



THE NEED FOR SOCIAL-PEDAGOGICAL ASSISTANCE TO FORM THE SOCIAL ADJUSTMENT OF CHILDREN EDUCATED INDIVIDUALLY AT HOME

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Tayanch soʻzlar: imkoniyati cheklangan, uyda yakka tartibdagi taʼlim, taʼlim olish, oʻqituvchi, ijtimoiy moslashuv, ijtimoiy-pedagogik yordam, qoʻllab-quvvatlash, shaxsiy xususiyatlar.

Ключевые слова: инвалид, индивидуальное обучение на дому, образование, педагог, социальная адаптация, социально-педагогическая поддержка, поддержка, личностные характеристики.

Key words: disabled, individual education at home, education, teacher, social adjustment, socio-pedagogical support, support, personal characteristics.

Резюме:

Ushbu maqola nogiron bolalarning uyda individual taʼlim olish huquqlarini taʼminlaydi va ularning taʼlim olishi, ijtimoiy rivojlanish istiqbollari, oʻzini namoyon qilishi, yuzaga kelishi mumkin boʻlgan ijtimoiy muammolarni aniqlash va ularni mustaqil ravishda bartaraf etish, tegishli vaziyatlarni yaratish uchun zarur shart-sharoitlarni yaratadi. oʻz-oʻzini anglash va ijtimoiylashuvni ragʻbatlantirish, shuningdek, ijtimoiy moslashuvni shakllantirish uchun ijtimoiy-pedagogik yordam koʻrsatish.

Резюме:

Данная статья обеспечивает права детей с ограниченными возможностями здоровья на индивидуальное обучение на дому и создает необходимые условия для их обучения, перспективы их социального развития, самовыражения, выявления возможных социальных проблем и обеспечения их самостоятельного преодоления, создания соответствующих ситуаций. стимулировать самосознание и социализацию, а также оказывать социально-педагогическую поддержку для формирования социальной адаптации.

Summary:

This article provides the rights of children with disabilities to individual education at home and creates the necessary conditions for their education, their prospects for social development, self-expression, and identification of possible social problems. and ensuring that they overcome them independently, creating appropriate situations that encourage self-awareness and socialization, providing social-pedagogical support for the formation of social adaptation.

Introduction. If a child with a disability is born in our society, specialists to achieve and implement his adaptation to social life from birth, first to the



stage of preschool education, general secondary education, and then to higher education institutions, psychologist, neuropathologist, oligophrenopedagogue, typhlopedagogue or speech therapist depending on the type of disability. These specialists deal with the child from the first days of his life and adapt him to the social environment in every way. In the public education system of our republic, there is a form of individual education at home for children with disabilities. Individual education at home is organized for children with physical or mental developmental disabilities, who need long-term treatment and who cannot attend school permanently or temporarily according to a medical opinion. Health impairment leaves its mark on children's personality: first of all, limited health affects professional self-determination and performance of labor activities. Knowing the existence of pathology leads to underestimation of their abilities, level of aspirations, lack of initiative and independence of such children. There is a disturbance in the development of the emotional sphere, which is manifested in the lack of interest in social adaptation, education and professional activities.

Literature analysis and methodology. 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. In individual education at home, pedagogical work should be focused on the social, emotional, cognitive spheres of the student's life and self-awareness. In the implementation of an integrated system of home education for children with disabilities, psychological, medical and pedagogical support for the child's development is needed throughout the entire period of education [9; 36-p]. Lack of cognitive development is the main symptom of mental retardation. This disorder primarily affects perception and perception of reality. In children with a disorder of the nervous system, these mental functions are formed slowly and with a number of features and deficiencies. These characteristics are clearly manifested in the reading process: slowness of learning, mixing letters, numbers,



objects with similar graphics, sounds and words with similar pronunciation are examples of these [10; 319-325-b].

Social adjustment of children with disabilities who are educated at home is an integral part that determines the social positive experience of adapting to a different living environment, the ability to express oneself in the process of achieving socially significant achievements and accumulate experience of self-awareness. personal education. Such flexibility allows a child with disabilities who is educated at home to successfully self-determine in the choice of his profession and later to acquire a profession, to express himself positively and personally in an independent life. Home education of disabled children affects their socialization and requires social and pedagogical support from specialists of social service institutions for families and children. Such support includes learning about children, their prospects for social development, self-expression, predicting possible social problems and ensuring that they overcome them independently, encouraging self-awareness and socialization. is the appropriate process of creating appropriate situations that encourage. Social-pedagogical support for the formation of social adaptation of home-schooled children is based on a person-oriented approach. The essence of this approach is to fully take into account the social identity of children, their socialization needs, the environment of education and upbringing, as well as the prospects of integration into society.

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];

Parents should create the necessary opportunities, work together with experts in the relevant field, engage in various activities worthy of the child's capabilities, contribute to his psychological-physiological, physical and mental development, and effectively implement correctional work. creates an important ground. In this case, if the cooperation of doctor-pedagogue-psychologist and



parents is organized on a scientific basis, taking into account all psychological and physiological processes, high results are guaranteed.

The continuation of the lesson depends on the level of complexity of the performed activities, the student's health and mental state at the time of mastering the lesson, as well as physical capabilities. This process should take from 5-10 minutes to 20-25 minutes, depending on the complexity of the subject being studied. Most of the students involved in individual education in a home with limited resources get tired quickly, lose their attention, and various negative behaviors appear. Prevention and elimination of such situations, as well as increasing the level of the useful work coefficient of students with a deficiency in psychoneurological development, is carried out by taking a moment of rest at the right time and replacing various types of activities. The rest time depends entirely on the student's condition. If necessary, it can be turned on at any time during the lesson. In order to maintain an optimal level of useful work coefficient during lessons and training, students use various activities aimed at faster recovery of the functional state of the large hemispheres of the brain; in order to activate and increase interest in education, it is appropriate for corrective games and exercises to use entertainment shows [10; 319-325-b].

According to F.I. Kevlya, "...studying the individual characteristics of students creates an opportunity to choose the right pedagogical guidelines, methods and tools that affect their development. A teacher, like a psychologist, should collect data from a comprehensive diagnosis of students in order to correctly determine the strategy and tactics of interaction with the student [9; 40-p].

The result. Social-pedagogical support for the formation of social adaptation of home-schooled children includes the following components: identifying problems of social and individual importance (the uniqueness of children's development, socialization, their positive and negative characteristics, significantly affect the formation of social adaptation and require attention in social-pedagogical work with them;

real difficulties that children may face in the process of self-expression in various spheres of life, in the process of overcoming them, they will need social and pedagogical support;

methods of predicting the child's behavior and self-expression prospects aimed at stimulation, as well as providing the most appropriate support for self-awareness in developmental situations;

ensuring that the child independently overcomes important individual social problems (help, support, encouragement, training, training, counseling, etc.);



assessment of the effectiveness of the formation of children's social adaptation (personal qualities of social importance, monitoring of the formation of a professional direction).

It is also important for teachers to have other means of communication in addition to oral speech. Such contacts include physical and visual contact - patting the student's head, holding hands, hugging shoulders. If teachers perform such actions from the heart, students will accept them as very dear people [9; 41-b].

Communication and cooperation are considered as a guiding and motivating factor in the process of individual education at home. In order to form a positive attitude when conducting lessons, it is necessary to be able to find a way into the student's world, share in his joys and sorrows, and justify his trust. O. N. Maikina noted the following: "You should always remember your actions, because for a student, a teacher is not only a friend, an adviser, but also a living symbol of justice" [9; 42-b].

A teacher can succeed in this important matter only by knowing well the individual psychological and personal characteristics of the student, the nature of tasks. A teacher should always be able to find a reason to treat a student well when analyzing his personal characteristics. The teacher should be able to help the student to achieve real success in teaching activities. To achieve this, the teacher strives to create a positive, friendly and benevolent relationship with the student. **CONCLUSION**

Home education aims to ensure children's rights to education and create the necessary conditions for their education. Pupils perform tasks such as formation of worldview and imagination, instilling knowledge of subjects, life skills and qualifications, moral and spiritual upbringing, preparation for work and other tasks. Regardless of whether children with mental, physical and mental development problems are involved in any form or type of education, choosing appropriate approaches for them is a process that requires complex measures. In order to effectively implement such measures, the pedagogue needs to know information about the personal, medical, psychological and pedagogical characteristics of the student he is teaching. Social-pedagogical support should not be replaced by excessive protection, but should be aimed at encouraging the child's self-expression, eliminating social problems that arise, and gathering self-awareness experience necessary for his integration into society need.

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