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THE CURRENT STATE AND ADVANCED EXPERIENCES IN PEDAGOGICAL SUPPORT FOR HYPERACTIVE CHILDREN

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Abstract

This thesis analyzes the current state, existing problems, and advanced experiences of pedagogical support for children who demonstrate characteristics of hyperactivity in the educational process. In the study, hyperactivity is considered not merely as an inconvenience in the child's behavior, but as a pedagogical condition that requires the individualization of the educational environment. During the transition from preschool education to primary education, particular importance is attached to the child's adaptation, attention management, consistent completion of tasks, control of their own behavior, and cooperation with peers. Based on an analysis of foreign research and the regulatory documents of Uzbekistan related to inclusive education, a continuous support model based on cooperation among the teacher, family, and specialists is substantiated as a promising direction.

Keywords: hyperactivity, hyperactive child, pedagogical support, primary education, preschool education, educational environment, individual approach, teacher–parent cooperation, inclusive education, pedagogical monitoring.

Introduction

In today's educational process, the issue of taking into account children's individual psychological and behavioral characteristics is becoming increasingly important. In particular, working with children who demonstrate characteristics such as high activity, impulsivity, inability to maintain attention on one activity for a long time, difficulty completing tasks, and a frequent need to change activities requires special methodological preparation from the teacher. Viewing such children solely as a discipline problem may make it difficult to identify the underlying causes of their educational needs.

International clinical and pedagogical recommendations also emphasize the need to jointly consider the observations of parents, teachers, and other specialists when assessing difficulties related to a child's attention and hyperactivity. Individual educational support, pedagogical behavior management, and adapted support in the school environment are regarded as important components of educational outcomes.

In the education system of Uzbekistan, the principles of taking into account individual needs and creating an inclusive environment are also being strengthened legally. Resolution No. 638 of 2021 established tasks related to the use of an adapted educational environment, special tools and methods for children with special educational needs in general secondary education, as well as support for their social adaptation. Resolution No. 818, adopted at the end of 2025, places particular emphasis on supporting individual development, correctional and psychological-pedagogical services, developing pedagogical and psychological skills for parents, and forming adaptation and communication skills in primary grades.

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Main Part

The Current State of Pedagogical Support for Hyperactive Children

In practice, there are a number of forms of working with children who demonstrate characteristics of hyperactivity. These include individual tasks, encouragement, short-term activities, movement exercises, visual instructions, and pedagogical observation. However, such methods often remain dependent on the personal experience of an individual teacher or educator. As a result, an approach formed in a preschool education organization may not continue consistently when the child enters primary education.

This problem is particularly noticeable during the transition to school. While play, movement, and changes in activities are prioritized in preschool education, primary school requires the child to listen for a certain period of time, complete tasks sequentially, follow rules, and work independently. Therefore, for a child with characteristics of hyperactivity, continuity between the two stages of education should be reflected not only in content, but also in pedagogical requirements, support methods, and monitoring criteria.

An important point here is that it is not correct to automatically equate the concept of a “hyperactive child” with a particular clinical diagnosis. The teacher’s task is not to make a diagnosis, but to identify the difficulties observed in the educational process, assess their impact on the child’s learning activities, and organize pedagogical support in cooperation with relevant specialists.

Main Directions of Support in International Practice

Foreign studies identify teacher preparation as a separate factor. A systematic review and meta-analysis devoted to training teachers on educational characteristics associated with ADHD reported that such programs had a positive effect on increasing teachers’ knowledge, while also showing that the evidence regarding behavioral outcomes in children was not consistent. This result indicates that a single training program is not sufficient and that teachers’ knowledge needs to be connected with practical methodological support.

A broader meta-analysis of teacher-directed interventions identified positive outcomes associated with teachers’ appropriate use of behavioral strategies, improvement in teacher–child relationships, and reduction of some behavioral difficulties. At the same time, the researchers also identified certain limitations in the available evidence.

Recent school-based studies also indicate an important direction. A systematic review and meta-analysis covering randomized studies conducted between 1980 and 2024 found that school-based interventions may be useful in improving attention-related difficulties, some externalizing behavioral problems, and academic and social skills. In particular, the stronger effects observed for some academic and attention-related outcomes in primary school settings demonstrate the importance of early and systematic pedagogical support. At the same time, the authors emphasize that the effects on hyperactivity/impulsivity itself have not always been consistent and that the content and duration of intervention programs need to be defined more precisely.

Thus, when international experience is generalized, three trends stand out: teacher preparation, adaptation of the educational environment, and integration of

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child–family–school cooperation into a unified system. The aim is not to completely suppress the child's natural activity, but to direct it toward educational activities.

Support at the Preschool Education Stage

During the preschool period, when working with children who demonstrate characteristics of hyperactivity, it is important to organize activities so that they are short, clear in content, and alternated with one another. Since play is the child's natural activity, the use of didactic, movement-based, and role-playing games expands pedagogical opportunities. At the same time, play itself should not be the goal, but rather a means of developing skills such as managing attention, waiting for one's turn, following instructions, and completing an activity.

During school preparation, it is also important to gradually introduce the child to certain elements of school activities. New approaches to improving preschool education in Uzbekistan in 2026 place emphasis on strengthening one-year school preparation as the initial stage of general secondary education and developing play-based learning. This direction creates relevant conditions for studying pedagogical continuity between preschool and primary education.

Support in Primary Education

In primary school, it is advisable to divide tasks given to a hyperactive child into small and understandable steps, simplify complex instructions, use visual supports, and provide prompt feedback on completed work. Such an approach gives the child a clear answer to the question "what should I do?" and makes it easier to plan the activity.

Positive forms of behavior management in education are also particularly important. For example, clearly defined rules, pre-agreed reinforcement, showing the stages of completing a task, and short movement breaks can help regulate classroom activities. Previous clinical recommendations have also linked classroom strategies based on behavior management with directing attention, following rules, and increasing work productivity.

Cooperation with the Family and Specialists

Support for a hyperactive child should not be limited to methods used only within the classroom. Consistent transfer of information about the child during the transition from preschool to primary education, regular communication between parents and the teacher, and cooperation with a psychologist or other specialists when necessary ensure continuity of support.

The current regulatory framework of Uzbekistan also places increased emphasis on providing assistance to parents, establishing special pedagogical and psychological-pedagogical services, and supporting individual development.

Author's Analysis and the Proposed Approach

The analysis of the studied experiences shows that the effectiveness of pedagogical support for hyperactive children is more closely related to its continuity and systematic nature than to the existence of a particular method. On this basis, the following pedagogical approach can be proposed:

Identification → individualization → adaptation → development → cooperation → monitoring.

At the first stage, difficulties in the child's behavior and learning activities are identified through pedagogical observation. At the second stage, an individual pedagogical profile is developed based on the child's strengths and aspects requiring

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support. At the third stage, tasks, activity duration, and the educational environment are adapted. At the fourth stage, methods aimed at developing attention, self-regulation, communication, and independence are applied. At the fifth stage, cooperation with the family and specialists is established. At the final stage, the child's developmental dynamics are regularly monitored, and previous approaches are updated as necessary.

An important aspect of this approach is that, alongside "adapting the child to the lesson," it also aims to increase the adaptability of the educational environment to the child. This can be regarded as one of the fundamental principles of modern inclusive pedagogy.

Conclusion

Pedagogical support for children with characteristics of hyperactivity is one of the areas in today's education system that requires a specific methodological approach. The results of the analysis show that relying solely on disciplinary measures or separate corrective sessions is insufficient. Pedagogical support should be organized as a system that connects the child's individual characteristics, the educational environment, family capacities, and specialists' recommendations.

Although foreign studies have reported some positive outcomes of teacher preparation, pedagogical behavior management in the classroom, individual educational support, and school-based interventions, it cannot be concluded that the same method produces the same results for all children. Therefore, in the context of Uzbekistan, it is scientifically important to develop a special methodological model that takes into account the local educational environment, teachers' actual capacities, parents' involvement, and continuity between preschool and primary education.

From a research perspective, a promising direction is not to "regulate" the hyperactive child, but to create a pedagogical environment that supports attention, self-regulation, social communication, and learning activities while preserving the child's strengths. In this regard, the transition from preschool to primary education can be considered a distinct object of scientific research.

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