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**THE LEVEL OF PUBLIC AWARENESS ABOUT DISABILITY AND  
THE ATTITUDE OF DIFFERENT SEGMENTS OF THE POPULATION TO  
THE FAMILY RAISING A CHILD WITH A DISABILITY**

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**ABSTRACT**

*This article provides information on the attitudes of children with disabilities in society, the level of public awareness, attention, and social resilience. It also provides recommendations for the proper organization of family and community relations in the upbringing of children with disabilities.*

**Keywords:** *children with disabilities, society, family, neighborhood, educational institution, special pedagogy, methodology.*

**УРОВЕНЬ ИНФОРМИРОВАННОСТИ НАСЕЛЕНИЯ ОБ  
ИНВАЛИДНОСТИ И ОТНОШЕНИЕ РАЗЛИЧНЫХ СЛОЕВ  
НАСЕЛЕНИЯ К СЕМЬЕ, ВОСПИТЫВАЮЩЕЙ РЕБЕНКА С  
ИНВАЛИДНОСТЬЮ**

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**АННОТАЦИЯ**

*В данной статье представлена информация об отношении детей с ограниченными возможностями здоровья в обществе, уровне общественной осведомленности, внимания и социальной устойчивости. Также даны рекомендации по правильной организации семейно-общественных отношений в воспитании детей-инвалидов.*

**Ключевые слова:** *дети-инвалиды, общество, семья, микрорайон, образовательное учреждение, специальная педагогика, методика.*

**INTRODUCTION**

Man is actually born for happiness and goodness, he lives with that dream. But this is not the end of the matter, he must strive, strive, do good in order to achieve this

goal. The family plays a key role in the formation of a person, in finding his place in life, in gaining respect in the country, in inculcating high moral values. The family is a space in which the person who ensures the continuity of life is formed, ethnic culture, traditions, moral and national values are preserved and developed, the foundation of economic and spiritual life, which determines the development of society, is laid and strengthened. When the family is anil and harmony, peace and harmony will be achieved in the society, peace and stability will prevail in the state.

Increasingly, in practice, teachers of preschool and school education institutions are confronted with children, because some of its features do not stand out from their peers in society. As a rule, these children find it difficult to gradually digest the classroom and classroom labor education program. Not so long ago the definition of "disabled children" was added to the pedagogical dictionary, but today it is a topical issue that has become the education and upbringing of these children.

## **DISCUSSION AND RESULTS**

Almost every group argues that there is also a kindergarten and middle school for children with disabilities in educational institutions. This is what will become clear after a detailed study of the characteristics of this modern child. First of all, it is children with physical or mental disabilities, preventing the successful development of the child's educational program. The category of children is very diverse: it includes children with speech, hearing, vision, musculoskeletal disorders, complex mental disabilities and mental functions.

As a rule, the problem is that special children, such as early preschoolers, are teachers and parents. That is why the integration of special preschool education with special children in society in a modern preschool is an all-encompassing organization. Typically, this integration distinguishes two forms: inclusive and integrated education for children with disabilities. Integrated education takes place under a special group of inclusive, preschool Integrated and inclusive education practices in traditional peer groups, compulsory preschool, by rates of clinical psychologists. Children are more tolerant than adults, because children's society is almost always the case, so as a rule, children are usually not completely healthy children are not aware of "borderless communication".

When you get a child to preschool, first of all pay attention to the level of putting professionals. If the development of pathology is strongly expressed, assistance to children with disabilities will be a priority activity of the relevant kindergarten staff. First of all, child-specific research is conducted on the basis of which educational psychologist plans and individual cards of development are being

developed. The basis of the baby's study includes things like individual conversation with parents, medical record study, examination of the child's mental and physical development. Depending on the nature of the pathology, to connect the work of psychologists specialists of a particular situation. A group of teachers visiting a child with a disability familiar with the findings and individual learning areas of the particular student.

For a child with no developmental anomalies, the adaptation period usually continues with complications. Naturally, the adaptation of preschool children with disabilities in a social setting becomes much more complex and problematic. These children are used to constant support from their parents, constant support from them. the lack of full communication experience with other children makes it difficult to establish social connections with peers. The lessons are a little slower and harder with special kids drawing, applique, modeling and other favorite kids: the kids don't have enough skills to develop activities. The practice of participation in the integration of children with disabilities in the preschool community, it is recommended primarily for the implementation of psychological education of students from groups of children with disabilities preschool age. The child will be more comfortable if other developing children, who are usually developing, understand that the development of communication barriers and fielding shortcomings are not equal.

Conducting a child for a special social experience - teachers pay great attention to work with children with disabilities. Typically developing peers, teachers and skills that tend to be easily accepted, but the development needs a special educational approach for children with severe illnesses. Establishment and planning of the school, which will be visited by a child with a disability, its typical professionals. Such a children's educational program involves identifying the direction of a particular approach for the child, additional sections, tailored to specific educational needs. This also includes the ability to expand the educational space for the child outside the educational institution, which is especially important for children with socialization difficulties. The most important condition for the implementation of the educational function is the special educational needs of the child, which depends on the nature of the disease and the degree of its severity.

A difficult challenge for school staff is students with learning disabilities. The educational program of school-age children is much more complex compared to preschool, so much attention is paid to the individual collaboration of individual students and teachers. This is due to the fact that in addition to socialization, the child's educational program must provide conditions for assimilation, to cover gaps in

development. Experts placed a large load: psychologists, speech pathologists, social scientists, who will be able to clearly determine the direction of the corrective effect on a student, taking into account the nature and degree of exacerbation of pathology.

Children with disabilities attending school will have time to start school because they have some experience in communicating with peers and adults, a society for many well-adapted children. Without appropriate experience, students with disabilities have gone through a period of much more difficult adaptation. RB communication with other students is complicated by the presence of childhood illness, which can lead to student separation from the classroom community. School specialists involved in the problem of adaptation, develop a special adaptive route for a child with a disability. what is clear from the moment in its implementation. The process involves working with the classroom teachers, parents of the child, parents of other students, educational administration institutions, health workers, school psychologists and sociologists. The actions of the aggregate lead to the fact that after a certain time, usually 3-4 months, the disabled child is sufficiently adapted to the school community. This very training program further facilitates the process of preparation and assimilation.

The integration of children into society with children with disabilities plays an important role in improving the quality of the learning process for children with disabilities provided by educational institutions. How closely parents and teachers work closely with established collaborations depends on the specific student watching. Parents of children with disabilities should be interested not only in the assimilation of a son or daughter of educational materials, but also in establishing an equal child's relationship with their peers. A positive psychological attitude contributes to the success of the full program material assimilation. The involvement of parents in the life of the classroom helps to create a psychological climate in the family and school in accordance, and the child in the classroom will be held a minimal demonstration of adaptation complications.

Development of an organization of psychological support for children with disabilities Development of an individual educational route for children with severe illnesses, experts definitely take into account the support of the child's educational psychologist, social worker, pathologist, prevention clinic. Psychological support specialist of special school students includes a diagnostic study at the state level, developing emotional characteristics of the level of emotional and volitional, the formation of skills and spending psychological services. based on the analysis of the planned diagnostic results of rehabilitation measures. Corrective work with children

is carried out taking into account the characteristics of the identified pathology, which may have a different nature and complexity. The implementation of remedial measures is a necessary condition for the organization of psychological support for children with disabilities.

Traditionally, teachers work according to a certain pattern: explaining new materials, assessing the level of knowledge in the implementation of tasks on the topic. This program is for students with disabilities of several different appearances. What is this? Special Teaching Methods Working with children with disabilities tends to be described in professional training courses for teachers. The general scheme is approximate as follows:

- Consistent explanation of new materials;
- honor, performance of duties;
- repetition of assignments by the student;
- providing audio-visual training manuals;
- A special system for assessing the level of educational achievement.

Specific assessments include, first and foremost, the scale of the individual rating in accordance with the child's development and the expenditure of their efforts.

## **CONCLUSION**

The Uzbek people are a childish people by nature. Tolerance for a child, kindness, selflessness are the characteristics of our people. Therefore, your parents should ensure that their children receive a thorough education, acquire a profession according to their interests, and perfect the rules of morality! create the necessary opportunities for them to know and follow them. Because the proper upbringing of a child in the family is the key to building a strong society. Child rearing is a comprehensive, long-lasting complex process that has its own characteristics. This process begins with the mutual compatibility of the young man and woman who are getting married. The health of the future parents, their lineage, worldview, morals, compatibility of material and spiritual level, all-round readiness for marriage are important in the adoption and upbringing of children. Family unity, harmoniously developed children are a guarantee of social stability and spiritual maturity.

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