

A NEW APPROACH TO THE EDUCATION OF CHILDREN WITH DISABILITIES IN PHYSICAL OR MENTAL DEVELOPMENT

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ABSTRACT

In this article, in the schools of children with limited opportunities, the process of approaching and correctly applying educational methods based on their capabilities, as well as the organization of teaching based on various methods, is a comprehensive study of special school students. it is justified that it is the main factor of acquiring knowledge.

KEYWORDS: *Inclusive Education, Correction, Disabled Child, Asphyxiation, Child With Mental Retardation, Education.*

INTRODUCTION

It is known that the birth of a child with developmental disabilities fundamentally changes the perspective of the family. Parents face many responsibilities in raising a child, and they face several problems when raising a child with a disability. Identifying such families, rehabilitating children in need of special help and providing correctional and pedagogical support to their parents in this regard in preparing them for school is one of the urgent problems of today. is to convey. In this place, special attention has been given to the upbringing of some children with developmental disabilities who need social protection. A child's upbringing is formed physically, mentally and emotionally in the family in the bosom of his parents. The fact that the upbringing of children largely depends on the environment in the family, the attitude of the surrounding adults to the upbringing of the child, that the parents are responsible to the society, is recorded in a number of laws and decisions of our country. In order for disabled children to become mentally and physically mature people, it requires a pedagogical factor, that is, special attention should be paid to the pre-school education process. It is emphasized in the literature that parents should know how to correctly apply corrective and pedagogical methods to eliminate existing defects in preparing a child for school, and that preschool teachers should work in cooperation with special specialist pedagogues. It is logically correct information that children who are not covered by education are responsible for children's disability, which is one of the most important issues of today. According to the directions of the Ministry of Public Education, 86 special schools and boarding schools operate in our republic. A total of 19,116 children study in these boarding schools and special schools. Taking into account the wishes of the parents, the state legislation is also confused about the involvement of children in education at home. Every special educational

institution operating in Uzbekistan has all the work related to children's issues with the consent of the parents. The system called inclusive education creates a unique legal basis for children's education. Such an educational system is based on the philosophy that all children, regardless of the severity of their disabilities, are considered living and integral representatives of the educational system. However, it should not be forgotten that one of the important tasks is to determine the ability of children with special needs to meet the requirements of the special education program.

Today, the following deficiencies have been identified in the training of disabled children in general education schools:

lack of professionalism in training children with special needs in general education schools,

- Lack of corrective training program, special equipment and technical means,
- Lack of organization of psychological support for parents of disabled children,
- Lack of special pedagogues and specialists in providing primary corrective pedagogical skills to parents with disabled children.

The stated reasons certainly limit the conditions and possibilities of admission of children with disabilities in general education schools. Inclusive education cannot be taught to children with disabilities in a general education school without a legal basis, without scientific, organizational, medical resources, without the possibility of technical means, otherwise, these goal-oriented ideas can eventually cause big problems.

When it comes to the rehabilitation and adjustment of children, of course, the help they receive directly from their families is imagined. If such a family is in a state of economic distress, faces obstacles in social work and education, it is natural that it feels mentally weak. As a result, instead of helping their children in their all-round growth and development, parents are far from expecting results from them. Only if the problems of families with disabled children are solved, they can be fully rehabilitated and integrated.

According to the Ministry of Labor and Social Security, 3-11% of disabled children are born with birth defects and genetic diseases. Almost half of them become disabled due to these diseases. Because of this, parents notice the defect in their children too late and do not take the necessary measures to rehabilitate it in time.

If we investigate the true nature of the reason for the increase in disability among minors in our republic, in the past only healthy children managed to survive, but today due to the progress of medicine, it is possible to save the life of a child born with a defect. It is known that even a healthy child born with short-term asphyxia may develop disability during his later life. Today, however, it is imperative that parents do their best to ensure that any consequences of the disease in young children do not go uncomplicated and do not lead to disability, otherwise the number of disabled people in society may increase. Most of these changes can be detected at an older age. They are often manifested in the example of defects of the nervous system, organs of hearing and vision, and speech.

Various models of early intervention for children with developmental disabilities from infancy have been written in foreign literature, including centers in Sweden and early intervention

programs in the United States. Taking into account the model of the above centers, the "Integrative Education Center" in the city of Saint-Petersburg established the Early Aid Service (Slujba ranney pomoshi - SPR) and has been working until now. The activities of the early aid service are aimed at providing assistance to children with developmental disabilities from infancy (from 0 to 3 years) and their families. Many years of research in the literature show that if perinatal pathology is detected early, in the first months of the child's life, and appropriate corrective treatment is organized, great success can be achieved in overcoming these changes. Special education for children with special needs implementation of such programs in many developed countries also differs in terms of content and funding. Hungary has a better chance than other countries, as can be seen from the general indicator of preschool education. For example, in Hungary, 86% of children aged 3 to 5 go to kindergarten, while in Poland this figure is only 50%. The positive side of going to the kindergarten is that changes in the child's development and diseases are detected in time and directed to prevention and treatment, and there is an opportunity to carry out corrective work. It should be noted that in the process of correction, not only the doctor, pedagogue, masseur, but also the family should be in the first place. Unfortunately, most parents wait for positive results without taking any restorative measures for their child's lost functions. However, only parents can be patient and diligent in working on this or that function that has stopped in their child. In addition, there are many parents who are wonderful educators who are able to develop their hidden potential in the growth of their injured child, who are capable of creative inventions.

Teaching a child at home is a very difficult and demanding job. The pedagogues, who have just started to take on such responsibility, are disappointed that there is no visible result from their long-term training. But working on such children requires a lot of attention and patience. To increase the child's enthusiasm for action and work, even to stop at things that are not so necessary to emphasize, to repeatedly encourage and praise him, to increase his interest in learning, as well as The most important aspect is to develop the child's confidence that he will do everything according to the brochure. It is not appropriate to ignore the child's positive attitude towards the task, it is necessary to highlight and evaluate the simple, tangible successes he achieves. Based on the main idea of the teacher's activity, it is to encourage the student to taste the feelings of joy, happiness, success and luck, while awakening feelings of trust and hope in life. Even a one-time achievement can change a child's life and lifestyle.

Teaching a child at home is a multifaceted process, and it is very important for a family that wants to work in cooperation with a pedagogue and is able to organize a psychological environment. For several years, researchers have studied the moral and spiritual environment of a home-schooled child's family, the mother's attitude towards her child's behavior, her child's participation in the process of education, the relationship between the student and the parents with the pedagogue. communication with parents and family members is the first task and it plays an important role. However, it is not easy to find the language of families with disabled children. In such cases, we would recommend listening to M.Egg's advice. "My child is not like others..." In his book, he says: "You are entrusted with the noble task of raising your child. Only you can lead him to goodness, his future depends only on you. No one will do it for you. In order to help him, it is enough that you understand your child along with your patience, love and striving towards the goal."

Nevertheless, the efforts of pedagogues to educate children with special needs are somewhat difficult due to the lack of support from parents. One of the main reasons for this is that parents are not properly prepared to raise a child. That is why it is one of the urgent issues of today to improve the correctional and pedagogical literacy of parents, and it is a huge task that we are responsible for.

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