



OPPORTUNITIES FOR QUALITY EDUCATION IN SPECIAL INSTITUTIONS CURRENT SITUATION

Sarvinoz Keldiyarovna

University of Economics, Pedagogy and Engineering
Intern teacher of the Department of General Methodology

Annotation

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, many special schools and boarding schools operate in our republic. The state legislation, taking into account the wishes of parents, also insists on the involvement of children in home education.

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It is known that the birth of a child with developmental disabilities fundamentally changes the perspective of the family. In raising a child, parents face many responsibilities, and in raising a child with a disability, they face several problems. Identifying such families, rehabilitating children in need of special help and providing correctional-pedagogical support to their parents in preparing them for school is one of the urgent problems of today.

The priority policy of our state is to bring up the young generation to be mentally mature, physically healthy and mentally mature. In this place, special attention has been given to the upbringing of some children with developmental disabilities who need social protection. A child's education is formed physically, mentally and emotionally in the family in the bosom of their 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, the fact that 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 spiritually and physically mature people, it requires a pedagogical factor, that is, special attention to the process of education before school. It is emphasized in the literature that parents should know how to correctly apply correctional and pedagogical methods to eliminate existing defects in preparing a child for school, and that the trainers of preschool educational institutions should work in cooperation with special specialist pedagogues.





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There is every special educational institution operating in Uzbekistan, where all work related to children's issues is carried out on the basis of parental consent. The system called inclusive education creates a unique legal framework 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 shortcomings have been identified in the training of disabled children in general education schools:

- Children with special needs in general education schools lack of professionalism in preparation,
- Corrective training program, special equipment and techniques lack of 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 introduced 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. Today, among the problems of the educational system, the issues related to children who need special help, which are considered family problems, have not lost their relevance. It is the number of such families in the capital, according to the information of the club of disabled children and parents in Tashkent

It turned out to be more than 2,000.

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





the problems of families with disabled children are solved, they can be fully rehabilitated and integrated. After gaining independence, it was necessary to carefully develop a program for children with special needs. A customized program includes educational institutions that can provide childcare and education qualifications, as well as all the necessary psychological, pedagogical and medical knowledge. Solving family puzzles and inculcating parenting and caring for a child at home is the first task. 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, even a child born with a defect can be saved. It is known that even a healthy child born with short-term asphyxia may develop disability later in life. However, today it is necessary for parents to 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 the society may increase.

It is known that not all developmental defects and disorders occur during infancy. 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. St.

–Integration education center¹ in the city of St. Petersburg established the Early Aid service (Slujba ranney pomoshi - SPR) based on the model of the above centers and has been working until now.

is going The activity of the early aid service is focused on helping children with developmental disabilities from infancy (from 0 to 3 years) and their families.

Raising a child at home is a very hard and demanding job. Pedagogues who have just started to take on such responsibilities 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 encouraged to taste the feelings of joy, happiness, success and luck, while awakening feelings of trust and hope in the heart of the student. 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. It has been studied that the level of communication has been established. Most of the home-schooled children (75%) develop emotional relationships as a result of communication with the teacher. In 25% of children, such relationships are created through work. Many (77%) families have moderate relations between teachers and parents. In 11% of cases it appears through labor, in 11% of cases it is not formed at all. According to the observation of the researchers, emotional bonding and understanding of each other in the "student-parent-teacher" system is a guarantee of success in behavioral correction activities.

Establishing contact with parents and family members is the first task and 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. He says in his book "My child is not like others...": "You have 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.

However, 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-pedagogical literacy of parents.

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