GOALS AND OBJECTIVES OF SCHOOL AND FAMILY COOPERATION IN PREPARING SPECIAL SCHOOL STUDENTS FOR LIFE

Laylo Nurmukhamedova,
Associate Professor
Tashkent State Pedagogical University named after Nizami, PhD
Tashkent, Uzbekistan

Abstract: The success of the education of children with disabilities in their development will depend not only on the attitude of the teachers towards their obligations, their professional training—and moral-psychological image, but also on the micromuhit in which the child is born, in many ways. Upbringing in the family leaves a deep imprint on the formation of moral qualities of the individual. The first social environment in which a child acquires a certain life experience and is subject to the norms of morality, which is decided in society, is this family.

Key words: Special schools, school, family, collaboration, activity, purpose, task.

Introduction

The success of the development of children with developmental disabilities depends not only on the attitude of teachers to their responsibilities, their professional training and moral and psychological image, but also on the microenvironment in which the child is born and raised. Family upbringing leaves a deep mark on the formation of a person's moral qualities. The family is the first social environment in which a child acquires certain life experiences and is exposed to the moral norms established in society.

As a child, everyone feels the love and care of an innocent and infinite mother, and learns to distinguish good deeds from bad ones. In the family, the child's views on life, focused on certain social values, begin to form, and ideas about the purpose of life appear. A person enters school at the age of seven. By this time, he will have had his own ideas about good and evil, beauty and ugliness.

The main results and findings
The teacher needs to know not only what concepts are formed in the child, but also under what conditions they are formed. Therefore, the teacher must establish contact with parents, to ensure that they are allies in the upbringing of students. Ensuring development in the conditions (physical, social, moral, intellectual), providing the child with comprehensive, ie socio-pedagogical, correctional, educational and psychological assistance, as well as protection of the child in everyday life.

Both teachers and parents are interested in the child's positive development and upbringing. The relationship between school and family is based on the unity of goals and objectives of education. This goal cannot be achieved by a private educational institution alone. Parents, close family members, and the community play an important role in this. This requires the teacher to be in constant contact with the parents, regardless of their relationship with them. It is a recognized fact that the role of family and special institutions plays an important role in the upbringing of children with disabilities, the correction and elimination of their shortcomings, the full organization of education, and ultimately the development of a socially useful person. Nothing can replace the role played by parents in the upbringing of a child, even when he is in a special institution, either because of a deep developmental defect or because of a life situation that has arisen.

There are many parents who make an incredible effort to create the right conditions for their child's development. But often they lack the knowledge and skills, and sometimes they are hindered by misconceptions. A.R. Maller and G.V. Sikoto, two scholars specializing in the family upbringing of children with disabilities, believe that the expected level of development of children with various disabilities can be achieved only if a number of conditions are met. These are: early onset of corrective action; favorable family situation and close contact of special institutions with families; the use of educational programs and methods that are appropriate to the real age and real capabilities of children with developmental disabilities and their educational goals. Therefore, the joint activities of special schools and families are important in the upbringing of children with developmental
disabilities. However, for this activity to be effective, the special school must do some work to make families its full partners. The main purpose of this work is to better organize correctional work with such children in the family, to direct parents to the corrective and pedagogical work.

Depending on the purpose, the cooperation of families of the following special institutions is aimed at solving the following tasks: coordination of family relations; correction of the psychological state of the mother; correction of the child-parent relationship; to teach the mother special correctional and methodical methods for conducting lessons with the child in the family environment; to teach the mother special parenting techniques that are necessary to correct the child's personality. This imposes on the specialist not only the tasks related to the education, upbringing and correction of the child, but also the tasks related to the planning, organization and implementation of cooperation activities with parents. These tasks are usually assigned to the social educator.

First of all, the existing defectologist participates as a mediator between the child and adults, the child and those around him, as well as the coach in direct communication of the child with those around him. She conducts social diagnostics of families, solves problems in raising children, and develops programs to help families. In the implementation of family and special school partnerships, the specialist-defectologist is primarily required to conduct educational work with existing parents. To inform parents about the psychological and physical characteristics of the child with developmental disabilities, their specific pros and cons, the child's strengths and weaknesses, and to pay more attention to the strengths of the child, it is important to use this knowledge skills development is the core of this work. The main purpose of this activity is to change the mother's attitude towards her child with developmental disabilities.

The mother must understand that her responsibilities to her child are not only to feed, nurture, and treat her, but also to prepare her for social life, and that this responsibility is more important. Only then will he understand the social significance of upbringing and focus on this task. As a result, parents will increase their
knowledge and experience in the field of correctional work related to the education and upbringing of their children.

Psychological and pedagogical work with families of children with developmental disabilities is carried out in three stages.

The first step is to involve the mother in the learning process. The educator says that the little one needs only his love and behavior in this work, that the mentally retarded child cannot be so seriously engaged in the learning process by someone other than himself, and finally, that no one but himself is so interested in this work. you have to convince your mother.

The second stage involves the mother developing an interest in her child's development. In doing so, the educator draws the mother's attention to the fact that the child may have small but significant achievements in his or her development. Gradually, the mother acquires the skills to work with her child at home on assignments given by the teacher.

The goal of the third phase is to open up opportunities for the mother to explore personal creative approaches in the education of children with developmental disabilities.

According to VV Tkacheva, it is the expression of creativity that allows a mother to alleviate the negative internal psychological state during long-term stress, to reconsider the rules and values of life associated with a disabled child.

There are various forms of psychocorrection work with parents in families with children with mental disabilities, and according to the model of psychocorrection proposed by YeG Dementeva, the following forms of work are offered.

1. Provide individual counseling to parents. These consultations are aimed at overcoming difficulties in the education, upbringing and communication of a child with disabilities in the family, as well as serve as a basis for establishing a personal relationship between the teacher and the parents.

In the initial interviews with parents, the defectologist should repeatedly remind them to follow the following rules, which will make their lives much easier.
First of all, the defectologist should warn parents to overcome feelings of fear, depression and despair, and secondly, to look for the culprit in the situation is a waste of time, and the culprit is not there. Third, it advises parents to determine what help is needed for their child and family (medical or psychological-pedagogical, or both), that is, it has a positive effect on feelings of doubt and fear that prevent the situation from being controlled. The family can also be involved in family therapy and educational training programs. Their goal is to improve the relationship between family members, to solve the hidden problems caused by the crisis related to the birth and upbringing of children with developmental disabilities.

The form of individual counseling with parents is usually a relationship between two or more people. During the consultations, the special knowledge of the consultant-defectologist helps the consultants to solve daily problems or prepare for future actions. This form of work can be widely used in socio-pedagogical practice aimed at the rehabilitation of the family of a child with a disability, as it is aimed at helping people (parents and other family members of a child with a disability). , most families with a child with a disability are in a state of acute or chronic stress, unable to adapt to their new status, and have difficulties in interpersonal relationships within the family and with those around them. That's why they need new knowledge at the beginning of the work, as well as a sincere communication.

2. Participation of parents in meetings on various topics, organized by the correctional educator in cooperation with other specialists of the special education institution. As a result of such meetings, the scope of adult knowledge in the field of correctional and developmental activities of children with disabilities and in effective interaction with the child will be expanded:

- "Understanding yourself as the father or mother of a child with developmental disabilities";
- "Overcoming conflicts and violence between children and parents";
- "Different approaches to the upbringing of children and their analysis";
- "Punishment and reward - supporters and opponents";
- "How to prepare a child for school", etc.
3. Observation of individual lessons of the correctional teacher by parents. This form of work with parents is aimed at developing the skills of cooperation in the organization of joint activities of mothers with their children, strengthening the unity, solidarity and solidarity in the "mother-child" couple. The mother observes the speech therapist's methods of working with the child during individual lessons, writes a synopsis of these lessons, and acquires the necessary knowledge in the field of education and upbringing of a child with developmental disabilities.

4. Spend free time together (holidays, entertainment). It is aimed at further uniting parents, children and educators, to establish a free and open relationship between them. The following topics can be suggested: "Waiting for the New Year", "My dear mother", "Navruz is a spring holiday", "The best father", etc.

5. Stand for parents. The information and headings displayed on the stand should be updated at least monthly. The Parents' University section of the stand is of particular practical importance. Parents who, for any reason, are unable to meet with a speech pathologist in person can leave their questions in this section and receive answers.

6. Keep a diary of "events in our lives." This line of work was developed by Ye.L. Goncharova and O.I. Kukushkina and introduced by Ye.G. It is a specially organized and regular work of the child, in which the child reflects his life in the characters that are convenient for him. It can be text, pictures, applications. The goal of this course is to strengthen collaboration and collaborative creativity between parents and children.

7. Work with a group of parents. His purpose:
   - Analysis of problems related to education and upbringing;
   - Choose appropriate forms of communication and behavior in the relationship with the child;
   - Establish a constructive and business relationship with the specialists of the special institution.

The work in this direction will help parents to expand the means of pedagogical and psychological influence on the child, to practice the use of new techniques.
methods of interaction with the child. Such behavior, in turn, serves as a basis for the harmonization of internal relations in the family in which the child with developmental disabilities, the social adaptation of the family.

In this form of work, the following positive changes can be observed in the relationship between parents and the child, in the mind of the child with developmental disabilities:

- A child with a developmental disability begins to better understand family relationships;
- The child understands his place in the family community;
- There is a certain order and plan in the relationship of parents to their children;
- There is a balance in the attitude of parents to their children with developmental disabilities, they begin to accept their children as they are, there is warmth and understanding in the relationship.

Family members with a comprehensive knowledge of the laws of development of a child with developmental disabilities, different models of education and upbringing, the peculiarities of the personality and behavior of children look to their future with confidence they begin.

8. One of the most effective forms of group work is training. Psychological and educational trainings are especially common. Psychological training combines a number of individual and group forms of work and focuses on the formation of new psychological skills and abilities. Nowadays, the goals of training programs are expanding, the training goes beyond the field of applied psychology and is widely used in the social sphere and in the education system.

The trainings for parents of children with disabilities are primarily aimed at developing the skills and abilities that will help to manage the existing family microenvironment, build a mutually acceptable relationship, and find the right way out of problematic situations. ladi. Training is the most promising form of solving problems related to the psychological and pedagogical education of parents. This
problem is especially acute in recent years. And for parents with disabilities, it's even more acute.

Forms of group work with parents allow them to share experiences with each other, to get answers to their questions from their peers, whose problems are the same as their own. Parents who take the lead in sharing information will become more active and more confident.

In the work experience of speech pathologists and special social educators, group forms of work, especially educational training for parents, are among the leading technologies of socio-pedagogical impact. Their effectiveness has been proven in foreign experience.

Thus, the defectologist plays an important role in the life of the disabled child and his family. In her work, she mainly uses counseling, training, and patronage. These methods and forms of work are mainly based on foreign experience. Therefore, it is too early to talk about integrated socio-pedagogical technologies. They are still in the process of formation and testing. It should be noted that due to the age characteristics of children, the consequences of improper upbringing are growing. On the other hand, according to the same age characteristics, children change more easily, are more effective in upbringing, and are more sensitive to development. Only then should the impact on the child be commensurate with his or her abilities and characteristics. This necessitates early diagnosis, prevention and correction of family upbringing deficiencies.

The assistant teacher should familiarize the child and his / her parents with the family lifestyle before starting school. A child's desire to attend an auxiliary school, and therefore the effectiveness of the study, often depends on the first meeting. If a child starts school in a public school, then the failures that followed the child there, the ridicule of peers, the reprimands of teachers, the worries of parents - all have left a heavy impression on the child's memory. and it is only natural that he should have made it entirely against education. The task of the teacher is to soften the negative attitude of the child and parents towards the secondary school, to stimulate interest in the upcoming lessons.
While getting acquainted with the parents, the teacher-defectologist sympathizes with their experiences, provides information about the conditions of study in the secondary school, the goals of education and training, tells about extracurricular activities with students.

The teacher asks the parents what the child is most interested in, what he or she is interested in, how to organize his or her attention, how to engage in play, and how to persuade the child to complete the task. This not only helps to get the necessary information about the child, but also to get information about the attitude of the parents to their child. During the conversation, the teacher evaluates the smallest positive qualities of the child, showing that he enjoys it (“Well done. How good. He loves his brother? ”Etc.), should not emphasize its negative qualities. If the conversation is taking place in the child's home, the teacher should not "feel" the negative aspects of the home environment (homelessness, child neglect, etc.). During the interview, the teacher should not criticize or discuss what he sees, even if he knows that the child has no responsibilities at home, that no one is involved in his upbringing, or that all his wishes are fulfilled in the family.

When a child with a disability first comes to school with his or her parents, the teacher should take the time to talk to them, show them the classroom, and if necessary, the whole school. A child with a developmental disability at an early age needs the help of his mother (yes, this is usually a mother) in the early days of school. Excitement can cause a variety of discomforts. At such times, it is important that he is cared for by his mother, not by strangers, and that his clothes are straightened. If the child is restless and quick-tempered, a mother who is present at school at this time can calm him down and, if necessary, calm him down. Thus, in the first days of school in the auxiliary school, the teacher, together with parents, develops in the child the right behavior in class and during breaks, attentiveness to learning activities, friendly attitude to their peers.

In some cases, the presence of a parent, even in class, is required not only in the early days, but also for a long time. The mother of such a child sits next to the child during the lesson, helps him with practical tasks, tries not to be distracted,
accompanies the child to the toilet, kitchen, puts on clothes for physical education, and so on. The teacher can refuse the mother's help only when the child's behavior improves. A teacher who is committed to his or her duties will not be hindered by the presence of a mother-in-law involuntary observer in the classroom, but will be helped. The mother, in turn, sees with her own eyes how difficult the work of a teacher is, how much effort she puts into the education and upbringing of children with developmental disabilities. Other parents learn from her about the teacher's hard work, which not only tarnishes the teacher's reputation, but also increases it.

Later, when the teacher meets with the parents, he should take a picture of just saying something good about the child. Of course, the negative aspects of a child cannot be ignored. However, the teacher must do this carefully, without anger or resentment, and give advice on how to correct the problem. A teacher's complaint about a child can lead to unintended consequences. Not all parents are equally critical, and many parents seem to say, "Look for dirt under the nails" when a teacher comes to their children, and even express their opinions openly. When a child witnesses this, the teacher's reputation is tarnished, and the parent avoids meetings with the teacher (who likes to be reprimanded?). The result may be different. Parents can put pressure on their children to help the teacher. The downside is that it only makes the child angry at the teacher and the school.

Some parents of children with developmental disabilities lead a wrong life: they become addicted to alcohol, violate social norms, and so on. Such parents usually do not take care of their children, there is no order in the house, there are quarrels in the family day and night, and eating is not organized properly. Even in such cases, the teacher should be gentle and kind when dealing with such parents. He feels sorry for the parents who are not doing their job, and addresses them with only one request: to change the lifestyle of their children, to make them happy by giving them what they need from time to time, and so on. asks.

Parents of children with developmental disabilities do not tolerate bullying and self-discipline. Every staff member of the auxiliary school should take into account the fact that the parents of children with developmental disabilities are...
sensitive, they can not talk, they take even the smallest things to heart, all of which are a kind of protection. If a parent knows that they have the opportunity to share their concerns with the teacher without fear of reprimand, the teacher can help them more quickly, influence, support their students. possible.

The teacher can then make more stringent demands on the parents, reminding them more strongly of the need to fulfill their parental responsibilities. But over time, this can be achieved only when the teacher is able to find a way into the hearts of parents and convince them that their intentions are only for the good.

Narrow-minded people usually have a negative attitude about the auxiliary school. This is an additional blow to the mental state of parents of children with developmental disabilities. To parents whose children are sent to a secondary school, it seems that their children are deprived of their future, and their lives are completely different from other people's. Therefore, teachers need to talk to parents about the opportunities that a support school can offer to children with developmental disabilities, the system of preparing children for work, and how children can be prepared for independent living. Parents will be introduced to the school building (classrooms, workshops, dormitories, rest rooms) and students. Parents need to be shown aesthetically pleasing, clean rooms, the tidy appearance of students, their discipline and kindness, and the culture of teachers. Such signs of a well-organized educational process instill a sense of respect and trust in both the school and its staff.

The school should have stands decorated with photos and short texts about the work done here, the fate of the graduates. Older students of the school are able to show the results of their studies and work (handicrafts, notebooks, etc.), how they master the lessons and how they spend their free time. they should be able to tell the story of what they are doing. In this way, a well-prepared support school for parental meetings can instantly change the negative attitude about oneself (“The kids here said it was so bad!”).

Conclusion

If there is a good idea about it in the area where the school is located, there will be less worry for parents who are bringing their children here for the first time.
Auxiliary school students, along with public school students, should take part in various competitions, sports competitions, landscaping of the city and neighborhood. Public school teachers need to know the process of teaching students in auxiliary schools, how to overcome difficulties here, and what results are achieved. Then they will have a warmer opinion about the secondary school. By building relationships with neighboring public schools, by holding various events in partnership with them, by opening their doors to children and adults around the school (whether they are spectators on school holidays or participating in club activities, simply visiting school workshops) can order any item), the auxiliary school will earn the respect and kindness of adults and children who have met their lives.

When comparing an auxiliary school with a public school, the auxiliary school does not always lose. It also has advantages over public school. There is less formalism, students are always under the supervision of teachers, and children are able to behave. However, if the auxiliary school is isolated from the outside world, it not only reduces the effectiveness of students' preparation for life, but also leads to various negative opinions and unfounded suspicions about the school.

Upon arrival at the school, parents can get acquainted with the lessons in the workshops, meet with married graduates of the school, working in production. Later, when they get to know the school where their children are being educated, they will have no doubt that during the school year, students will be able to specialize, stand up, work independently, and help teachers in this work.

References


10. Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis // "Xalq so'zi" newspaper. December 23, 2017. - № 258.

