

The Role of the Family Environment in the Upbringing of Children with Disabilities

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Abstract:

Helping children with limited opportunities to take their place in life, and the role of the family in this is highlighted.

Keywords. Family, child, help, limited opportunity, relationship.

Introduction

As much as it is important to live a healthy person in all aspects of life, helping physically disabled, blind, deaf or dumb (in other words, disabled) children to take their place in life is one of the most important problems facing the society.

First of all, we should include the family among the social factors affecting the individual. Because the formation of the psychological characteristics of a person depends on the social environment that surrounds him. A healthy atmosphere in the family, mutual support of family members, warmth and sincerity in parent-child relations, and communication between friends and relatives are important factors in the socialization of children with disabilities.

Family is one of the first social institutes for children with disabilities to communicate with people and meet their spiritual needs. It is one of the leading subjects in the education of children with disabilities. The Convention on the Rights of the Child (1989) states that "in order for the child's personality to develop in full and comprehensive harmony, it is necessary to grow up in a family environment, mutual understanding, love, and happiness." So, since a healthy child needs such conditions for development, it is necessary to treat children with disabilities more consistently.

Raising children who need special help and have limited opportunities is a very serious and long-suffering labor process. In this, the role of the family in developing the abilities of children in need of education, in organizing the conditions for creating learning opportunities, has an important place. In this, material, national, psychological and pedagogical, spiritual, as well as harmony of feelings serve as the educational potential of the family. As a result of this



opportunity, the education process is approached taking into account the special characteristics of the child.

The following educational features should be taken into account in families where children with disabilities are raised:

- integral connection with the life activity of the child;
- duration and continuity of actions;
- versatility and contradictions of educational actions;
- relationships of trust, affection, naturalness in getting into feelings, individuality;
- isolation rate;
- interacting with people of different ages, different interests and occupations (family as a differential group).

No one knows a child better than his parents. Parents know their children's abilities, character and health better than anyone else, and taking this into account, their child's education should be self-serving, physical training, and attention should be paid to the formation of emotions and abilities.

Although there are special institutions for raising children with disabilities and special needs, raising a child in a family gives a more effective result. Raising such children in the family has a social character in our independent society, because the family is integrally connected with the society and strives for common interests and specific goals, on the same basis, educational work is carried out. The main goal of education in the family is to strengthen the child's health based on national values and traditions, and to create quality conditions for educational processes.

One of the goals of raising a child in a family is to develop the child's personal qualities, eliminate defects and shortcomings as much as possible. In addition, the role of the family in the moral education of children with disabilities is incomparable. As a result of improper upbringing of such children in the family, due to the lack of understanding of the basic meaning of the actions of others, there is a feeling of distrust or, if not, malice towards them. In some cases, the isolation of disabled children is caused by the desire for solitude, anger or discrimination from the people around them. It seems that the priority of the family is to eliminate these shortcomings and to establish good relations with the surrounding people.

Thus, the most important issue facing the family is to regularly carry out educational activities for the spiritual development of children and adolescents with disabilities, and to continuously support correctional-pedagogical instructions to eliminate one or another defect in them.

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