

## MECHANISMS OF DEVELOPMENT OF EFFECTIVENESS OF SOCIAL LIFE ADAPTATION OF DISABLED TEENAGERS

Salikhova Gulnoza Makhmudovna

PhD, Teacher of Tashkent State Pedagogical University

Tashkent, Uzbekistan

### Abstract:

This article is specially enriched in terms of improving the mechanisms of adaptation of deaf and hard of hearing children with disabilities to social life in families.

**Keywords:** Adaptation to social life, deaf and weak children, implementation of rehabilitation and rehabilitation based on world trends, socialization, disability, family, cooperation, cooperation.

### INTRODUCTION

The Republic of Uzbekistan has an ongoing focus on supporting adolescent children with disabilities and Promoting Inclusive Education. " We are all different, but we are all equal " – one of the main criteria for socialization of this creed.

Socialization is a natural process that embodies a creative approach to the educational process by pedagogical staff and parents. Each child requires an individual approach to himself, has the right to all education and to fully demonstrate his capabilities in society.

In the context of the rapid transformation of the world, the main task of each educator in terms of inclusive education is to educate children with disabilities in health among their peers, and at the same time an individual approach depending on their needs and abilities. Our noble goal is to give every child a chance to fully manifest his abilities, contribute to society, regardless of his needs and circumstances, and become a full-fledged member of this society.

"Family – Educational Institution – neighborhood" in adapting adolescent children with disabilities to social life.

The socialization of adolescent children with disabilities is carried out in the context of close cooperation between the family, the local community. As you know, the family is the first and most important institution for the socialization of children. The tasks of working closely with family and local communities in the implementation of this cooperation. One of the main tasks of socialization is the fact that professional pedagogical and psychological assistance to families in the education of adolescent children with disabilities is an important social issue. The stages of mutual cooperation are explained.

A child ready for family marriage. Wearable requirements for an educational institution in adapting adolescent children with disabilities to social life.

The process of developing the personality of adolescent children with health and disabilities is carried out on the basis of various activities. However, healthy children are able to master most moral standards and various habits in their family. Children with disabilities, on the other hand, spend most of their lives in a special education institution. Because they are not only brought up with knowledge in the institution, but also live. Therefore, it is a mistake to make the requirements for healthy children in the effective preparation of adolescent children with disabilities for independent life. To choose the methods and means of raising teenage children, it is necessary to distinguish between similar and different aspects in the education of healthy and disadvantaged children. It is known that the tasks of educating young people before independence were carried out mainly within the framework of mental, moral, sophistication, labor and physical education.

Nowadays, the number of upbringing directions has increased, which means that other forms of upbringing have been needed. In the era of the former regime, children are mainly allowed to follow the rules, feel beauty, and X.K. when Lar are trained, there is now an increase in the need for skills and competencies that are mandatory and relevant to be composed.

If a modern teenage child does not have environmental awareness, hygienic skills, economic skills and legal literacy, it will be difficult for him to move safely in independent life. Because the rapidly developing complex time sets a number of requirements for an individual, without which it is not easy for a person to ensure his future, in connection with this, the well-being of his family. Therefore, the issue of education and upbringing of children with disabilities is considered as a special important direction of state policy. Therefore, in order to effectively organize educational work in special educational institutions, it is important to clearly understand the currently relevant educational areas and their essence and goals and objectives and develop the necessary methodological recommendations for practice.

The readiness of disabled teenage children for social life was justified in the content of educational research by a number of factors, the implementation of specially established pedagogical conditions. Social factors are the society and environment in which the child lives and develops. The social environment is the norms, rules, habits, educational content derived from this society. The acquisition of social experience passed from generation to generation is manifested not by passive perception, but in the acquisition of various manifestations of activity in an active way-play, communication, work, knowledge. An explanation is carried out that children with disabilities acquire this experience with the help of adults

The training of the training course is organized in the form of a lesson consisting of theoretical and practical parts. The theoretical part is conducted using techniques such as short informative lecture methodology, practical part keys-Stadi, training, master class, debate, disput, role-playing games.

Classes are organized on the basis of specially developed training plans and programs of the Ministry of neighborhood and family support of the Republic of Uzbekistan and taking into account the features of the regions.

Classes are held using modern forms and methods of teaching, advanced pedagogical, information and communication and innovative technologies, and the following main types of training are used: lecture, presentation, interactive workshop, practical training (case-Stadi, work in “small” groups, etc.).

Instructions and recommendations for conducting a practical part of training: the practical part of training should be held in an audience equipped with multimedia tools. It is advisable that the training is carried out using active and interactive methods, appropriate pedagogical and information technologies are used, respectively. Practical classes are based on modern educational methods and innovative technologies. In addition, it is recommended to independently use educational and scientific literature, electronic resources, disseminated materials.

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