

**PEDAGOGICAL FOUNDATIONS FOR DEVELOPING PERSONAL GROWTH
SKILLS IN CHILDREN WITH BEHAVIORAL DIFFICULTIES FROM MIGRANT
FAMILIES**

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Abstract: This study explores pedagogical methods for developing affective, cognitive, and psychomotor skills in children with behavioral difficulties from migrant families. Affective competencies foster emotional stability and social adaptation, while cognitive development is supported through Bloom's taxonomy, differentiated instruction, and modern educational technologies. Psychomotor skills are strengthened via sports, technical creativity, and practical laboratory activities. The paper emphasizes a systematic pedagogical approach and interdisciplinary collaboration between teachers and psychologists to ensure the holistic development of children with challenging behavior.

Key words: children from migrant families; behaviorally challenged students; affective, cognitive and psychomotor skills; differentiated instruction; teacher-psychologist collaboration; holistic child development

INTRODUCTION

The current normative and legal documents emphasize the importance of educating young people who possess modern knowledge and skills, think independently, demonstrate initiative, and actively participate in social life. From this perspective, working effectively with children from migrant families who exhibit behavioral difficulties has become one of the most pressing pedagogical issues of today.

The development of affective, cognitive, and psychomotor skills plays a crucial role in fostering such students' socio-cultural adaptation, psychological stability, and positive attitude toward the educational process. These skills enable children to manage their emotions, enhance their thinking abilities, and harmoniously develop creativity and motor activities. [1]

An essential factor in involving students in the process of self-education is their level of self-awareness. Particularly in the early stages of schooling, the formation of the ability to analyze and critically evaluate one's own behavior significantly increases the effectiveness of self-education. Every student is capable of achieving high results in moral and personal development; however, this requires the educational process to be organized in a manner that supports and promotes individual growth.

RESEARCH METHODS AND RESULTS

Every educational domain equips children with the knowledge, skills, and competencies necessary for real-life situations in their future professions. For instance, a student with well-developed psychomotor skills may successfully pursue a career as a surgeon, designer, or

architect. Therefore, educational domains often complement one another, contributing to the comprehensive development of a child's personality. [2] The research employed a combination of theoretical and empirical methods. Theoretical analysis involved the study of scientific literature, advanced pedagogical practices, and relevant normative documents. At the empirical stage, data were collected through observation, interviews, questionnaires, pedagogical experiments, and psychological diagnostic tests.

The study involved a group of students from migrant families, several teachers, and a small number of psychologists. Using a differentiated and learner-centered approach, supported by teacher-psychologist collaboration, the research analyzed the development indicators of affective, cognitive, and psychomotor skills among students.

Affective skills refer to a complex pedagogical process aimed at developing children's emotional responsiveness, value systems, moral outlooks, and socio-emotional reactivity. These skills play a crucial role in shaping emotional intelligence and social adaptability, which are particularly important for children with behavioral difficulties. Among children from migrant families, emotional deprivation, lack of parental attention, feelings of loneliness, and social isolation are often observed, all of which negatively affect their socio-emotional development. Therefore, pedagogical approaches must be directed toward the systematic and purposeful formation of these children's affective competencies.

The development of affective skills is implemented through the following key areas:

1. Organization of psychological training and emotional support groups:

Psychological training is an effective tool for addressing social and emotional challenges faced by migrant children. Such training enhances self-awareness, emotional expression, stress management, and interpersonal communication. Establishing emotional support groups allows children to openly express their feelings, share experiences with peers, and build a system of social support. Activities such as dramatization, role-playing, analysis of emotional situations, and collaborative decision-making exercises significantly strengthen children's self-awareness and empathy skills. [3]

2. Creating a positive emotional environment through national and universal values:

The process of social adaptation can be challenging for children from migrant families; hence, introducing them to national values, cultural heritage, and universal moral ideals is essential. During the educational process, teachers guide students to appreciate their family and national traditions while fostering universal human values such as compassion, respect, responsibility, and solidarity. This approach creates a positive emotional climate, enhances psychological stability, and facilitates smoother social integration.

3. Individual counseling and collaboration with school psychologists:

Every child with behavioral difficulties has unique psychological characteristics, making an individualized approach essential for developing affective competencies. Regular one-on-one meetings with school psychologists and class teachers help children analyze their emotions, evaluate their behavior, develop intrinsic motivation, and strengthen self-awareness. Through such interactions, educators identify students' strengths and weaknesses, offer guidance for overcoming emotional difficulties, and encourage their active participation in school life.

4. Integrated methods for developing affective skills:

- Role-playing and dramatization: enable children to experience emotional situations firsthand, fostering empathy and emotional self-awareness.
- Emotional journals and reflection exercises: help students record daily experiences and analyze their emotions.
- Social projects and group work: develop cooperation, shared responsibility, and social interaction skills. [4]

As a result, the systematic development of affective skills contributes to improving the emotional stability, social integration, and moral-socio-emotional competence of difficult-to-educate children from migrant families. This, in turn, enhances their self-education abilities and ensures more effective participation in the educational process.

II. Development of Cognitive Skills

Cognitive skills represent a complex pedagogical component aimed at developing the ability to acquire knowledge, analyze information, think logically, and solve problems. Among children from migrant families, educational interruptions, language barriers, inconsistent family conditions, and difficulties adapting to the school environment often negatively affect cognitive development. As a result, their engagement in the learning process decreases, analytical thinking slows down, and problem-solving abilities become limited. Therefore, in pedagogical practice, a systematic and methodological approach to developing cognitive skills is essential. [5]

The most effective methods for developing cognitive competencies include the following:

1. Step-by-step learning based on Bloom's Taxonomy:

Bloom's Taxonomy provides an opportunity to form knowledge and skills gradually, from simple to complex levels. Through this methodology, students learn to:

- Retain and reproduce information;
- Develop the ability to understand and analyze acquired knowledge;
- Apply knowledge in practice and solve new problems. For children from migrant families, this approach helps bridge existing learning gaps and fosters a sense of success and motivation in the educational process.

2. Application of a differentiated approach:

Each student has unique abilities, interests, and psychological characteristics. Therefore, implementing differentiated instruction allows teachers to design tasks suited to each learner's individual level. For instance:

- Providing additional practice activities for students with lower levels of achievement;
- Engaging high-achieving students in independent research and creative assignments;
- Encouraging collaborative group work to promote knowledge sharing and analytical thinking.

3. Integration of modern pedagogical technologies:

Innovative technologies serve as effective tools for developing cognitive skills, including:

- Blended learning: combining online and traditional learning to create personalized learning plans;
- Interactive methods such as case studies, problem-based learning, and brainstorming, which enhance students' analytical thinking and problem-solving abilities;
- Formative assessment: providing continuous feedback during the learning process, enabling students to evaluate and improve their level of understanding.

4. Practical approaches to strengthening cognitive skills:

- Project-based learning: allows students to engage in projects aligned with their interests and needs, fostering independent and creative thinking;
- Analysis of problem situations: helps reinforce logical reasoning and decision-making abilities by examining real-life and scientific problems;
- Peer assessment and group collaboration: promotes communication, argumentation, and constructive problem-solving skills through interaction and discussion among peers.

Thus, the systematic formation of cognitive competencies in children from migrant families with behavioral difficulties enhances effective knowledge acquisition, logical reasoning, and problem-solving skills. It also increases their interest in the educational process and strengthens their motivation for self-development. [6]

III. Development of Psychomotor Skills

Psychomotor skills are a pedagogical component aimed at developing a person's coordination, hand-eye synchronization, practical performance abilities, and motor responsiveness. These skills play a crucial role in ensuring a child's social integration, physical development, and success in daily activities. Children from migrant families who are difficult to educate may have underdeveloped psychomotor skills, which limits their ability to express themselves, participate in social activities, and achieve academic success. Therefore, a comprehensive approach is required to develop psychomotor competencies.

The effective methodological directions for developing psychomotor skills include the following:

1. Engagement in sports and physical activities:

Involving children in sports clubs, physical exercises, and recreational sports activities helps develop their coordination, endurance, and motor synchronization. Sports activities are important not only for physical development but also for social and emotional growth, as they foster teamwork, responsibility, and diligence.

2. Technical, construction, and handicraft activities: For children from migrant families, technical creativity centers, constructive projects, robotics, and handicraft activities serve as effective means of developing psychomotor skills. Such activities strengthen hand-eye coordination, precision, attention, and creative thinking. Moreover, practical exercises foster children's ability to work independently and evaluate their own results.

3. Laboratory work and practical experiments: Laboratory tasks and experiments in natural and technical sciences represent a scientifically grounded way of developing psychomotor skills. These activities teach children to experiment, observe, and analyze results while enhancing manual dexterity and motor abilities.

4. Ensuring social integration: Through physical and practical activities, children develop not only psychomotor but also social skills. Group work, sports competitions, and project-based activities encourage communication, collaboration, and active participation in social interactions.

5. Integrated pedagogical approaches to developing psychomotor skills:

- Integrating practical exercises through games: Interactive and game-based lessons are effective for reinforcing motor skills.

- Individual and group training: Taking into account each child's individual needs helps improve motor coordination and hand-eye synchronization, while group work enhances social competence.

- Continuous monitoring and assessment: Regular observation and evaluation of psychomotor development are essential for identifying children's abilities and determining directions for further improvement. [7]

As a result, the systematic development of psychomotor skills in difficult-to-educate children from migrant families contributes to strengthening social adaptation, physical development, and practical abilities. It enhances their self-expression, promotes active participation in the educational process, and expands opportunities for successful integration into the social environment.

DISCUSSION

The issue of developing affective, cognitive, and psychomotor skills in children with challenging behavior from migrant families is both urgent and complex. Research findings show that children's emotional stability and social integration are directly influenced by their emotional environment. Through the development of affective skills, children gain the ability to recognize their emotions, manage stress, and engage effectively in social interactions. Psychological training, individual counseling, and emotional support groups play a key role in this process. [8]

The development of cognitive skills enhances children's ability to acquire, analyze, and apply knowledge to solve problems logically. Bloom's taxonomy, differentiated instruction, and

modern pedagogical technologies (such as blended learning, interactive methods, and formative assessment) make it possible to tailor the learning process to individual needs. This approach improves students' academic success and strengthens their motivation for self-development. [9]

The formation of psychomotor skills develops movement coordination, hand–eye coordination, and practical abilities. Participation in sports clubs, technical creativity centers, handicraft activities, and laboratory work engages children in social activities while improving their physical and motor development. [10] Additionally, participation in group projects and collaborative tasks enhances their social adaptation.

The discussion indicates that affective, cognitive, and psychomotor skills are interrelated and mutually reinforcing. In working with children from migrant families, a systematic approach, individualized methods, and close collaboration between teachers and psychologists are the key factors for success.

CONCLUSION

The development of affective, cognitive, and psychomotor skills in children with challenging behavior from migrant families represents one of the most important areas of the pedagogical process. Affective skills strengthen children's emotional stability, social adaptation, and empathy. Cognitive skills enhance their ability to acquire knowledge, think logically, and solve problems. Psychomotor skills contribute to social integration through the development of physical fitness, hand–eye coordination, and practical abilities.

Research findings indicate that differentiated approaches, interactive and blended learning methods, sports and practical activities, as well as collaboration between teachers and psychologists, are effective in developing these skills. In addition, the support of parents and the school community plays a significant role.

Overall, a systematic, individualized, and integrated pedagogical approach in working with children with challenging behavior from migrant families ensures their optimal social, emotional, intellectual, and motor development, contributing to their formation as successful individuals in the future.

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