

**PEDAGOGICAL CONDITIONS OF SOCIAL ADAPTATION OF STUDENTS  
WITH DISABILITIES****Boyto'rayeva D**

Named after Nizami TDPU Masters

**ANNOTATION**

In order for mentally retarded children to find their place in life, it is necessary to adapt them to social life. One of the problems facing the country today is the development of literacy of parents with mentally retarded children, the mechanism of their social adaptation, public organizations, communities, special institutions for the education of children with disabilities. We believe that they should show their initiative. This article is a necessary and important resource for the organization of the assistance of doctors, speech pathologists, psychologists in the provision of primary correctional and pedagogical skills to parents in the community, family hospitals, in the adaptation of children with special needs to social life.

**Keywords:** *mental retardation, adaptation, socialization, Autism or Autistic, Asperger syndrome, tutor, inclusive education, disability, Down syndrome, DEGS, dyslexia, cerebral palsy*

We live in the 21st century, a time when IT is highly developed and there are opportunities to give a child more and develop their strengths, rather than discussing a child's "mentally retarded" or other developmental characteristics. Sometimes even "ordinary" people can do something, they can't do anything. It is necessary to go beyond the child's capabilities! " - say experts in the field.

**Parents are experts in their children**

"As parents, we know our children well - their strengths and weaknesses. But no one is asking for our opinion. No one shows us the plans and curricula for our children. Education officials often say that raising and educating a child depends directly on the family - parents / guardians or relatives. While officials emphasize the importance of the role of parents in children's development, in reality very few take their opinions and voices into account. It is important for every parent to recognize that their child is an "expert" and that they should be directly involved in curriculum development and joint research to study their children's needs. In foreign countries, there are widespread organizations of parents of children with disabilities who are unable to advance their interests and defend their rights independently. For example, there is the All-Russian Organization of Parents of Children with Disabilities (VORDI), which has its regional branches throughout Russia, and considers VORDI to be a "driving force for legislative and practical changes to improve the quality of life of its children". Unfortunately, there are no such organizations in Uzbekistan that are still active in this area and on this scale.

**It's not about backwardness, it's about development**

Autism or autistic spectrum disorder (AASB) falls into the category of a human condition that causes difficulties in communicating with the outside world and socializing. In the UK, AASB is treated as learning disability, and many see it as an autistic spectrum disorder rather than a 'disorder'. Autism can be accompanied by attention deficit hyperactivity disorder (DEGS), epilepsy, depression, and other disorders. In addition, children and adults have dyslexia - difficulty reading and writing. One of the milder, more advanced forms of AASB, speech and intellectual level, is called Asperger syndrome. The name was given in 1943 in honor of Hans Asperger, an Austrian scientist who described this condition in older children. Greta Turnberg, a 16-year-old eco-activist, American scientist and writer Temple Grandin, whose life was filmed as a feature film in 2010, and many

talented artists, composers, scientists and politicians worldwide have suffered from the same syndrome. According to the World Health Organization, autism spectrum disorder occurs in one in 160 children, and the number of children with AASB is growing exponentially. In the United States, the problem is widely reported, and data from the Center for Disease Control and Prevention show that in 2008, 125 children had one child with AASB, and in 2018, one in 59 children already had autism. diagnosed. The number of people with autism in Russia has increased from 13,897 in 2014 to 31,415 in 2018 over the past five years. Unfortunately, low- and middle-income countries are unaware of the prevalence of autism due to low levels of awareness, lack of specialists, lack of diagnostic tools, and low incomes.

Neither statistics nor experts

There are no official statistics on the exact number of children with developmental disabilities in Uzbekistan in different categories (AASB, Down syndrome, DEGS, dyslexia, etc.). The State Statistics Committee has been providing some data on the number of students with “physical or mental retardation” since 2000. HTV's official website has a section for people with disabilities, but there is no information on the number of such students. Only through a written request to the Ministry of Health were we able to obtain some data on children with cerebral palsy (BSH) from 2013 to 2019. According to Farhod Artikbaev, the father of a child with autism and a social activist for the rights of children affected by AASB in Uzbekistan, about 400 children with autism are registered at the Republican Center for Social Adaptation of Children (RBIMM). most of them live in Tashkent.

But he personally knows more than 1,000 families with such children. In fact, they are more numerous, but parents often hide their children. Most importantly, we have almost no specialists who can diagnose "autism / autism spectrum disorder." Such experts can be counted on the fingers of one hand! In the provinces, parents do not know where to go, where to get the right diagnosis and how to deal with it, ”said Farhod Artikbaev, an HTV specialist. Another problem is the lack of tutors (tutors) who provide individual support to students who have difficulty learning in conventional schools. Parents have to solve this problem based on their financial means. Defectologists or psychologists who have experience working with children with developmental disabilities are now doing this task on a commercial basis.

“The tutoring position should be included in the staffing table and the recruiter should have knowledge of working with children with developmental disabilities and creating conditions for their successful integration. Ideally, tutors should be trained in pedagogical universities, but we have not talked about it. So far, we have only negotiated with the Ministry of Higher Education to introduce a 24-hour inclusive education program for science teachers, but as far as I know, this program has not been implemented, ”he said. born Galina Nam, who is currently conducting research in the field of inclusive education at the University of New Zealand Vaikato. Unfortunately, the position of tutor is not provided in general schools, even in our schools where the experience of including children with developmental disabilities is included in the general education process. According to Galina Nam, the role of tutor is usually performed by the child's parents, which, of course, complicates their already difficult life. The challenge for parents is that at first they are very tired. Second, they not only help their child learn, but also protect him or her from the rest of the class. In some cases, a volunteer or practitioner works as a tutor. This practice was introduced in Samarkand, where volunteers were invited to tutor, and in Urgench, students of pedagogical universities practiced tutoring during the internship. “This can be seen as a temporary

decision, but in my opinion, none of these cases can be described as effective and sustainable individual support for students who have difficulty learning,” concludes Galina Nam.

Our goal is to build an inclusive society and promote inclusive education for all people with musculoskeletal, hearing, and vision impairments or developmental disabilities. To achieve this goal, it is necessary to break down stereotypes about the opportunities for children with disabilities and developmental disabilities, as well as to break down existing barriers in society. Article 24 of the UN Convention on the Rights of Persons with Disabilities, signed by Uzbekistan in 2009 and not yet ratified, states that “States Parties recognize the right of persons with disabilities to education. In order to exercise this right without discrimination and on an equal footing, States Parties shall ensure inclusive education at all levels and throughout their lives. ” Children with disabilities cannot be excluded from the general education system due to their disability and should be provided with reasonable conditions that take into account their individual needs. Children with special educational needs are often subject to stereotypes and misconceptions in most people, ignorance of children who have difficulty learning, denial of their real potential and strengths. they admit that they are not educated because of it. Their parents do not know how to protect their children's right to quality and inclusive education. They feel intimidated by education and social protection systems, especially at a time when officials from relevant ministries and agencies are being mistreated.

Curricula and processes should take into account the individual needs of each student, regardless of their physical condition or developmental characteristics. We should not discriminate against children on the basis of their disability, but give them everything they can get. If we want to develop and expand the curriculum, we must recognize that the principle of "one program for all" is already outdated and does not meet today's requirements. To do this, it is necessary to formulate an individual educational program based on the characteristics of the child. “Inclusion can only develop if all rights, starting with pre-school education, are enshrined in the Basic Law on Education. Otherwise, all legal documents "will lie in the dust in the box." Only if parents have the opportunity to choose their children to study in specialized and general education schools based on their interests and to demand the creation of special conditions in secondary schools with legal rights, then it will be really good. change begins! ” - says the expert "Great Future" Odila Atabayeva.

The concept of development of the public education system of Uzbekistan until 2030 states that inclusive education programs are underdeveloped and need to develop customized general education programs, special training of teachers in inclusive education in higher education programs. In this regard, it is advisable to address the shortage of staff and officially introduce the position of tutor, which is an integral part of inclusive education.

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