

PAPER

ADAPTATION OF CHILDREN WITH DISABILITIES TO SOCIAL LIFE

Umarova Sabokhon Minavvarovna^{1,*} and Khasanov Mukhtorjon Qakhramonjon oglu²

¹Senior teacher of the Department of Special Pedagogy and ²2nd year student History major

*Sabokhon5@gmail.com

Abstract

This article discusses the idea of Inclusive Education – an education that aims to eliminate barriers between disabled and able-bodied children, to include children with special needs in the general education process, regardless of developmental disabilities or economic difficulties, and to educate children with different needs.

Key words: Inclusive education, social life, disability, integration, children with disabilities, adaptation, defectologist, surdologist, speech therapist

Introduction

There is a supreme concept of human rights in the world. This means that everyone can equally and equally use all the opportunities available in society. People with disabilities and people with disabilities are among them. Unless society learns to accept such people and treat them equally, it cannot be said that the country fully guarantees human rights. Especially considering that today there are about 1 billion people with disabilities in the world, it becomes clear that this is a really urgent issue. Therefore, in our country, comprehensive support for persons with disabilities, protection of their rights and interests, and creation of an environment without obstacles for them to take a worthy place in society have risen to the level of state policy. The legal framework in this regard has been strengthened, and a number of decrees and decisions are being adopted. The goal is to relieve people with disabilities of despair and distrust by increasing their vital activity, increase their enthusiasm for life, and help them take their place in society, along with others.

That is why serious attention is paid to each area in this regard. One of them, of course, is the development of inclusive education. Now the integration of children with disabilities into mainstream schools has become a natural stage in the development of an inclusive education system. This is due to the obligation of society and the state to reconsider the attitude towards children with disabili-

ties, not only to recognize their equal rights, but also to provide such children with wide opportunities in various areas, including education.

Education is the process of imparting knowledge, developing skills and abilities, and is the main means of preparing a person for life and work. The Universal Declaration of Human Rights states that “Everyone has the right to education.” This is also guaranteed in our Constitution. Therefore, children with disabilities have the right to receive education under the same conditions as others. It is not just about giving them knowledge, but also about creating all the necessary conditions for them to receive quality education. That is, children with disabilities should be able to go to school without difficulty, have all the opportunities for education, and not face a shortage of textbooks and teaching aids, just like healthy boys and girls.

LITERATURE ANALYSIS:

Leading scientists in the world have conducted their research on the pedagogical foundations of improving the effectiveness of the formation of pedagogical responsibility in future defectologists in the inclusion of children with disabilities in inclusive education. This research is mainly aimed at studying the structure of the pedagogical responsibility of the defectologist, knowing the motivational

motives for work, and psychologically rationally solving the problems of increasing the effectiveness of pedagogical responsibility in future defectologists.

The works of Russian scientists B.G. Ananyev, N.V. Kuzmina, A.A. Rean, E.I. Stepanova, as well as P.A. Prosetsky, E.M. Nikireyev, V.A. Slastenin, V.A. Yakunin and others have collected a large amount of empirical material from observations, the results of experiments and theoretical generalizations in this regard. Also, scientists B.G. Ananiev, S.L. Rubinstein, M. Argil, V.G. Aseev, L.I. Bozhovich, K. Levin, A.N. Leonyev, Z. Freud and others have approached the complexity and multifaceted nature of the problem of pedagogical responsibility, its essence, nature, structure, as well as methods of studying it.

RESEARCH METHODOLOGY

In Uzbekistan, all children, regardless of their family situation, attend state comprehensive schools. This is guaranteed by the state. However, until recently, we could not boast that children with disabilities were studying on an equal footing with other healthy children. According to statistics for 2020, about 13 thousand students were covered by inclusive education in more than 3.2 thousand general secondary schools in our country. In order to eliminate shortcomings in this regard, serious attention has been paid to inclusive education since 2020.

Of course, in all forms of education, it is very important to combine theoretical knowledge with practice. Experience has proven that students learn better if they apply the skills they have acquired during their studies in real life. For this purpose, we have established the organization of pedagogical practices for students of the department in special and inclusive educational institutions.

Among children with disabilities, there are those who cannot move from one place to another, cannot sit in one place for a long time, etc. By teaching them at home, students not only help children learn, but also improve their own skills and acquire professional skills. Adaptive programs have been developed in the field of subjects that answer teachers' questions about teaching subjects in inclusive education. A number of doctoral dissertations are being defended on this topic. In the 2022–2023 academic year, a number of priority research areas of the department have been identified, and new scientific work is being undertaken. Examples of these are the pedagogical and psychological foundations of the continuous inclusive education cluster, the implementation of blended learning principles in practice, rapid diagnostics of students' gaps in mastering modules, and directing students to individual work.

ANALYSIS AND RESULTS

In particular, the concept of inclusive (harmonized) education was introduced for the first time in the new edition of the Law "On Education", adopted on September 23, 2020. A plan for the introduction of inclusive education in general education schools of Uzbekistan has been established. According to it, it is planned to involve 40 percent of children with special educational needs in regular schools by 2025. Intensive practical efforts are being made for this. The UN Convention on the Rights of the Child and the Declaration on the Rights of Persons with Disabilities are useful in studying international experience. The proposal of the Head of our state to establish a regional council on issues of full realization of the abilities of persons with disabilities, expressed at the 46th session of the UN Human Rights Council, can be considered another major initiative aimed at protecting persons with disabilities.

At this point, let's dwell on the concept of inclusive education. This word means "to adapt", "to adapt", "to encompass", "to attract". That is, it is a form of education aimed at eliminating barriers between children who need special attention and ordinary children.

In this case, regardless of developmental disabilities and economic difficulties, children with disabilities are involved in the educational process aimed at adapting to social life. Also, this education system requires the creation of an environment without barriers for children with disabilities to come to schools, the construction of new schools with similar conditions, the training of pedagogical personnel, and the improvement of the educational base.

Inclusive education is much broader than the concept of formal education. In this education, more children with disabilities are involved in learning. This places great responsibility on the shoulders of a school teacher and an inclusive kindergarten teacher. That is, the professional skills of the teacher are the main factor in inclusive education. He must have an inclusive mindset and take responsibility for the quality of education. Another factor is establishing cooperation. Cooperation and mutual exchange of ideas are important for teachers. He must systematically evaluate his own performance, regularly improve his skills, and have such qualities as leadership and management skills, joint problem-solving, and establishing wide-ranging school cooperation in order to work effectively with disciplined and interdisciplinary groups of children with special educational needs.

Conclusion

A particularly important aspect of inclusive education is that children and teachers learn from each other and solve problems together. This education should not be one-sided. Therefore, pedagogical skills are important in inclusive education. That is, teachers need to approach children with disabilities who go to a general education school separately. Younger students do not have any idea about children with disabilities. They do not understand that they should not be laughed at, that they are also ordinary people like everyone else, only a little weaker.

Since the goal is to develop inclusive education in our country and improve its quality, it is necessary to train teachers in this direction. In this regard, especially high-ranking educational institutions in the pedagogical field have great tasks. In general, we have a lot of work to do in this regard. In our country, the goal is not only to provide children with disabilities with quality education, but also to ensure that society accepts them as equal citizens of this country, and that they use all opportunities equally. And we aim to contribute to the formation of quality personnel in this education system. After all, today, it is true that increased attention is paid to the development of any form of education and that it is considered the main tool for the upbringing of a harmonious generation.

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