

**COOPERATION OF THE FAMILY AND SPECIAL INSTITUTIONS IN
CORRECTIONAL WORK WITH STUDENTS WITH
DEVELOPMENTAL DISABILITIES IN THE FAMILY**

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Annotation. It is known from the history of the development of human society that the maturity of a child's personality is formed in the family. The family is a very important hearth that advances the life of society, raises it to higher levels, makes it prosperous, educates and brings up the future generations, and is responsible for their development. It is the social, moral and legal duty of every parent to see a child, bring him up, and raise him to be a person capable of serving people and society honestly. Realizing this duty and fulfilling it honestly is both a duty and a duty for parents.

Key words: Special pedagogy, pedagogy, methodology, speech therapy, pedagogical technology.

Education and education Having an understanding of the past pedagogical culture is useful not only for teachers and educators, future pedagogues, but also for everyone, including parents.

It is known from the history of the development of human society that the maturity of a child's personality is formed in the family. The family is an extremely important hearth that promotes the life of society, raises it to higher levels, makes it prosperous, educates and nurtures the future generations, and is responsible for their development. It is the social, moral and legal duty of every parent to see a child, bring him up, and make him a person capable of serving people and society honestly. Realizing this duty and fulfilling it honestly is both a duty and a duty for parents.

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Our future depends on the young people we are raising today. The family is the foundation that fulfills such a huge task and creates material and spiritual wealth. The family, as the primary social unit of society, has a complex structure, and in its activities, it reflects not only the needs and abilities of family members, the goals and tasks of their various activities, but also their educational activities. The vitality of its complex and multifaceted activity is twofold:

- firstly, it is a symbol of a small part of society, which is very sensitively aware of social changes and reflects them in itself. Accordingly, the activity of parents in raising a child in the family should be considered one of the main parts of social education;

- secondly, it is necessary to take into account that the complex, responsible and active activity of the family is closely related to its tasks and structure, social lifestyle, social activities of family members, all their interests, needs and relationships.

The birth of a disabled child in the family imposes more responsibility on the family and the whole society. Among the manifestations of disability from childhood, the disability of a child with a hearing impairment is a disease that leads to disability.

Currently, the system of special education in the public education system of our Republic is organized and controlled in accordance with the Constitution of the Republic of Uzbekistan and the Law on Education of the Republic of Uzbekistan. The Constitution of the Republic of Uzbekistan stipulates the following:

1. the family is the primary unit of society, family, fatherhood, motherhood and childhood are under the care of the whole society and are protected by law as a priority. Taking care of children and their education is the natural right and civic duty of parents. Adult, able-bodied children are obliged to take care of their parents.
2. the state ensures feeding, upbringing and education of orphans and children deprived of parental protection.

Article 27 of the Constitution stipulates that in the Republic of Uzbekistan, social security is guaranteed at the expense of the state to the elderly, people with serious illnesses and people who have lost their ability to work.

Protection of the rights, freedoms and legal interests of the disabled is ensured by the state through the court or in accordance with the law.

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In the republic, every citizen has the right to appeal to higher organizations, demanding the protection of the rights of citizens who are dissatisfied with the decision of the competent state agency to find or fail to find a disabled person. Persons responsible for violating the rights, freedoms, and legal interests of disabled persons shall be subject to material, disciplinary, administrative, and criminal liability as determined by law. Discrimination against people with disabilities is prohibited and punishable by law. Today, it is necessary to work based on these documents in the theoretical and practical work carried out in the field of special pedagogy in our Republic. and elimination tasks.

The complexity of raising children with developmental disabilities in the family is that each family is a unique world, a small association of society, and shows its own characteristics in the work of raising a disabled child. That is why it is the goal and task of our research to generalize the forms and methods of raising a disabled child in the family and to take them into account as much as possible when making recommendations.

The more educated, spiritually rich, patient, religious and pedagogically literate parents are when conducting correctional work with students with developmental disabilities, the more they will approach the education of their disabled children correctly. But this is not enough, because it is impossible to achieve appropriate results in the education of students with developmental disabilities without having pedagogical literacy and without being aware of special pedagogical methods and tools. difficult Pedagogical literacy is about special pedagogical methods such as giving advice, approval, reward, punishment, conversation and story, exchange of ideas in teaching students with developmental disabilities to self-service. helps to use it, which, combined with the personal example and patience of the parents, ensures that children enter the collective life and work activities of the family and later in the educational institution.

Paying close attention to the wishes of students with developmental disabilities and implementing them together is the most effective way to have a corrective educational effect. If the parents of students with developmental disabilities are very interested in their children's self-service and comprehensive development, warm, friendly relations will be established between them. Students with developmental disabilities learn from their parents what is good and what is bad, what is useful and what is harmful. In addition, in the family, the attention and

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love of parents towards their children unites them with each other. If the parents are pedagogically literate and have a rich cultural level, they can help students with developmental disabilities to believe in their own strength, learn, develop, develop their speech, form the right relationship with others, z-they are able to make them interested in self-service, work, and not extinguish their children's interests, but rather have a good relationship with them, raise them spiritually, and instill in them self-confidence.

The society is also interested in healthy children of our society to grow up with good manners, clean, hardworking and civilized children with disabilities. Therefore, although the family itself strives for this, society imposes certain demands and obligations on parents. Here, the joint goals and aspirations of the family and society should form a mutual unity. For this, first of all, increasing the knowledge of parents in the field of special pedagogy, conveying this knowledge to parents who live in the most remote places and therefore have limited access to the services of special institutions is one of the urgent tasks of today. As mentioned above, in the 50s, the first special children's institutions of a new type for disabled children were established, and when the theoretical and practical foundations of the work carried out in them were being developed, the teachings of the famous psychologist, the founder of special pedagogy L.S. Vygotsky gained great theoretical and practical importance.

The importance of L.S. Vygotsky's teaching has not decreased, on the contrary, it is increasing. Currently, L.S. Vygotsky's views on the reasons for underdevelopment of higher mental processes are of great importance in the development of the principles of differentiated education and involvement of anomalous children, which arise on the basis of various etiological factors. L.S. Vygotsky, due to the fact that the state of underdevelopment of higher mental processes is secondary, "...they resemble a chain. It is necessary to focus all the power of education on the weakest part of this chain and break it." The reason for this is the core symptoms of the defect. For example, hearing in the deaf, sight in the blind, speech in the deaf and dumb, locomotor disorders in children with cerebral palsy. A secondary cause is a disturbance caused by a primary disturbance. For example, speech and thinking disorders in the deaf, specific spatial orientation in the blind, intellectual and speech disorders in mentally retarded children. Therefore, it is very important to understand the causes of

secondary disorders and their timely prevention or elimination. The fact that the child is biologically defective makes it difficult for him to adapt to the environment in time, i.e., from the age of infancy, to acquire simple life knowledge and skills independently. does not allow the use of usual methods and methods and ultimately limits the scope of the child's activities in social life.

As the Russian psychologist L.S. Vygotsky noted, the main laws in the development of students with developmental disabilities are interrelated and form a whole. Therefore, the formation of children's auditory perception and speech is an important tool in their mental development. In the process of conducting special educational work with students with developmental disabilities, the goal is not limited to the formation of simple knowledge, skills and competences, but also to consciously remember, generalize, compare information. It is envisaged that they will master such mental activity skills as well.

Although this process is difficult for children However, due to the correctional influence, special importance is attached to the development of students' speech in special educational institutions. In order for children to master these skills better, family and school, parents and teachers and speech pathologists should unite their efforts. Psychologist G.B. Analyzing the causes of family and family relations, family disputes, family separation in his book "Love and Family", Shoumarov comes to the conclusion that the main reasons are the instability of mutual relations in the family, the couple's lack of understanding and knowledge about intimate relations. . Also, the researcher places the main importance of reunification in the peaceful coexistence of families and studies it in three types: a) biological; b) psychological; c) sociological gatherings. He describes each of these meetings and expresses his attitude. But here, in our opinion, along with these reunions, pedagogical unity, that is, the correct understanding of each other by family members, the level of preparation of parents for raising children, ensures family stability. it should be mentioned that the author did not notice that it has an important place. After all, the willingness of parents to raise a child and their involvement in pedagogical correctional work is considered the main basis for the formation of children's personality. The object, subject, and materials of this study are dedicated to the education of disabled children growing up in urban conditions, and the methods and means of correctional work with mentally retarded children, not students with developmental disabilities, and this issues of cooperation

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between defectologists and parents are at the center of research. However, L.SH.Nurmukhamedova's scientific research work deals with the early identification of the psychophysical development defects of disabled children, the causes of disability, the separation of these causes into 3 groups (ecological, medical-social, psychological-pedagogical) and the issues of correcting (correcting) and eliminating their deficiencies, and psychological environment in families and the level of need for help, scientific opinions and conclusions about the grouping of disabled children according to their behavior, learning abilities, work capacity, pedagogical support methods developed for mothers, educational activities with children with developmental disabilities and can be applied in educational work. Unfortunately, there are still certain differences between rural and urban areas. For this reason, in our research, it was aimed to emphasize the issues of raising children with developmental disabilities in rural conditions, increasing their pedagogical literacy, and strengthening the cooperation of parents with a special school, based on their capabilities.

The peculiarity of rural conditions is explained by the fact that parents' understanding of the field of defectology is very abstract, and in many places they do not even have any idea about it. The knowledge, levels, and pedagogical literacy levels of parents living in cities, especially in capital cities, regarding the science of defectology, of course, differ sharply. People living in each region have their own characteristics and levels of knowledge. Preparing mothers in the family to raise students with developmental disabilities in rural conditions, taking into account their regional characteristics, is one of the urgent tasks facing the science of defectology and the scientists of defectology. Accordingly, our research is aimed at increasing the pedagogical literacy of parents living in rural areas, paying attention to the upbringing of a disabled child, increasing their sense of responsibility, consciously understanding the possibilities of students with developmental disabilities, and making them self-sufficient. teaching to serve, even preparing for social life, helping to carry out corrective work in cooperation with a specialist-defectologist in education and training, not allowing their children to be left out of the community, to take their place in social life It is one of the main tasks of modern special pedagogy to achieve the cooperation of speech pathologists and parents in the corrective work process of development of students with developmental disabilities along with healthy children as much as possible.

Therefore, the tasks of this research, which has as its main goal a comprehensive approach to the education of children with developmental disabilities in the family and achieving unanimous cooperation of speech pathologists and parents in this, are objectively intellectual, intellectual focused on the development of a special pedagogical system that ensures the effectiveness of the educational process based on spiritual, spiritual, moral, labor, aesthetic, ecological, legal unity, prepares parents with disabled children to raise a child, and the creation of a model of this system.

Today, it is the need of the hour to educate not just a person who has knowledge, but a cultured, patriotic, religious, faith-based, business-oriented, and hard-working person. Members of society who have become disabled for one reason or another should not be excluded from this process. The mentioned also applies to students with developmental disabilities, and in order to achieve this goal, they should be developed theoretically based and practical methods of cooperation between speech pathologists and parents in the special correctional work system from an early age. exit and their implementation is one of the urgent tasks of the present day.

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