

**SOCIAL ADAPTATION AS A SOCIAL POLICY OBJECTIVE FOR  
CHILDREN WITH SPECIAL NEEDS**

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**ABSTRACT**

This paper investigates major points of the social adaptation as a social policy objective for children with special needs. On this case, both theoretical and methodological aspects has been pinpointed to get better development perspectives. Hence, research has pointed outcomes and shortcomings of the social adaptation on social objective for children has emphasisez as the whole.

**Keyword:** *social adaptation, social policy, objective, children, special needs*

**INTRODUCTION**

From the first days of independence in Uzbekistan, special attention is paid to the issues of social protection of citizens. It is no coincidence that the implementation of a strong social policy formed the basis of the national model of market reforms in Uzbekistan, as one of the five principles of state development.

Along with a wide range of issues, the solution of which became one of the most important tasks of the state in this area, the country has implemented a set of measures for material and moral support of vulnerable segments of the population - needy families, disabled people, lonely elderly citizens. The protection of their social and labor rights and guarantees is ensured by the legislation and regulatory legal acts of the Republic of Uzbekistan.

On this fundamental basis, the state policy in the field of social protection of persons with disabilities and vulnerable groups of the population has been formed and is being implemented, the main directions of which are ensuring the rights, freedoms and legitimate interests of this category of citizens, compliance with legislation, non-discrimination, protection of honor and dignity, ensuring equality of rights and opportunities. , receiving preschool and out-of-school education for children with special needs, vocational training and others.

**MAIN PART**

The object of social policy is all citizens for whom the implemented social policy must ensure a dignified existence and guarantee the observance of all rights and freedoms, or certain groups of the population in need of social protection and support.

The main subject of social policy is the state. In addition to the state, the subjects of social policy are government departments and institutions, local governments, non-governmental organizations (public, international charitable foundations, religious communities), commercial structures, social workers and other professionals, volunteers, citizens.

During the 20th century, the most important documents on the rights of the child were adopted several times, which served as socio-political guidelines for all of humanity. The need for such special protection of the child, including the sick, "handicapped", was stipulated in the 1924 Geneva Declaration of the Rights of the Child and the Declaration of the Rights of the Child adopted by the General Assembly on November 20, 1959, and is recognized in the Universal Declaration of Human Rights, in the International Covenant on civil and political rights, in the International Covenant on Economic, Social and Cultural Rights. The Convention on the Rights of the Child, adopted by General Assembly resolution 44/25 of 20 November 1989, states: "States Parties recognize that a child who is mentally or physically disabled must lead a full and dignified life in conditions that ensure his dignity, self-confidence and facilitate his active participation in society. "

## **THEORITICAL BACKGROUND**

The social policy in our country, declared in legislation and official documents, is aimed at ensuring a decent life for every member of society and is a priority in the activities of our state. The Constitution of the Republic of Uzbekistan contains the basic norms and rights of direct action. On their basis, social legislation has been developed. Thus, he laid the foundation for the formation of a national model of state social support for people with disabilities. Uzbekistan has joined the main international treaties, pacts, declarations, conventions in the field of the rights and freedoms of children and persons with special needs, and in accordance with them implements its own policy.

Recognizing the special needs of the child with disabilities, States Parties to the Convention share the view that assistance is the provision of effective access to education, training, health care, health rehabilitation, work preparation and access to recreational services.

Thus, this help leads to the fullest possible involvement of the child in social life and the achievement of the development of his personality, including the cultural and spiritual development of the child.

Social policy in Uzbekistan also recognizes childhood as an important stage in human life and proceeds from the principles of the priority of preparing children for a full life in society, developing socially significant and creative activity in them, fostering high moral qualities, patriotism and citizenship in them. This applies to all children, regardless of their nationality, social status, health status, etc.

The social policy of family and childhood, declared in legislation and official documents, is aimed at ensuring a decent life for each member of society and is a priority in the activities of our state. The Constitution of the Republic of Uzbekistan contains the basic norms and rights of direct action. On their basis, social legislation has been developed. Thus, he laid the foundation for the formation of a national model of state social support for people with disabilities. Uzbekistan has joined the main international treaties, pacts, declarations, conventions in the field of the rights and freedoms of children and persons with special needs, and in accordance with them implements its own policy.

Another of the main documents regulating social policy in relation to a child with special abilities is the law of the Republic of Uzbekistan "On guarantees of the rights of the child." It is in this law that disabled children are defined as "children in difficult life situations", and "social adaptation of a child" as "the process of active adaptation of a child in a difficult life situation to the rules and norms of behavior adopted in society, as well as the process overcoming the consequences of psychological or moral trauma ". This law states that the state policy towards children is a priority. The implementation of the state policy in relation to children with disabilities, this law refers to the powers of the state authorities of the subjects of the Republic of Uzbekistan.

Thus, the main responsibility for the general attitude towards children, including the disabled, for their education, upbringing, social protection, social security, support, rehabilitation and adaptation, etc. lies with the state. Social, commercial and religious forces should only facilitate the full adaptation of a child with disabilities.

## **DISCUSSIONS**

Rehabilitation and adaptation of a child with organic or mental health disorders that interfere with the ability to fully participate in social and everyday life is impossible without affirming the importance of personal adaptation potential. In the life of a disabled child, there are factors of social order that are in direct connection with the ability of an individual to live in society and feel like a full-fledged person. This refers to such factors as study, family life, communication with people, housing conditions, stereotypes of attitudes towards children

with disabilities on the part of healthy children, health status, the health care and social protection system in the country, opportunities in it to exercise their rights, etc. .d. "In the analysis of the process of socio-psychological adaptation, it is necessary to take into account two factors: personal and social. Whatever the personal adaptive potential, but if society negatively perceives this category of people, treating them as social dependents, and the state "pays off" pensions and benefits, not seeing in them the citizens of the country, social subjects participating in its life, then successful adaptation is unlikely to take place. "

<sup>1</sup> Social policy in relation to people with disabilities should now become a policy with a "human face". Slowly but surely, the tendency to hide from the problem of the existence of people with developmental disabilities is being overcome, the problem of their integration into society arose.

The law "On social protection of disabled people in the Republic of Uzbekistan" forms social attitudes towards disabled people. Social work with disabled children is based on the provisions of the law "On social protection of disabled people in the Republic of Uzbekistan" dated November 18, 1991, No. 422-XII. It is in this law that the concept of a "disabled child" is defined as a person with disabilities and opportunities under 18 years of age. This law considers the adaptation of disabled children as a goal of rehabilitation. "Rehabilitation of disabled people is aimed at providing disabled people with assistance in restoring and compensating for the impaired or lost functions of the body, eliminating the limitations of their life." Chapter 4 of this law is devoted exclusively to the education and training of persons with disabilities. According to this law, educational institutions, bodies of social protection of the population, institutions of communication, information, physical culture and sports ensure the continuity of upbringing and education, social adaptation of disabled children. "Preschool education for children with disabilities is carried out in preschool educational institutions. If the health of disabled children excludes the possibility of their stay in preschool educational institutions, preschool education of disabled children is carried out in specialized educational institutions, including boarding schools. " In addition to educational rights, children with disabilities are granted other rights equal to those of their healthy peers. The law partly creates the foundations for a correct, compassionate attitude towards children with disabilities, but in practice, the use of equal rights by children with disabilities with their peers is a serious problem. "After all, the creation of a legal civilized state is impossible without taking into account the rights of people with disabilities. All civilized countries have passed this stage. In order for the problem to be resolved in our country as well, it is necessary to move towards its solution. Raise this topic in the media. Conduct classes in schools where children get an idea of the life of a disabled person, as is done in most civilized countries. And finally, this is perhaps the most important thing - to create institutions of an integrative type, in which healthy children and children with various disabilities could communicate. "<sup>2</sup>

Most children with disabilities will someday become adults. In a modern market economy, this law provides social guarantees for disabled children. Articles of this law relate to social and material security, employment, job provision, working hours of disabled people, the creation of public associations by disabled people, responsibility and benefits for employers for disabled people. This law, on the one hand, stimulates disabled people to productive work and social activity, and on the other hand, it provides social guarantees for satisfying basic life needs and protects those who cannot work from arbitrariness, envisages improving the social situation in relation to the disabled person.

The law "On social protection of disabled people in the Republic of Uzbekistan" states that the family is the most important institution for the socialization of a disabled child. It is in the family that the environment necessary for any child is created in which he can master human forms of behavior, develop mental qualities, intellectual abilities. The main direction of state policy in relation to children with disabilities is the adaptation of a child to society through a family. No one can meet the needs of a child better than a parent.

The financial situation of families with disabled people is very difficult. Therefore, this law provides for numerous assistance, benefits and preferential services for families in which there are people with disabilities and disabled children. It is obvious that raising a child in a family and his material maintenance will be more complete and less expensive than if the child was entirely in the care of the state.

Another important law of the Republic of Uzbekistan dated August 29, 1996 No. 265-I "On the protection of the health of citizens" guarantees the protection of the rights of children with special needs. It says that citizens of the Republic of Uzbekistan have an inalienable right to health protection. the state provides citizens with health protection regardless of age, sex, race, nationality, language, attitude to religion, social origin, beliefs, personal and social status. The law guarantees citizens protection against discrimination, regardless of whether they have any form of disease. Persons guilty of violating this provision shall be held liable in the manner prescribed by law. In case of illness, disability and in other cases, citizens have the right to medical and social assistance, which includes preventive, therapeutic and diagnostic, rehabilitation, sanatorium, prosthetic and orthopedic and other types of assistance, as well as social measures for caring for patients, disabled and disabled people, including the payment of benefits for temporary incapacity for work. Medical and social assistance is provided by medical workers and other specialists.

Persons with special needs have the right to preferential provision of prostheses, orthopedic, corrective products, hearing aids, vehicles and other special means. Persons with special needs, including children with special needs and persons with disabilities since childhood, have the right to medical and social assistance, to all types of rehabilitation, provision of medicines, prosthetic and orthopedic products, means of transportation on preferential terms, as well as to professional training and retraining.

The rights of minors to health protection are ensured by the state by creating the most favorable conditions for their physical, spiritual development, prevention of diseases, as well as by organizing medical care in preschool, school and other institutions.

According to the law, children with special needs have the right to: dispensary observation and treatment in children's and adolescent medical institutions in accordance with the procedure established by the Ministry of Health; sanitary and hygienic education, training and work in conditions that meet their physiological characteristics and health status; free medical consultation at the expense of budgetary funds in determining professional suitability; obtaining the necessary information about the state of health in a form accessible to them.

Minors over the age of fourteen have the right to voluntary informed consent to or refuse medical intervention.

Minors with disabilities in physical or mental development, at the request of their parents or persons replacing them, can be kept in institutions of the social protection system at the expense of budgetary funds, charitable and other funds, as well as at the expense of parents or persons replacing them.

Violation of the rights and interests of minors by parents or other persons in whose care they are, evasion of upbringing, cruel treatment harmful to the health of minors, entail responsibility in the manner prescribed by law.

Article 22 also refers to the right of persons with special needs to free health care in public health care institutions, home care, and lonely disabled people in need of outside care, disabled people with chronic mental illness - to be kept in boarding homes for disabled and elderly people.

The Law of the Republic of Uzbekistan "On Education" of August 29, 1997 also provides a legal guarantee for the education and adaptation of children with special needs in society. According to the law, specialized educational institutions are created for the education, upbringing and treatment of children and adolescents with disabilities in physical or mental development, as well as those in need of long-term treatment. The direction of children and adolescents to these educational institutions and deductions from them are made on the basis of the conclusion of the psychological, medical and pedagogical commission with the consent of the parents or other legal representatives. Students of specialized educational institutions are on partial or full state support.

The rights of children to adapt to an individualized education system, including the right of children with special developmental needs to attend the same schools as their neighbors, are recognized by international human rights standards: Universal Declaration of Human Rights, The International Act on Economic, Cultural and Social Rights, the European Social Charter, the Declaration on the Rights of Mentally Retarded Persons and other documents. The Education for All movement has emerged since the World Conference on Education for All in Thailand in 1990, with the goal of empowering all children, youth and adults to exercise their right to education.

The main impetus for inclusive education was given in 1994 at the World Conference on Education for Persons with Special Needs, held in Spain. On June 10, it adopted the Declaration on Principles, Policies and Practices in the Field of Education for Persons with Special Needs, according to which:

- Every child has a fundamental right to education and should be able to acquire and maintain an acceptable level of knowledge.
- Each child has unique characteristics, interests, abilities and learning needs.
- It is necessary to design education systems and implement educational programs to take into account the wide variety of these characteristics and needs.
- Persons with special educational needs should have access to education in mainstream schools.
- Regular schools should create conditions for them on the basis of pedagogical methods, focused primarily on children in order to meet these needs.
- Mainstream schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating a supportive environment in communities, building an inclusive society and providing education for all.

The development and regulatory legislation of inclusive education in Uzbekistan began in 1996. Initially, inclusive education was considered only as the integration of children with disabilities into the general education system, but the developing technologies of inclusive education, based on the equal accessibility of education for all children, led to the inclusion of children in the general education system, regardless of the status of their ailment or any social, emotional, cultural, linguistic and other characteristics.

Unlike the foreign education system, in which inclusion has rich experience and legislative consolidation, our domestic inclusion is just beginning to take shape and develop.

If we understand a child with disabilities as a subject of social adaptation, making deliberate efforts, mastering specific skills, striving to integrate into social life as fully as possible, to overcome a difficult life situation, then it is most convenient to help him by building social work in line with psycho-oriented models of social work. Psychological-oriented models reflect the approach to a person, whatever he may be, in whatever state his health may be, as a subject of his life, as a person who can choose and build his own life. This model of social work has significant limitations, since disabled persons are often recognized as incapacitated persons who cannot be held responsible for their actions. In the process of adaptation, the child will be able to achieve success only when he is able to accept the feasible part of responsibility for his life upon himself. Learning to accept responsibility is one of the most important results of the socialization of a disabled child. The psycho-oriented model is determined by the principles of humanistic psychology.<sup>3</sup>

### **CONCLUSIONS**

A humane attitude presupposes respect for the child's right to free choice, error, and his own point of view. The principle of humanism in social work assumes the recognition of the value of the child as an individual, his rights to freedom, happiness, protection and protection of life, health, creating conditions for the development of the child, his creative potential, inclinations, abilities, helping him in life self-determination, integrating him into society, full self-realization in this society.

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