



## Preparing Students with Disabilities for Social Life in Primary Grades - As a Pedagogical Problem

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### Abstract

This article provides information on the social life of children with disabilities, hearing impairments, disabled children and ways of working with them, the inability of a person to master speech due to impaired hearing perception, and therefore isolation from society.

**Keywords:** young generation, mature, inclusive education, disabled, students, hearing, thinking, child, speech, pedagogy, human, mind, idea, education, upbringing, society.

The fundamental reforms implemented in the socio-political, economic and cultural life of our country set important tasks for our society, such as updating education, which is considered one of the priorities of state policy, and educating the young generation as a well-rounded person who can meet the demands of the times, instilling the ideas of independence in their minds. eating

Effectiveness of socio-economic reforms in the present conditions depends on education, spirituality of a person and his high professional skills. With the honor of independence, a number of decisions, regulations, laws, and concepts were developed in the ministries of public education, higher and secondary special education of the Republic on further improvement of the system of education and training. These documents serve as a theoretical and practical program to ensure harmony in continuous education in all educational institutions. Today's reform period calls for the creation of effective methods of teaching, further expansion of cooperation between teachers and students, ensuring the leadership of education in the formation of human personality, the age and individual characteristics of students, national feeling taking them into consideration, he is ordering the implementation of educational activities.

In President Shavkat Mirziyoyev's speech at the 46th session of the UN Human Rights Council, special attention was paid to strategic directions, including the ratification of the Convention on the Rights of Persons with Disabilities. When we think about the fact that there are about 1 billion people with disabilities in the whole world, we are sure that this is an extremely important initiative. The urgent tasks are to carry out propaganda about the essence of this initiative, to strengthen parliamentary control over the issues of protecting the rights of persons with disabilities. Protection of the rights and interests of persons with disabilities is a large and multifactorial field. Therefore, today I would like to focus on one of its areas - inclusive education in more detail. Inclusive education is much broader than formal education. This education mainly works with children with learning disabilities. What qualities should an inclusive school teacher and educator in an inclusive kindergarten have? Professional skills of the teacher are the main factor in inclusive education. First of all, the teacher must have an inclusive mindset and take responsibility for the quality of education. The main criteria for the quality of work of teachers in inclusive education is that the teacher protects and respects the rights of all children, despite the fact that students are of different categories.

Another quality is cooperation. Because cooperation and exchange of ideas is important for teachers. The teacher systematically evaluates his performance, regularly improves his



qualifications, applies leadership and management skills to effectively work with disciplined and inter-institutional groups of children with special educational needs, joint problem solving, and comprehensive school cooperation. should have qualities such as putting.

The social life of people with disabilities is a system of motives deeply embedded in the human mind, which considers it obligatory to follow them in one's behavior. The process of formation of faith is long and complicated. These arise during the acquisition of spiritual culture and social practice by a person, and appear when the knowledge he has acquired is confirmed or rejected in life experience. The formation of social life is one of the aspects of the process of moral education of a person in the family, school, work and social activities. [2.24.35]

The scientific and technical revolutions that took place in the new and most recent era led to the rapid development of the industry. The processes of globalization occurring in the last quarter of the 20th century and the beginning of the 21st century accelerated these processes. Selection requires evaluation. And the assessment can be positive or negative, based on the assessment, the child begins to react positively or negatively to the surrounding events. In this period, that is, during the transition from childhood to adolescence, the need for self-expression is strong, so both negative and positive evaluations often have a radical character. Teenagers of this age perceive the world in black and white. The colors in between do not attract their attention. Therefore, even if they draw, these events will have a low rating. Life experience teaches the majority of older people to be calm and to be careful of harsh judgments. Adolescents do not yet have such experience, and it can be said that disagreement with others reaches its highest point at the border between childhood and adolescence.

Society consists of different social systems. Such systems include the production system, education system, healthcare system, system of scientific institutions, defense system, etc.[2.24.40].

Man and the environment are in constant contact, which is carried out through the analyzers of vision, hearing, skin, taste, smell, and movement.

The auditory analyzer is one of the most important organs of a person, and its main task is speech perception. It is considered a factor in the formation of full-fledged auditory speech. Through speech, a person's verbal and logical thinking, general and spiritual development takes place. Things and events in the material world are reflected in our mind, they are expressed in the form of words, they are manifested through language phenomena. A person has the opportunity to name the objects and events he has seen and been affected by using words, and to understand and express his impressions of their content in the form of images, thoughts, concepts, and imaginations. Speech is the leading tool in the reflection of any object, event in the brain and firmly established in the mind. It also serves as a tool of thinking, expression of thought in the process of communication, a tool for expressing something, meaning and influencing. Since the ability to think appears at the core of speech development, it determines the level of development of human thinking [2.27.54].

As a result of impaired hearing perception, a person's inability to master speech, and therefore isolation from society members, creates a number of problems for him to find his place in social life. These are due to various interdependent reasons, in this regard, L.S. Vygotsky: "Social education leads to the lack of development of speech, the lack of development of speech leads to isolation from the community (collective), and separation from the community (collective) in turn, it inhibits the development of social education and speech," he says [2.5.110].

Despite the fact that the problems of speech development of teenagers with hearing problems have attracted the attention of many teachers and methodologists for several centuries, the solution to this problem, that is, the organization of the educational process in special schools L.S. Vygotsky's



works, which shed light on the issues of the special education system, gave impetus to the new direction of approaches. The scientist focuses on the method for the development of oral speech in special schools, focusing on the fact that the child's life is not related to his interests, acquiring speech without participating in social life, learning to swim while standing on the shore. "comparing to the state of learning, he notes that the social environment and its structure are the final and decisive factor of any educational system: "A child's life should be organized in such a way that speech is necessary and interesting for him. Education should be directed towards the child's interests, not against them. It is necessary to create a need for universal speech, only then will speech appear. Speech occurs as a result of engaging in communication and thinking, as a result of adapting to complex life conditions»[2.24.70].

Speech communication plays a crucial role in the development of a child as a person. The specific development of speech of a child with a hearing impairment prevents him from acquiring the basics of science under normal conditions. For this reason, in the structure of this category of adolescent anomalies, speech should be given the first place, and the issue of speech formation based on a plan should occupy a central place in the specially organized educational process.

In short, in recent years in our republic, it is becoming more and more clear that the solution to the problems of adaptation of children who need special attention to social life is connected with the implementation of extensive propaganda among the population. For example, popular scientific articles written by R.Shomakhmudova, D.Nurkeldiyeva, and D.Sultonova focused on elucidating the work system that should be implemented in the family with such children[2.20.110].

The review of the literature shows that, despite a number of achievements in the field of special pedagogy, a specific plan for a comprehensive study of the pedagogic skills of school-age children with hearing impairments has not been developed in our republic, which, in turn, prevents the provision of early correctional support to such adolescents. showed that there is a serious obstacle to its proper organization.

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