

PARENTAL AND PEDAGOGICAL COOPERATION IN INCLUSIVE EDUCATION

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ABSTRACT:

This article outlines the process of socialization and adaptation of a person in need of special assistance to society, conducting psychological and pedagogical correctional work with children in families.

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

Introduction

Family is a community of people associated with parenthood, coupleship, kinship, performing the most necessary social function in society, playing a key role in human life, fostering and satisfying spiritual interests, and at the same time ensuring the first socialization of an individual. Socialization (Latin, socio-economic) is the process of developing an individual's social experiences, social relationships, and relationships. From an early childhood, a child's facets, behavioral stereotypes, gender discrepancies, and values begin to form in the family.

(Matthew 24:14; 28:19, 20) In our currently developing country, it is considered one of today's government's requirements to educate children who are our future, to ensure that they are healthy and perfected, and to awaken a sense of desire to study therein, as well as to organize integrated education for their development in all aspects. It is our responsibility for parents and teachers to implement individual-oriented education in educating them in accordance with world standards, to create concrete frameworks for educating our people morally and morally based on their rich cultural and historical heritage and human values, to cooperate with their parents in preparing children for school, and to provide practical assistance to parents.

Today, it is of great importance that families with disabled children are supported by our society, members of the neighborhood. In his speeches, our president, Sh.Sh. Miriam, emphasized this, noting: "At the same time, children with disabilities and their families, . . . The issue of social protection should always be at the center of our attention."¹ Because families with children with disabilities have their own spiritual emotional nightmares that,

¹ Ўзбекистон Республикаси Президентининг 2018 йил 28 декабрь куни Олий Мажлисга Мурожаатномаси / www.prezident.uz

of course, are divorced or abandoned because of their disabled children, and their inability to actively participate in congregation activities can put themselves aside and become separated. In addition, many parents try to hide the having children with disabilities. In some cases, there are also cases when their children reach school age and not send them to school. As a result, such children are not covered by any education. In everyday life, we also meet families who give up their disabled children at all and hand them over to nursing homes or nursing homes. In fact, since a disabled child has the full right to be educated like other children as a full member of society, it is very important to remember at any moment that parents are especially interested in this regard.

Family is one of the first social initiatives for children with disabilities to interact with people and meet their spiritual needs. She is one of the most advanced entities in the upbringing of children with disabilities. (Galatians 5:22, 23) Jehovah's Witnesses would be pleased to support more than the *gec* of Jehovah's Witnesses. And not being satisfied with the adaptation process can lead to a lack of socializing of the subject itself and even a lack of adaptation to society. And in families with children who need special assistance, the process may seem a little more active. That is, if psychological and pedagogical correctional activities are not carried out on time with children in families in need of special assistance, they will cause them not to feel social or to be interested in the environment. Therefore, for children, this category usually has to carry out the duties of a teacher and a psychologist, depending on the situation. It turns out that families raising children in need of special assistance will have to go through much more difficult stages in family socialization.

Cooperation is the equal rights of the parties in assessing, supervising and ordering. A *mutual act* is a joint organization on both sides that does not restrict freedom, to involve parents in the educational process. The actions and cooperation of one another will instwell the trust between the teacher and the family, their sense of respect for each other.

The work of a teacher in the education of children in need of special assistance is one of the main tools for a child's connection to the outside world. At the same time, when working with pedagogical parents, the following tasks should be accomplished:

1. Parents should be introduced to the structure and methodology of the educational process. Performing this task usually leads to a child's more active relationship with society.
2. During the conduct of psychological and pedagogical correctional activities, it is necessary to organize separate trainings or classes for parents.
3. In order to have a positive impact on the psychology of a child in need of special assistance in the cooperation of parents and teachers, it is necessary to engage in meetings organized in schools with his peers.
4. The fact that not only a teacher but also the school community visit families of children in need of special assistance, this category will increase the uplifting mood, desire for life and interest in children.

As a result of the research, based on the opinions of family scientists and experts, you can advance the following practical recommendations for organizing school and family cooperation:

First, the constant communication of children in need of special assistance with schools and teachers leads to a positive turn in their behavior. This creates the formation of children's trust in their parents and teachers. *Second*, if a teacher senses changes in a child's spirituality, he or she will notify the parents of this and gradually say: "I am a child . . . this situation is of concern" or "child ... He should convey it to them with his bed, using such phrases as "His condition has made me a little bit of a cheerlead." *Third*, as a result of the joint actions of parents and teachers, it can be much easier for a child in need of special assistance to adapt to society. *Fourth*, in addressing the problems that arise in the preparation and training of children in need of special assistance for school, parents and teachers need to develop new methodologies based on the individual-typological nature of the child. *Fifth*, based on a child's interests and personality, teachers and parents are approached in the same way, they will not be aware of the positive outcome of this education.

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