



PEDOGOGICAL CONDITIONS FOR THE ORGANIZATION OF HOME EDUCATION FOR STUDENTS WITH DISABILITIES

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Ключевые слова: ограниченная дееспособность, инвалидность, домашнее обучение, воспитание, домашнее индивидуальное обучение, педагогические условия, психологические условия, поддержка.

Key words: limited capacity, disabled, home education, education, home individual education, pedogogical conditions, psychological, support.

Introduction. Today, the idea of “for the sake of Man” in our country is deeply embedded in the content and essence of updates in all areas. Large-scale measures are being implemented in our country aimed at providing support to persons with disabilities by society and the state, actively involving them in socio-political life. Currently, a number of structures specializing in the support of citizens belonging to this category, in particular, the Society of disabled people of Uzbekistan, the Association of Disabled People, The Society for the Blind, the Deaf Society, are effectively functioning. In the public education system of our republic, there is a form of home-based individual education for children with disabilities. Individual home education is organized for children with disabilities in physical or psychic development, who need prolonged treatment, and who, according to their medical conclusion, cannot attend school permanently or temporarily

A number of additional guarantees for persons with disabilities have been established in state programs related to the implementation of the new Uzbekistan development strategy for 2022-2026, approved by the decree of the president of the Republic of Uzbekistan dated February 28, 2023, in the “Year of human attention and quality education”.



literature analysis and methodology. The decision of the President of the Republic of Uzbekistan published in the press on February 27, 2023 «On additional measures to improve the system of support for persons with disabilities» is also of great importance in this regard.

The purpose of the decision:

firstly, to strengthen guarantees of human rights, including the rights of persons with disabilities;

secondly, inclusive development, introduction of effective mechanisms to ensure that all layers of the population have equal rights and opportunities;

thirdly, it consists in creating necessary conditions for the participation of persons with disabilities in all spheres of public life.

The decision of the President of the Republic of Uzbekistan No. PQ-4860 of October 13, 2020 «On measures to further improve the system of education for children with special educational needs» was adopted. determines the procedure for individual education at home for children with physical, mental, sensory or mental disabilities, as well as those who require long-term treatment. It is shown that the main goal of providing education at home is to ensure the rights of students to education and to create the necessary conditions for their education. Home education in Uzbekistan was researched in L.Nurmukhamedova's research on the topic «Pedagogical features of raising a disabled child in the family» and in the research of M.Kh.Jorakhojhayev on the topic «Mechanisms of improving the effectiveness of individual education of children with disabilities at home».

Discussion. The concept of «disabled» defines persons whose health is impaired by permanent impairment of body functions due to diseases, consequences of injuries or defects that lead to limitation of life activities and require social protection. Disability is interpreted as a limitation of abilities that does not allow a person with a disability to join society and live an active life in it due to physical, psychological, emotional, social, cultural, legal and other barriers.

The peculiarity of childhood disability is that the limitation of life activities occurs during the formation of higher mental functions, the acquisition of knowledge and skills, and the formation of personality. In this sense, disability in childhood poses a serious problem, because it limits not only the manifestation of personality, but also the process of its formation in general. It is known that many students in our country, along with studying at school, study at home instead of at school for various reasons. One of the options for individual education for such children is home education, which has the advantages of an individual plan and pace of learning, which gives the child the opportunity to



work. Individual work with a child takes into account his work pace, efficiency, fatigue, etc., and also prevents disabled children and adolescents from being separated from society and school. A teacher who teaches a child at home often sets many tasks before him, to solve them a certain level of psychological and pedagogical preparation, specific correction and development skills are needed.

The set of conditions necessary for the success of social-pedagogical support for the formation of social adaptation of children studying at home includes the following:

- in the process of determining the strategy of supporting the formation of the personality of each child, taking into account his individuality, social adaptation;
- the openness of the family of a disabled child in dealing with specialists;
- stimulating manifestations of children's social adaptation in different life situations;

- cooperation and partnership of the home education teacher with the disabled child, his family members and school pedagogues;

- readiness of the home-schooling teacher and specialists for socio-pedagogical support [3; 4-5-b];

The organizational-pedagogical system of pedagogical support of the process of raising children at home is to create a complex scientific-methodical supply, which can be used by teachers and social workers in practical work

The effectiveness of organizing education at home for students with disabilities is ensured by the implementation of the following set of pedagogical conditions:

- organization of individual education for students with disabilities, implementation of the system of psychological and pedagogical support for students with disabilities.

- disability in the home education process, development of professional qualifications of home-school teachers in the course preparation.

The specific features of the educational activities of a modern home teacher are the flexibility of the home teacher's work schedule and the mode of organizing children's activities, the possibility of expanding the educational space, and the individual-oriented educational model; subject-to-subject relationships with students; family counseling consists of pedagogical cooperation with parents and other family members by providing psychological and pedagogical support

The result. The concept of «home education» is manifested as a multifunctional system of correction and development, social-pedagogical, health care and psychological support for disabled children, teaching and learning carried out in a family environment. Idi A set of pedagogical conditions for effective



organization of home education of students with disabilities has been identified and tested. The characteristics of the educational activity of a modern home teacher that meet the needs of the family have been determined: the flexibility of the work schedule of the home teacher and the mode of organizing children's activities, the possibility of expanding the educational space and using the person. - oriented education model; relying on subject-to-subject relationships with students; Pedagogical cooperation with parents and other family members is organized by providing counseling-psychological-pedagogical support to the family. On the basis of the obtained results, in order to improve the professional qualifications of teachers, the program for improving the qualifications of the subjects that make up the home education of persons with disabilities was developed and tested. The main component of additional training of teachers refers to the minimum knowledge, skills directly related to meeting professional needs in the organization of home education for disabled students.

Conclusion. In home education, the «teacher-student» system dominates the child's life. Its importance for the development of the personality is that it for the first time truly includes the «child-society» relationship, because the teacher embodies the requirements of the latter in his work. A home education teacher should organize the educational process with a guarantee that the student will return to school and that it corresponds to the level of the modern information society. In modern conditions, home education is understood as a multifunctional system of education and upbringing, which provides corrective and developmental, socio-pedagogical, medical and psychological support to children and adolescents, carried out in a family environment. The theoretical and methodological basis of updating the problem of raising disabled children at home and, as a result, the development and justification of appropriate organizational and pedagogical conditions, is a contradiction.

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РЕЗЮМЕ

Ushbu maqolada pedagogik sharoitlarni eksperimental sinovdan o'tkazish va nogiron o'quvchilar uchun uyda ta'limni tashkil etish samaradorligi, nogiron o'quvchilar uchun individual ta'lim yo'nalishini tashkil etish, nogiron o'quvchilarni uyda o'qitish jarayonida psixologik-pedagogik yordam ko'rsatish masalalariga alohida nogiron talabalarga e'tibor qaratilgan.

РЕЗЮМЕ

В данной статье особое внимание уделено вопросам экспериментальной проверки педагогических условий и эффективности организации домашнего обучения учащихся с ограниченными возможностями здоровья, организации индивидуального образовательного направления учащихся с ограниченными возможностями здоровья, психолого-педагогического сопровождения в процессе домашнего обучения учащихся с ограниченными возможностями здоровья. студенты-инвалиды.

SUMMARY

This article pays special attention to the issues of experimental verification of pedagogical conditions and effectiveness of the organization of home education for students with disabilities, the organization of an individual educational direction for students with disabilities, psychological-pedagogical support in the process of home education of disabled students.