

## CHARACTERISTICS OF THE FAMILY OF A CHILD WITH DISABILITIES

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**ABSTRACT:** When we talk about social integration of children with disabilities, it means equal opportunities and feeling comfortable among peers. The process of social involvement of people with disabilities: improving the process of social adaptation, education, and employment; increase self-esteem; serves to improve interpersonal relations in society.

**KEYWORDS:** Child, family, character, children with disabilities.

### INTRODUCTION

Decrees of the President of the Republic of Uzbekistan No. PF-4947 of February 7, 2017 "On the Strategy of Actions for Further Development of the Republic of Uzbekistan", No. PF-5198 of September 30, 2017 "On Measures to Fundamentally Improve the Management of the Preschool Education System", Cabinet of Ministers Decision No. 528 dated July 19, 2017 "On measures to improve the activities of preschool educational institutions", Decision No. PQ-3261 dated September 9, 2017 "On measures to radically improve the preschool education system" and other regulations related to this activity it is necessary to perform the duties specified in the documents. strengthening the social protection system, protecting the rights of children with disabilities, and involving them in inclusive education are carried out by the state organization. This ensures that children with disabilities receive modern education.

The family, as the primary social unit of society, has a complex composition, and in its activity, it reflects not only the needs and abilities of family members, the goals and tasks of various activities, but also activities. The vitality of its complex and multifaceted activity is twofold:

- firstly, it is a sign that a small part of the society is very sensitive to social changes and reflects them. Based on this, it is necessary to consider family education as one of the main parts of social education.

- secondly, it should not be overlooked that its complex and multifaceted activity depends on its tasks and structure, social lifestyle, social activities of family members, all their interests, needs and relationships.

For the methodology and methods of family education, it is of great importance to identify the most important aspects of it, that is, the integration of educational tasks, the unique characteristics of the family and the available opportunities. Analyzing the structure and functions of the family, it becomes clear once again that it is the social and spiritual core of society. For this

reason, the family should have a certain status and basis, and it should regulate the relations between people, and it is necessary to form moral qualities, physical maturity, and mental acumen in young people. The normalization of the life of a child with disabilities means ensuring his right to life, like all children. For example, living in a family means having friends, sleeping or getting up when you want, organizing parties and enjoying solitude, raising pets, raising children, going to regular school, actively participating in the neighborhood, participating in the country's political life [1,3,4].

The following types of special educational-psychological, medical support social systems for children with disabilities are distinguished: micro-, meso-, exo- and macro-systems.

The microsystem is the movement of the developing person in the environment in which he is directly involved, and shapes his interpersonal relationships. In the family, the microsystem covers the relationships between parents and children, their brothers and sisters, as well as other family members. In the pre-school organization - the educator and children, in the school - the teacher and the child and his classmates communicate.

A mesosystem reflects the connections between two or more microsystems in which the child is involved. It can also include the family, nursery and school, family and neighbours, educational institution and peer group.

Exosystem refers to institutions where the child is not directly involved. However, they affect the child through microsystems. The exosystem consists of the following factors: education (the presence and form of special education programs, the content of educational programs, the quality of textbooks and educational materials); health care (quality and availability of speech therapy services); social security (disability allowances from childhood, possibility of mother's complete absence from work; (acceptance of the disabled by the public and attitude of the family and education system built on this basis).

The macrosystem covers the totality of the values of the basic culture of the society: the fate of the blind child is constructed quite differently in a society where fearless people are deified, but in a society where he is treated as an unfortunate being. Macrosystem also includes economic and political factors. When this system is rejected, the child's individual difference, which is included in the functioning microsystem, is ignored.

Ecosystem approach effectively helps a speech therapist or special pedagogue (defectologist) at all stages of working with a child with special needs. At the stage of clarification of problems, it helps to determine its causes and stages. The planning of his solution also acquires a complex character, and the child directly or indirectly covers all the resources available in the specially organized environment [4].

The level of adaptation and rehabilitation of a disabled child directly depends on the level of support received in the family, the nature of family relations. Complete rehabilitation and further inclusion of a child with disabilities can be ensured only after solving the problem of family support. Today, it is understood that the organization of effective support for a child requires the multidisciplinary team to work as a team. This team will consist of doctors, psychologists, speech therapists, defectologists and of course parents. Parents are considered as a person with equal rights to the team in all aspects related to the uniqueness of the child's life, needs, life path.

Therefore, they must have the opportunity to fully know their child about treatment, education and psycho-social support.

Parents can help professionals in the following cases: monitoring the child and providing relevant information; active participation in the child's education; in the practical strengthening of skills formed by specialists. In addition to support team duties, parents can organize mutual support groups and clubs. Club members and management perform various tasks: organize conferences and seminars on parent education; providing children with technical means through sponsorship; providing referrals to sanatorium-resort treatment; is to protect the interests of children in educational and medical institutions. In particular, a speech therapist, defectologist should be aware of children with disabilities and their families, family environment, and should learn.

Education, rehabilitation and rehabilitation of children with disabilities is an important task of special and inclusive education. The development of the special education system operating in our country solves the tasks of correcting the defect of the abnormal child and creating the most optimal conditions for his social adaptation. It helps to find ways to overcome the difficulties of raising a child with developmental disabilities in special and inclusive institutions and in public education [5].

Studies issues related to education and upbringing of children with disabilities in special educational institutions. In our independent Uzbekistan, special attention is being paid to the activity of a speech therapist and his skills, aimed at organizing the process of education and upbringing based on the new state educational standards of the reform of the continuous education system [2,3]. .

Pedagogists-defectologists, speech therapists work in special educational institutions, psychological-medical-social, rehabilitation, consultative-diagnostic centers, psychological-medical-pedagogical consultations, speech therapy centers, as well as in general educational institutions, orphanages and boarding schools, and in various provide high-quality speech therapy support to children with disabilities in the implementation of education, including correctional-pedagogical work, in cooperation with parents.

All care provided by the family, special and inclusive organizations and the state is aimed at raising a well-rounded person. Therefore, focusing on education in various forms of their mutual cooperation, practical formation of family and relationships is one of the urgent tasks of the present day.

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