent: Ilm Ziyo, 2021. – 145 b.
5. Nazarov R.A. O‘quvchilarning psixologik portretini aniqlashda individual yondashuvning o‘rni. // Pedagogik izlanishlar jurnali, 2022, №4. – B. 63–67.