

Preparing for Family Life as an Important Factor in the Socialization of Children with Disabilities

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Abstract – The article addresses the issue of preparing mentally retarded students in schools for children with disabilities to play an important role in their socialization.

Keywords – Disability, Socialization, Mental Retardation, Family Life, Family, Social Experience, Special Pedagogy.

The country pays constant attention to the protection of the rights and interests of children with disabilities. Over the past years, with a view to providing comprehensive support to this category of children, the state has established a solid legislative framework covering a number of areas such as health, education, social protection, transport, construction and architecture. In particular, the Law of the Republic of Uzbekistan “On Guarantees of the Rights of the Child” enshrines the right of children with social protection to integrate into society.

Indeed, “the creation of the necessary conditions for inclusion of persons with disabilities and for various reasons for disability, the encouragement and development of goodwill towards those around them and their peers, is what determines the level of perfection in society. through it you can build goodness and high morals”.

There are more than 80 specialized educational institutions in the system of public education in Uzbekistan to educate children of this category. Among the main tasks of these institutions are: "Education of the individual through the formation of the most appropriate model of behavior in personal, family, social life and labor activity" and "creation of the correctional (corrective) developmental

environment for students' social and emotional development and life skills". Tasks to address the requirements related to advanced principles of education for children with disabilities, including their full integration and socialization in society IQ expression.

Today, the increasing importance of the social approach to the notion of “disability” not only differs from the fact that these categories of people are in need of help, but also in the early stages of development, not only their defects, but also their ability to actively integrate and integrate into society. to meet the needs of various industries through learning, correction and pedagogical technologies and techniques. The need to promote the development of xs levels is recognized.

French physiologist K. In his study of the physiological features of living things, Bernard proposed a theory that dictated the need for the formation and development of criteria for internal survival in response to environmental influences. In addition, a person must have the same internal criteria for his or her surroundings, and his existence in a particular society is based on the stability of internal social criteria. From this point of view, socialization involves the

acquisition, adaptation, and change of all elements of society.

L.S. Vygotsky, S.L. Rubinstein and A.N. Well-known psychologists like Leontev found that based on theoretical and applied studies, ontogenesis, human psyche has distinct features and conditions of development, in contrast to the individual development of animal psychology. In the development of animal psychology there are two types of experiments that are genetically and individually (assimilated). In the development of child psychology comes with them a special kind of experience - social experience, and they play a leading role.

L.S. Vygotsky promotes the theory of two stages of child development, distinguishing between active, ie, based on his / her own activities and influences by others, in the "zone of near development". Socialization is the activity of a child associated with the "zone of development". The same zone makes the child part of the "cultural development" proposed by the scientist.

Socialization is the process of learning and re-presenting social experiences in society. This process consists of "five stages (initial or adaptation; individualization, integration, labor and post-employment)." One of the key to the success of the integration phase is the perceived individuality of the group or society to which it belongs. "

L.I. According to Akatov, social experience "includes knowledge, skills and abilities acquired in the course of personal experience through education and training. The formation and mental development of the child's social skills is not automatically, but interacts with the environment."

The emergence and improvement of social experiences in children with disabilities is more difficult than for children with normal development. The reason is that physical and mental defects, depending on their age, prevent them from acquiring knowledge, skills and abilities in various areas of life and have free access to socio-cultural relations.

A.R. In his study of human socialization in terms of his ability to play specific roles in various areas of society, Maler describes the disability as a challenge to learning or mastering a particular social role. The child's inability to play various social roles also limits his or her relationship with the community. Disability, in turn, is one of the main causes of social disadvantage.

Today, the ultimate result of socialization of children with disabilities is the principle of "independent living".

According to him, this category of children should live in society and should not be separated from it.

Most of the mentally retarded children have sufficient experience in social skills and are able to become self-sufficient and independent living when they become adults.

Family life is a complex stage of socialization of the person, including people with disabilities, and at the same time the product of earlier stages.

Modern researchers categorize "mythological" - "mythological" - visions and perceptions related to the lives of people with disabilities into three categories:

The first is that their lives are radically different than those of other ordinary people;

Second - they cannot enter intimate relationships and cannot perform their parental duties;

Third, they cannot survive without the help of others and will always need the help of others.

Although the lives of people with disabilities may be fundamentally different from the lives of others, they are able to marry, have children, and raise children, but these myths are reflected in the views of parents.

It is well known that the family is the first link in the socialization of children with disabilities. Observations cannot be overlooked in such families, even though they have a constructive attitude toward the child (the desire to develop and develop the skills needed to properly address the child's problems).

Preparing children with disabilities for family life is important:

- They cultivate the idea that family is one of the highest values, the respect and legal protection of the family as the backbone of our society, and the respect for the family;
- Acquire knowledge, skills, and, in general, social experience from early stages of development, related to family life and activities in various spheres, such as healthy children;
- As a result of the formation of a reproductive culture, the birth of healthy children and the opportunities for healthy development of children in this category will be expanded;

- They are prevented from committing various offenses and crimes related to sexual relations and, subsequently, to family life;
- Ultimately, the stability of society will be strengthened by the strengthening of families with disabilities.

Gradual preparation of children with disabilities at the level of various social environments includes the following tasks:

At the family level:

- Early identification of the possibility of marriage for children with disabilities using effective methods of medical and psychological diagnostics;
- Raising the level of knowledge and culture of families preparing children with disabilities for family life (consultative and methodological assistance).

Educational level:

- There are eight types of educational institutions, each with a special program for preparing children with disabilities for family life;
- To pay particular attention to the form and content of the activities to ensure their consistency in the learning process and beyond the classroom;
- Creation of new series of educational and methodical manuals for students, teachers and psychologists, reflecting new problems and solutions related to the topic, wide use of advanced pedagogical and information technologies;
- Organization of short courses, seminars and trainings on short-term, distance and other modern methods for professional development of teachers and psychologists.

At the level of public and non-governmental organizations:

- Development and implementation of projects and programs for medical, legal, social, pedagogical and psychological support to families with children with disabilities;
- Cooperation in the organization of educational process and extracurricular activities, training of

teachers and psychologists related to the preparation of students of specialized educational institutions for family life..

It is worth noting that preparation for family life is not just sexual education, it is part of the process. The problem can be solved only when it comes to moral, legal, physical, and economic aspects of family life.

Family life stems from both biological and social rights of children with disabilities, which, among others, represent one of the most important factors in becoming a full-fledged member of society. Preparing them for family life at first glance seems a complex process, but the purposeful and in-house cooperation of social institutions makes it convenient, accurate and efficient.

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