

Features of the Preparation of High School Students with Intellectual Disabilities for Family Life

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Abstract – This article examines such topical issues as ideas about future family life, the age of marriage and the motives for creating a family, and awareness of reproductive health issues in adolescents with intellectual disabilities.

Keywords – Intellectual Disabilities, Ascertaining Experiment, Compensation, Respondent, Integration, Sympathy, Upbringing.

I. INTRODUCTION

In the modern conditions of the formation of our state, radical transformations of the production, social and spiritual spheres of public life, in solving problems to accelerate socio-economic development, conditions are created for the harmonious development of children and youth of Uzbekistan.

In the transformation and modernization of our society, the problem of the role of the family and the school in providing timely psychologically and pedagogically sound assistance to children who are behind the age norms of development is particularly acute.

The laws “On the social protection of persons with disabilities in the Republic of Uzbekistan”, “On guarantees of the rights of the child” enshrine the rights of children with developmental disabilities to decent education and social support.

Integration into society of a person with special educational needs and limited ability to work today means the process and the result of granting him rights and real opportunities to participate in all types and forms of social life (including education) on an equal basis with other members of society in conditions that compensate him for deviations in development and capacity limitations. Society

is responsible for the more complete development of a child with disabilities; society is obligated to create conditions conducive to the development and corrective and pedagogical assistance to such children. According to this model, a person with disabilities has the same rights and privileges as all other members of society: the right to live, study, work in their area, live in their home, choose friends and make friends with them, the right to be a desired member of the society, the right to be like everyone else.

II. MAIN PART

We conducted an experiment aimed at comparing the views on creating a future family of graduates (students in grades 9) of secondary and auxiliary schools. By comparing the views of these two groups of adolescents with different mental, intellectual, social, and physiological levels of development, it will be possible to determine the directions in which it would be more expedient to carry out educational work in auxiliary schools.

This study consisted of two stages.

At the first preparatory stage of the study, a methodology for conducting an experimental study was developed, and subjects were selected.

At the second stage, research, processing and analysis of the results were carried out.

The total number of survey respondents was 50: 25 students in 9th grade of a mass school (12 girls and 13 boys) and 25 students in 9th grade of a secondary school (10 girls and 15 boys). Age range 14-17 years.

The experiment in auxiliary schools was carried out separately, since the number of students in one school did not meet the requirements of the study.

It was difficult for schoolchildren to collect and explain the essence of the event held with them. Only in the course of the conversation did the attention of the students begin to concentrate on the topic of conversation. It was several times to repeat questions and instructions. Several people actively participated in the conversation, the rest were passive, but with an individual appeal, almost everyone could express their point of view.

To conduct the study, we also used the Sexual Awareness Questionnaire. In order to find out students' awareness of sexual relations, we conducted anonymous questioning using the following questionnaire. Anonymity was guaranteed in order to avoid embarrassment and fear of children, to ensure the truthfulness of answers.

Sexual Awareness Questionnaire

Purpose: to obtain information regarding students' knowledge in the field of sexual relations.

Instructions: read the questions and the answer to them, choosing one of the options (or formulate your answer by

writing under "Other"); answer truthfully; profiles do not need to be signed.

1. What do you mean by the word "sexual relations":

- a) courtship;
- b) kisses;
- c) sex;
- d) another.

2. I found out about sexual relations:

- a) from TV shows
- b) from reading;
- c) from a conversation with peers;
- d) from parents;
- e) from teachers;
- e) other sources.

3. Do you think that early sexual activity can lead to serious consequences? Why?

4. Write down what contraception is used for (methods of protection during sexual intercourse)?

Answers to the question show that many teens from secondary school do not distinguish between courtship, kisses and sex. Whereas their peers from secondary school understanding is clear.

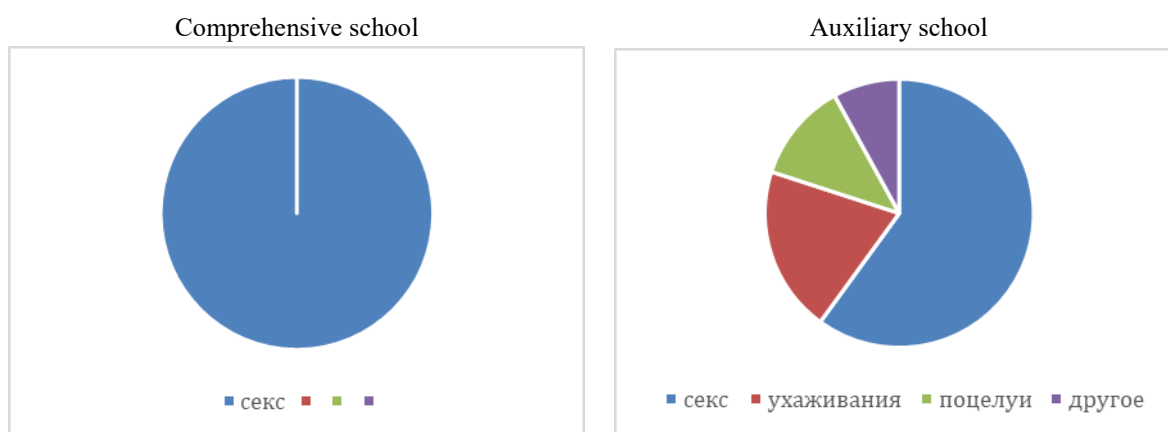


Figure 1. Definitions of the term "sexual relations" by normally developing adolescents and adolescents with intellectual disabilities

The low awareness of adolescents with intellectual disabilities about sexual relations is easily explained by their

sources of information: for the vast majority, these are their peers.

Only a few children named their parents, and reading, unlike normally developing teenagers, was not indicated by

anyone.

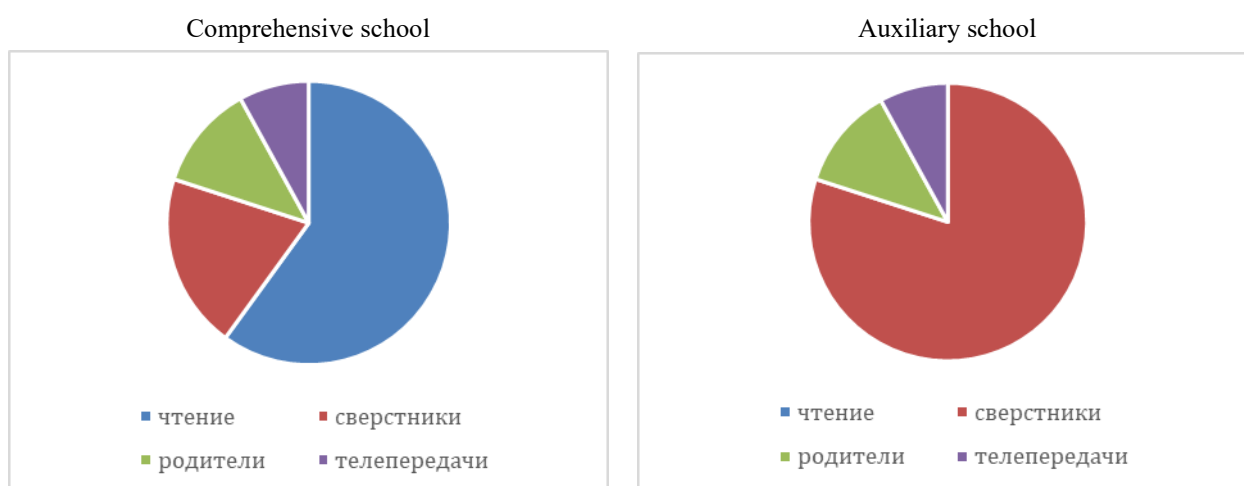


Figure 2. Sources of sexual information in normally developing adolescents and adolescents with intellectual disabilities

It is disappointing that adolescents with intellectual disabilities are practically unaware of the negative effects of early sexual intercourse. Without a doubt, this leaves them

unprotected from the harmful effects of unscrupulous people and getting into a risk situation.

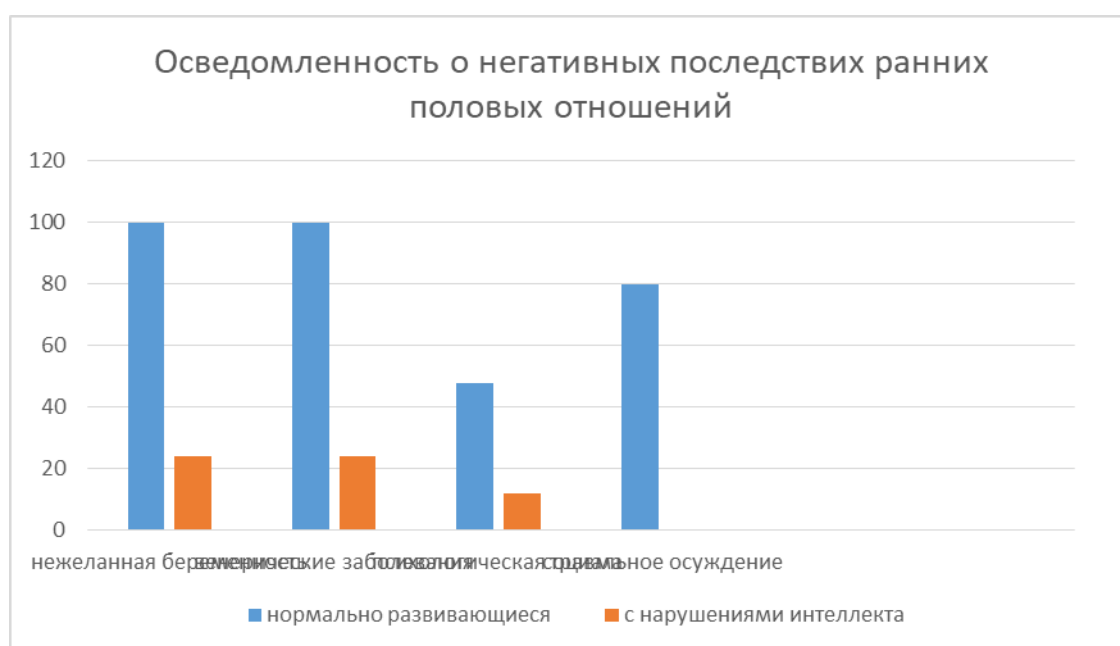


Figure 3. Awareness of normally developing adolescents and adolescents with intellectual disabilities about the negative effects of early sexual relations

The last diagram clearly illustrates the lack of awareness of secondary school students about the importance of contraception. Given that many graduates at the end of grade

10 are adults who are capable of marriage in accordance with the law, scientifically based pedagogical measures should be taken to correct the situation.

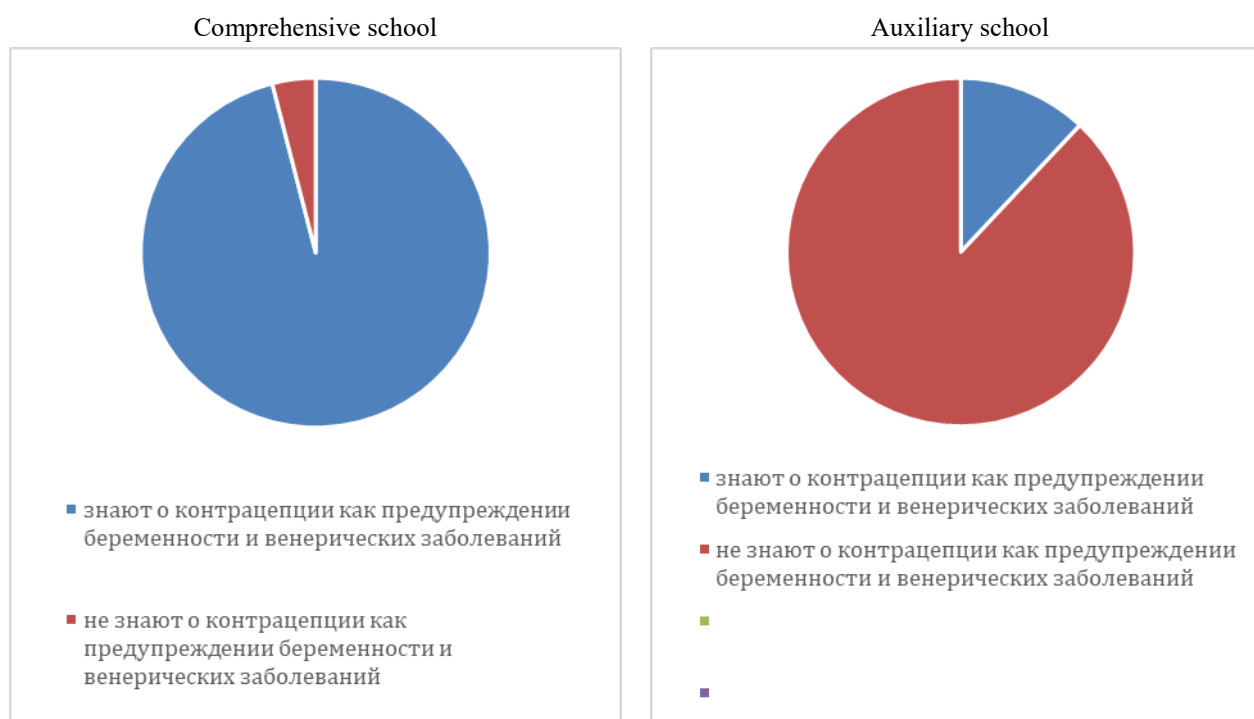


Figure 4. Contraception awareness in normally developing adolescents and adolescents with intellectual disabilities

Ideas about family functions in mentally retarded and normally developing adolescents differ. The results of the ascertaining experiment showed that high school students in auxiliary schools do not have accurate and reliable knowledge of marriage and family relations, which they should have by the time they graduate. They do not have well-formed skills that help people build the right relationships in the family.

Studies on various aspects of the social integration of people with intellectual disabilities and their families show that young people are almost unprepared for growing up and family life.

This proves the need to improve the work of preparing mentally retarded graduates of auxiliary schools for family life and their sexuality education.

The system of pedagogical work on preparing mentally retarded adolescents for future family life should be based on knowledge of the characteristics of the mental development of mentally retarded students and the age-specific nature of this development.

III. CONCLUSION

The main areas of preparation for family life and sexual education of adolescents with intellectual disabilities are: the formation² of psychological masculinity (femininity),

training in normal communication with peers of the opposite sex; preparation for a conscious and responsible marriage; preparation for conscious and responsible parenthood, development of optimal reproductive attitudes; the formation of a healthy lifestyle through an explanation of the dependence of sexuality, marriage, parenthood on sexually transmitted diseases, drug addiction, etc .; prevention of psychosexual development disorders and prevention of child molestation and seduction.

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