

## **MODERN APPROACHES TO PREPARING DISABLED CHILDREN FOR SOCIAL LIFE IN UZBEKISTAN**

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**Abstract.** Learning and teaching is honorable and difficult job on the one hand, and on the other hand, it is interesting and pleasant working with children, despite their ability. In this article, we have discussed current challenges and effective strategies of preparing disabled children for social life as well as lifelong learning in Uzbekistan.

**Key words:** social life, children with limited ability, adaptation, correction pedagogy, strategies, problems and solutions

### **Introduction**

Uzbekistan is a state that reflected the human interest as prior value in every field, targeted to the development and prosperous of the nation in any policy. At present day the task on improving the quality of social service and livelong support of the people with limited ability are solving as state level policy. For instance, cooperating with international organization different projects and scientific researchers have conducted on introducing innovative technologies into the process of specialized and inclusive education for disabled children.

There gained valuable experiences in the national pedagogy of Uzbekistan based on the projects implemented collaboratively with the Republican Children's Social Adaptation center and international organization UNICEF concerned to the issues of socialization children with limited abilities. Particularly, in the process of effective socialization of the children, who have any type of disabilities to involve them forehanded appropriate type of education as well as early diagnoses is very important evidenced factor defined through trials.

Theoretical evidence on formulation-disabled children as a person connected with a long history. In the ancient psychology, the idea as the formulation of a person depends on his life style (Aristotle) was the prior and the meaning of the term "development" implied with the term "mature". In the XX<sup>th</sup> century L Vygotsky strived the following idea: He said that the person didn't mature, but he developed on the biological and social factors impact.

The author of the theory of actions A.N.Leontev also stated that the person can develop by the application of necessary activities on the scope of different kinds of needs in all his life.

If the human has any kind of begotten disability, the biological factors prove their influence, that is the more complicated deficiency the more strongly its influence. In such situation, if necessary assistance or influence does not treat, the development can limit only with matured. If the person bear without birth deficiency, he cannot only develop physiologically but he can form in a particular time by the impact of social environment. He can realize and demonstrate himself on the influence of the top mental process.

Above given theoretical information gives an opportunity to understand the factors influence to formulate children, whom born with fair hearing or deafness. The important and deciding factor of socialization of deaf and fair hearing children is to right organization and deliver educational process with them. If education process establish in the family and of course it is continued pre-school education, we consider the deaf children can be ready for school education and can adapt to the new environment without difficulties. It is more challengeable and complicated the preparing disabled children for independent life and it occurs in particular condition than preparing healthy children. Deaf and children with bad hearing educate in the special boarding schools. Such type of educational institutions children do self-service, social-beneficial activities independently (if necessary with the help of their teachers, educators or nurse) and organize their own life by following the routine requirements set at the institutions. In terns, it gives evidence that the independent life of disabled children start earlier than the children who live and accompany with the family members. That is at the time when the desire living in the situation surrounded and supported by the family members and relatives as the prior one, they have to live and study in the place where particular requirements existed and have to follow them without any their own willing. This situation demands special attention and loads special responsibilities for teachers who work in special schools for disabled children.

It is clear that willingness process of disabled children for independent life occur more complicatedly and specifically than the readiness process occur with healthy children. For example, deaf children and children with bad hearing get education in special boarding schools. In these type of educational institutions, children do the activities as self-service, social-beneficial labor independently (in essential situation with the help of teachers, educators and nurse) and establish their life following the set routine regulation by the institution. This regulation defines and gives clear evidence that the independent life of the disabled children starts earlier than the independent life of the healthy children, who live constantly under the care in their family. That is, in the childhood period while the prior desire to live together their siblings and close relatives, the deaf children have to live and to get education in the public place by following existed particular norms and regulations. In addition, they have to acquire it as a life essential. This evidence load very serious and huge responsibility for the teachers and educators who work in the special educational institutions.

Because, they are responsible not only for educating and formulating their knowledge and skills, but they are also responsible to teach them tolerance, to formulate and to develop the highest behavior, cultural norms and value based on family ethics and national customs.

As the result of the scientific study delivered by us under the title “Effective technologies of preparing disabled children for social life” have defined the following principles as targeted and effective in the process of organization and education of deaf and children with bad hearing:

**1. Education focused to compensation.** This principal implied both as the process and mechanism in the pedagogic view of L.Vygotsky. Compensation while fulfilling its duty integrated with the term adaptation. So that, due to the changes in the environment there is occurred distraction between the balances of the deaf children’s opportunities and needs. In this case, the deaf children try to adapt or to change this situation. Any attempt of deaf children apply by effective use of healthy auto analysis. The feelings like body sense, eyesight and action cover instead of hearing. The deaf children strive to understand surrounded real and unclear changes and to express their own reflections. The changes occurred in the social environment where lived the deaf child intend him to provide his needs through different activities. Exactly, in the process of education the deaf pupils learn how to be ready for real life situations on the influence of different approaches, methods and techniques (visual aids, real situations, talking with unfamiliar people, travelling lessons and etc.) used by teachers. Most pupils try to communicate surrounded people without additional hearing tools. For this they should have acquired and develop comprehension as reading by lips action or short written description of their own ideas.

**2. Appropriateness of education to the situation.** This principle prepares the deaf children to the communication entitled “Here and now”. In the process of our research, we have developed the models of different life situations that met deaf children and the children with bad hearing. These models consist of vary tasks which are intended deaf children to take part actively in different social life communication. For instance, “At the Doctor”, “Dialog with the Leader”, “Self-behavior in life conflicts”, “One side Love”, “Crime Witness”, “Guilty at conflict”, “I am a staff member”, “I and my family”, “I and my friends”, “I and my profession”. The deaf children try to use their own life experience in each given situations. The deaf children acquire the recommendations considered the priorities of valuableness and beneficial ones in any situations.

**3. Education directed to correction.** This principle includes the activities directed to solve the psychological problems appeared existed deafness and bad hearing of the children. We have observed that in practice the teachers deal with only correcting and improving pronunciation deficiencies occurred in the speech of deaf and children with bad hearing. In the scope of the research, we have investigated how to eliminate the behavior, which is often,

met with deaf children as habitat with others support, idleness, stubbornness, unsureness, shy and embarrassment. As a result we define by using interactive methods we can manage to formulate and develop comprehension and skills as self-confidence, supportiveness, self-consciousness, respectfulness to each other and others. Especially, through the techniques as “Working small groups”, “Presentation”, “Interview” teach children how to precise their ideas clearly to others. The pupil, who cannot express his idea clearly, try to deliver it by writing briefly. This approach help pupils to learn how to use note taking and sketch-boards.

**4. Person-orienters of education.** This principle targeted to formulate the content of education of deaf and children with bad hearing taking into consideration their citizenship as a social status, everyone has his own individual world. Although the person-orienters integrated with the principle individual specifics of learner, its content is wider than that one. Individual approach directed to choose appropriate techniques basing on specific characters of child. Person-orienters of education organized taking into consideration close development sphere of deaf child. That is, it acts definitely understand the interest, desire and opportunity of deaf children and aimed at further development of his skills.

So we recommend teachers to act under the following motto: “It doesn’t mean that you do this because of your limited ability, but you are able to do this”.

In this article, we revealed that in the process of education of deaf children used specific principles except general didactic rules and principles. Despite these principles concerned to all educational process organized in boarding schools for deaf children, they are widely used in the correction lessons and practical process. For example, in the boarding schools of deaf children except general secondary school subjects, the following correction subjects are taught:

a) in the component of the hours allocated to the subject “Native language” the lessons as “Speech Development”, “Formulation of grammatical structure of speech”, “Independent written speech” prepare pupils for oral or written communication in their mother tongue. That is why we recommend teachers the following in the process of delivering this lesson:

- follow the speech order. The regulations of oral and written speech have introduced. Once a week we demand pupils to communicate during the break time under the motto “Let’s talk orally or in written form”

b) the hours for the subject “Technology” allocate more than the non-special schools and it is called “Subject based practical lesson” in Primary classes. The lessons on this subject deliver basing on the correction approaches fulfilled the task of teaching children to communicate orally and written form. Moreover, we implement the following recommendations into practice:

- to analyze the structure of the subject and express opinion about the elements including its tasks by following the regulation on it. This regulation included the requirements set on subject syllabi;

- to teach them advertising the created object by themselves;

- to teach pupils designing and step by step stages of creating object or things. These recommendations teach and develop the deaf children's knowledge and skills of drafting their perspective plans, distinguish coherence of their daily planned activities. Another word this will help them allocate their action plan according to the systematic daily, weekly or monthly activities. Moreover, it will help them to realize the important features of saving time and completing their started activity effectively in their life.

In our review, we discussed specific features of organization of educational process as a crucial effective factor influenced to prepare deaf and children with bad hearing for social life. Educational process is the main tool that provided the deaf children with knowledge, comprehension and skills to be ready for independent life without help of other people. During the years at the educational institutions, the deaf children or the children with bad hearing, acquire knowledge and skills in the following fields as:

Self-consciousness, necessary knowledge on school subjects and effective application it into practice;

Communication;

To be tolerant;

Self-presentation, self-control; legal,

Economic and ecological comprehension;

Follow the regulations of healthy life style;

Ability to identify the value of learning materials;

Designing action plan; setting goals and achieving expected results;

Love and proud of their Motherland;

Respect others; deal with specific professional activities;

Evaluate their own work consciously as well as giving and receiving feedback for their fulfilled activity.

That is why the research conducted by us is one of the studies that have delivered for the first time in Uzbekistan. Through this research, we have proved the role and importance of the educational process as a key factor for efficiently preparing the deaf and children with bad hearing for social life. Besides, organization of the educational process collaboratively with families and other community organizations and stakeholders is one of the necessary requirements for developing social comprehension and skills of the deaf and the children with bad hearing. These summaries served for developing the model entitled "Ready pupil for social life". This model has included characteristic features, which are specific for our

nation and people. Furthermore, the following ideas included as social concept of the model of the deaf and a child with bad hearing. Such as, independent child (formulated as a person by the influence of biological and social environment), a child who has his own place in the society, without leaning on others support, knowledge (outlook), labor (identifying needs and acting to achieve success) and society (active participation in vary communication and has its own particular place).

### **A list of used literature**

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