



STATE POLICY AND EVOLUTIONARY TENDENCIES ON SUPPORTING ADOLESCENT CHILDREN WITH DISABILITIES IN THE FAMILY

Salikhova Gulnoza Makhmudovna

Associate Professor of the Department of Sign Language Pedagogy and Inclusive Education of
Tashkent State Pedagogical University named after Nizomi. PhD.

Annattosia. In order to ensure the right of every child with developmental problems to receive correctional-special and inclusive education, the relevant state authorities are creating the necessary organizational-pedagogical, social-psychological and methodical conditions in specialized and general educational institutions, taking into account the limited opportunities of children. The analysis of the state policy and evolutionary trends in support of adolescent children with disabilities in the family was carried out. Based on the analysis of national and foreign legal norms, the content of practical work based on the cooperation of families and pedagogues in the socialization of children with disabilities is highlighted.

Key words: Family, teenagers with disabilities, state policy, evolutionary trends, medical rehabilitation, foreign legal norms, socialization, families, practical work of pedagogues, conditions created for disabled people, family relations, legal foundations, social foundations, psychological foundations.

Introduction. In our country, the organization of quality educational services for disabled children and adults with special needs in education has risen to the level of an important socio-political issue of state policy. Legal standards necessary for the full development of children with disabilities from childhood are defined in various documents. As a result, systematic measures to ensure medical rehabilitation, quality education and socialization of disabled children are being implemented on the basis of mutually beneficial tasks between partner organizations. In order to ensure the right of every child with developmental problems to receive correctional-special and inclusive education, the relevant state authorities are creating the necessary organizational-pedagogical, social-psychological and methodical conditions in specialized and general educational institutions, taking into account the limited opportunities of children.

The main part Today, there are 86 special schools and boarding schools in our republic, where more than 21 thousand children receive education. 18 of these institutions are intended for deaf and hard of hearing children with hearing problems. In addition, the Association of Disabled Persons of Uzbekistan, consisting of 26 public associations of disabled people, operates in Uzbekistan. In our country, the "Convention on the Rights of Persons with Disabilities", which was adopted by the UN General Assembly with the resolution of December 13, 2006 and entered into force on May 3, 2008, was ratified on June 7, 2021. Adherence to the convention serves to improve the system of social protection of persons with disabilities in national legislation on the basis of international norms and standards. Especially in the upbringing of the

young generation, more and stronger demands are being placed on the responsibility of families. Because in the current era, the sudden change of information, the speed of relations between people has brought out the need to regularly pay attention to children's education.

It is a reflection of Eastern humanitarianism that the responsibility for the fate of disabled teenagers in our society is not only on the state, but also the general public is doing important work in this regard. Article 65 of the Constitution "Protection of motherhood and childhood by the state" in a particularly short period of time, the Oliy Majlis adopted the "Family Code" and a number of laws related to this issue, as well as the ratification of dozens of international conventions aimed at legal protection of the interests of motherhood and childhood. and privileges given to women with children, measures implemented in the social support of blind children, low-income, helpless families, important and extensive reforms implemented in the educational system to increase the intellectual potential of the young generation, fundamental changes and innovations in the field of health care, motherhood and childhood are practical manifestations of comprehensive protection. Preliminary observations made in boarding schools in the republic showed that most (70% in Kashkadarya region, 63% in Tashkent region, 87% in Namangan region, 68% in Karakalpak region) disabled children after finishing school education are unemployed in the family, dependent on their parents and relatives. As a result of the last 5-6 years of observations, most of them are young people with disabilities

It was found that 25-27-year-olds have not started a family yet. For example: Uzbek deaf girls are forced to live in "their own world" in the family, as people, and in mental depression. Most of the boys left to work in neighboring countries, while the boys who stayed in their families are busy with "black" jobs.

We describe the relevance of the research topic, citing the reasons justifying the fact that children with disabilities are not sufficiently ready for social life:

- insufficient provision of continuity and coherence in the content of education of children with disabilities (pre-school, school and further education);
- lack of systematization of educational tasks aimed at purposeful formation of students' life skills in the course of teaching subjects in boarding schools for teenagers with disabilities;
- strategies and technologies aimed at preparing young children with disabilities for social life have not been identified and put into practice;
- the mechanism of organization and monitoring of correctional classes and trainings has not been established in the institutions.

Socialization is a concept related to the quality of feedback during the process of becoming a person. During his life, a person satisfies his needs, performs certain actions in the interests of himself and others, through his interaction with other people. Adaptation of the person to the environment takes place in the interaction of social and personal factors. A child developing in a certain environment begins to understand his own activities, that is, self-awareness and self-awareness occur. This process is social awareness. Gradually, under the influence of the family environment, he directs his activities to change again through his actions, this period is associated with the expansion of his worldview, the increase of experiences, the fact that he can think independently about information and realities and is formed to the extent that he can challenge his own opinion.

Motherhood and childhood defined in our general dictionary is a proof that the comprehensive protection of motherhood and childhood by the state is being implemented step

by step. The foundation of the strong social protection policy of our country is the family. In particular, prevention of the appearance of disabled children in the family, social support of children belonging to this group, and improvement of the effectiveness of social and educational work conducted among them are the basis of social protection of the family and youth. For this purpose, it is appropriate to determine social protection measures for children belonging to this group. In fact, a teenager is not born socially dangerous for society, in need of social protection, or difficult to educate. Maybe he will belong to such a group as a result of not properly organizing the education process. The results of preliminary studies indicate that the following factors play a key role in the emergence of such a group of children:

- poor spiritual environment in the family, psychological crisis in the family;
- psychological-pedagogical disparity between parents, ignorance of socio-legal issues;
- laziness, carelessness in the cooperation of the family, school, neighborhood and other official organizations in raising a child;
- extremely strong material attention to the child in the family, the presence or otherwise of the state of idealization of the child;
- being brought up in a turbulent family or without a father or mother due to family separation;
- lack of time for child rearing due to overwork of parents, reduction of control and demand;
- the child's free time is not properly organized;
- dependent children who became orphans due to deprivation of parental rights, as well as for some reasons;
- the influence of vulgar, violent, pornographic films that are sometimes shown in the mass media and on the Internet, fear;
- cases of involvement of minors in trade and sometimes illegal activities;
- some vices of parents and children (drinking, drug addiction, drunkenness, etc.);
- presence of one or more disabled children in the family;
- chronic illness in family members;
- non-occupation of family members with a certain type of work;
- lack of knowledge of the educational value of moral rules, traditions, customs, and customs of our people;
- the influence of heredity, constant reprimands or discrimination of the child, exclusion from the circle of friends, etc.

Content, form and methodical organization of educational activities conducted with the group of adolescent children in need of social protection requires a somewhat responsible approach compared to educational activities conducted with other categories of children. The integral formation of the main components of spiritual perfection in raising the children of this group to be perfect people is a factor of effectiveness in socio-legal education. In this case, interaction and cooperation of all institutions in the society is required. This cooperation is carried out on the basis of the following chain: family-neighborhood - kindergarten - school - secondary special, vocational education system - higher education - independent education - labor and professional training - extracurricular institutions - social - legal protection organizations - official organizations and agencies - general public. If there is a break in any part of this chain or slackness in educational work is allowed, the environment for the emergence of

children in need of social social protection will be created in the society. In order to prevent such a situation, the subjects of the above chain of cooperation are required to follow the following principles of educating a well-rounded person:

- ensuring consistency and continuity in the organization of the educational process;
- consistency, systematicity, gradualism;
- democratization, humanization;
- ensuring subject-subjectivity, not object-subject, in education;
- compatibility of theory with practice and reflection;
- homogeneity of the educational requirements imposed on the child;
- the content of the form, methods and tools of the educational work are compatible with the child's interests, inclinations, aspirations, age and psychological characteristics;
- ensuring common human and national values in the content of education;
- directing educational work towards the goal, organizing it based on a planned educational program;
- fairness, democratic approach in managing the organization of educational work;
- differential treatment of the child in the organization of educational activities;
- communicativeness in education;
- continuous observation, control, monitoring, etc. of the results of educational work.

The results of the study of legal and regulatory documents showed that it is necessary to understand the specific content and essence of adapting this category of children to social life as a political issue. In addition, it is possible to categorize the issues of improving the activity of the educational system and social institutions (family, neighborhood...):

1. There is a need for a collective effort to ensure that teenagers with disabilities have a place and social status in independent life, acquire professional knowledge, skills and qualifications in accordance with their capabilities and potential, and that they do not face various discriminations in their families, neighborhoods, and educational institutions, but instead are respected and highly regarded. . Because the cooperation of various organizations is one of the important factors in paying attention to the socialization of such children starting from the family environment.

2. Implementation of rehabilitation and rehabilitation of teenagers with disabilities based on world trends, comprehensive support for them to demonstrate their abilities, use of educational, scientific and technical achievements to increase their social activity.

3. Development of effective mechanisms for creating an educational and developmental, stable psychological environment for disabled teenage children in families.

4. Find and widely introduce ways to introduce popular and informative forms of creating a tolerant attitude towards teenagers and adults with disabilities among members of society.

5. Comprehensive development and implementation of influence measures to support the freedom of speech and opinion of disabled people and motivate them to present themselves as necessary persons for society.

Implementation of the listed tasks on a large scale is based on compliance with legal norms. Because disabled teenagers are full members of society, their civil status is characterized by legal grounds guaranteed by the state.

In foreign trends, the priorities are mainly based on the preferential norms given to families. For example, the German legislation reduced the daily employment time of families with disabled children, and organized social support for families. In this case, parents are given information about the specific aspects of working with disabled teenagers, the psychological effect is shown not only on children, but also on parents and the child's relatives.

Focuses on software for special work in families with adolescent children with disabilities in Japan. Through these software materials, parents will have the following opportunities when working with their children:

1. Encouraging self-awareness and developing self-development motivations.
 2. To encourage their aspirations to find their place in society.
 3. Learning and applying methods of developing creative and intellectual abilities.
 4. Participation in social-psychological trainings aimed at increasing self-confidence and mastering ways to communicate interpersonally, especially with children.
 5. Receive and use counseling to help them identify life goals for themselves and their children and learn the skills needed to overcome obstacles to achieving them.
 6. Find ways to teach independent and effective decision-making and use them based on the characteristics of your family.
 7. To develop a sense of community in children, which is important for participation in social relations.
 8. Formation of skills to find one's place in the team and to achieve position among team members.
 9. Development of initiative skills in children.
 10. To study the models of life conflicts and give concepts about them to their children.
- As a result, the formation of skills to reduce the consequences of conflicts or resolve conflicts peacefully.

Based on the analysis of national and foreign legal norms, we found that it is necessary to pay special attention to practical work based on the cooperation of families and pedagogues in the socialization of children with disabilities:

- planned implementation of the process of development of socialization skills and competencies in specialized educational institutions for children with developmental problems in the field of science;
- arming families with modern methods and technologies used by pedagogues. Because if teenagers feel educational attention in the family, they will quickly and effectively be ready to comply with society's norms;
- forming physically healthy, spiritually mature and broad-minded young people with the integrative use of medical, pedagogical and psychological approaches;
- interest and involvement of children in sports and, at the same time, encouraging their every achievement;
- meaningful organization of children's free time based on the household conditions of families and support for the development of their intellectual and creative abilities;
- organization of spiritual-educational and cultural activities aimed at supporting the socialization of disabled children in cooperation with educational institutions and families.

Thus, legal grounds have been created for disabled teenagers to get an education, learn a trade, and find their place in society. In this regard, the duties and tasks of state and non-state organizations are defined.

Conclusion Currently, the creation of the necessary legal and organizational conditions to ensure the active participation of persons with disabilities in the political, social, economic and cultural life of the country on the basis of world standards and national values and traditions cannot be carried out without strengthening the activity of the neighborhood and modernizing its movement model, society and the state. In particular, the adoption of important decisions and decrees on this issue is of great importance in protecting the rights and interests of persons with disabilities, relieving them of hopelessness and insecurity, and improving their adaptation to social life.

Literature

1. Vasilkova Yu., Vasilkova L. Social pedagogy. - M.: Academy. 2000. - S. 439.
2. Wiesel T.G. Brain organization of speech function and its impairment // Speech therapist. - M.: 2004, No. 6, - P. 4-9.
3. Vinarskaya E.N. Early speech development of the child and problems of defectology. - M: Education, 1991. - S. 159.
4. Davydov V.V. Types of generalization in teaching. - M: Pedagogical Society of Russia. 2000. - S. 479.
5. Zakirov I.I. Theoretical and practical foundations of the implementation of new pedagogical technologies in the educational process. P. f. n. diss. autoref. - T.: 2005. - 21 p.
6. Zykova T.S. Teaching deaf schoolchildren to plan speech activity in the lessons of speech development. - M.: Defectology. 1990. No. 1.
7. Komarova K.V. Methods of teaching hard of hearing children to read and write. - Moscow: "Enlightenment". 1990. - P.101.
8. Confucius. Take care of yourself first (translation by Mukhtar Hudaykulov). - Tashkent: "Navroz", 2013. - 50 p.
9. Kozlova S., Kulikova T. Preschool pedagogy. - M.: "Akad", 2000. - S. 62.
10. Correctional pedagogy./ S.Yu. Borodulin. - M.: "Phoenix", 2004. - S. 278.
11. Krasilnikova O.A. Literary development of hearing-impaired schoolchildren. - St. Petersburg: "Karo", 2006. - S. 299.
12. Krasilnikova O.A. Teaching reading to students with hearing impairments. - M.: "Academy", 2005. - S. 269.