

Modern Special Preschool Education: Problems and Solutions

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Annotation: The article highlights the problems of socialization of children with special needs in the family and outside the family through the organization of various forms of socio-cultural activities and effective adaptation practices that create conditions for the formation and development of their active life position.

Key words and expressions: children with special needs, socio-cultural competence, socio-cultural activities, socio-cultural adaptation, disability, social and legal assistance, adaptation measures, level of motivation, rehabilitation, stigmatization, institutionalization.

The development of cooperation between Uzbekistan and the world community in the humanitarian and social spheres determines the formation and development of new approaches to the socio-cultural adaptation of people with special needs. The formation and development of civil society, as a priority of the Development Strategy, brought the problem of disability beyond the medical approach and gave it the status of a social problem of unequal opportunities. The problem of social activity of people with disabilities, the formation of the concept of their active, independent life, the formation of a positive image of families raising children with disabilities, has become significantly more relevant in the context of modern social policy being implemented in Uzbekistan. A successful solution to this problem requires constant and systematic work to change: personal attitudes of people with disabilities; the attitudes of their family members (since in many respects the activity of disabled people depends on their upbringing in the family) and the attitudes and attitudes of the surrounding community.

Inclusive education for a number of countries in the modern world has become quite a common real practice. For Uzbekistan, it is, in a certain respect, an innovative process that allows for the development (education, education) of all children without exception, regardless of their individual characteristics, educational achievements, culture, mental and physical abilities. It is quite difficult to classify children with special needs due to the heterogeneity of this group. Nevertheless, stimulation of the activity of these children, provision of timely assistance makes it possible to single out their zone of proximal development, which exceeds by several times the potential capabilities of mentally retarded children of the same age. Because of this, children with disabilities, when they create certain educational conditions, are quite capable of mastering the program of the main general education school. The main problem of children with disabilities (HIA), for a number of reasons of an objective and subjective nature, is the violation of their connection with the world, the narrowness of contacts with adults and peers, limited mobility and communication with nature, the inaccessibility of cultural values, and sometimes elementary education. Solving the problem of educating children with special needs is relevant due to the objective difficulties of social functioning and the child's entry into society. Numerous difficulties can be both biological, mental, social in nature, and complex in nature, manifest themselves in varying degrees of severity.

Psychologists note (Vygotsky P.S., Galperin P.Ya., Rubinshtein S.Ya.) that the social experience that a child learns throughout childhood is dominant in personality development. The assimilation of this experience occurs through the acquisition of individual knowledge and skills by children, the development of their abilities, the formation of personality. Socialization makes it possible to update the experience of the early stages of ontogenesis associated with the formation of mental functions and initial forms of social behavior, to transfer social experience through the system of education and upbringing, to ensure the mutual

influence of people in the process of communication and joint activities. Deviations from the normal development of the personality of children with disabilities is the main problem of socialization. This can manifest itself in a violation of social interaction, in the emotional-volitional sphere, a decrease in purposefulness and self-organization, self-doubt, which leads to a significant weakening of the strength of the individual. The socialization of this group of children consists in their integration into society so that they can learn certain values and generally accepted norms of behavior that are necessary for life in society. The creation of pedagogical conditions in the family and educational organizations for the adaptation of children with disabilities, preparing them for an independent life, is one of the main conditions for their successful socialization. The socialization of children with disabilities can be ensured through social and pedagogical rehabilitation and preparation of children, parents, teachers to accept children with special needs.

In order to study the pressing issues and conditions for organizing the socio-cultural activities of families (mothers) with children with special needs, the participants of the project of the Fergana regional branch of the Republican Center for the Social Adaptation of Children, teachers and students of the Fergana State University conducted a sociological survey among parents and employees of organizations providing social and legal assistance to children and families with special needs. The study involved representatives of the Oltiariq district - 20 parents and 28 specialists, the city of Margilan - 20 parents, 31 specialists and 13 specialists of diagnostic centers of the Fergana region.

The study was conducted using the following methods: study and content analysis of legislative acts, regulations, scientific and methodological literature, conversations, observations, questionnaires and interviews. The purpose of the study was to identify and develop an effective model for organizing the socio-cultural activities of children with special needs and to test it in work with families in which children are educated at home. Analysis of the results of the study showed that: - 26% of children spend time at the computer and phone, 24% - watching TV, 11% - listening to music, 14% - drawing, 6% - reading books, 10% - playing sports, 9% - doing needlework; 79% of children do not attend circles and 65% of parents do not know about the functioning of circles. About half of the parents surveyed were in favor of organizing a circle for the study of information and computer technologies, 32% - a circle "Skillful Hands". Most (67%) of parents noted that their children attend events organized by the school or mahalla (community) on significant dates: "Harvest Festival", "New Year", "Day of the Disabled", "Navruz", "Day of Knowledge" and less often "Last call". The survey showed that 65% of school teachers and 18% of mahalla committee members are involved in working with children with special needs. At the same time, 71% of specialists would like to improve their knowledge at training seminars. Almost half of the respondents (49%) indicated the presence of financial difficulties in families with children with disabilities, 21% of respondents noted the lack of psychological and pedagogical knowledge of parents, 30% indicated the absence of circles, the presence of circles was noted by 49% of survey participants (11% - sports, 22% - school, 22% - at the children's centers "Barkamol avlod"). The vast majority of parents (81%) answered that their children are not involved in clubs.

During the survey, specialists from diagnostic centers noted that doctors make up 97%, defectologists make up 82% of those working with children with special needs, 11% are teachers attached to children, while 79% of them have experience working with such children. Specialists expressed a desire to improve their knowledge: 42% - in the IPC; 51% - at training seminars; 7% - in practical classes. The majority of respondents (79%) noted that families with children with disabilities are experiencing financial difficulties, and 21% - psychological and pedagogical. The interviewed specialists pointed to the lack of personnel to work with families with children with special needs (35%), the need for material assistance to families (49%), the need to pay attention to the parents of children with disabilities (29%).

Creative circles, as it turned out, function, but they are visited more often by children without special needs. It should be noted that the possibility of attending circles depends on the diagnosis of the child - these can be (depending on the disease) sports circles, language courses, a circle of cutting and sewing, knitting, beadwork, workshops, photo circles, swimming, a circle of rhetoric, chess and checkers. It is important that clubs are created in mahallas, which is called within walking distance, since many parents experience

difficulties in transporting children to a polyclinic, rehabilitation centers or any other place, not being able to allocate funds and find time to take their children to sections and circles.

Experts rightly believe that visiting circles will contribute to the professional orientation of children with special needs and their initial preparation for a future specialty, but this requires the interest and desire of parents. The organization of activities to involve children with disabilities in social and cultural activities will allow children who do not attend school to integrate into public life. The survey revealed that the main desire of a child with a disability is the desire to communicate with their healthy peers. Communication is an important part of the life of any person, so it is necessary to help children with special needs in organizing diverse and useful communication.

An analysis of the activities of the Fergana regional branch of the RCSAD showed that a visit to the Center and the help of specialists led to positive results. The children developed an interest in creativity - drawing, singing, fairy tales, physical activity, theatrical art, and life in general. Parents learned the skills of corrective work with their children. The health-improving and recreational function is mostly performed by physical culture and sports, which also make it possible to effectively organize healthy recreation for children. The physical and mental potential of a child is determined by the indicators of children's health, and in children with special needs they are not so high. Therefore, work to preserve and improve the health of children should be an obligatory component of sociocultural adaptation.

The conducted research allowed to identify the main mechanisms of socio-cultural adaptation of children with disabilities, to identify socio-cultural technologies that contribute to the development of the spiritual sphere of a child with special needs and the expansion of communication, which will contribute to his active socio-cultural adaptation on an ongoing basis.

The socialization of children with special needs requires additional efforts of both theorists and practitioners. These can be special programs and projects, rehabilitation centers, specialized educational institutions, etc. The development and implementation of such measures should be based on an understanding of the essence and patterns, tasks of the socio-cultural adaptation of children with special needs. The implementation of such measures is possible through the development of social partnership, the participants of which will be: educational institutions, mahalla committees, out-of-school institutions and non-governmental non-profit organizations. The program of measures is supported at the state level and is considered as a priority of social policy for the protection of socially vulnerable segments of the population.

Psychologists and educators consider it an axiom that childhood is the most favorable period for acquiring skills of independence, activity and communication. In childhood, the most important for the development of independence is the socio-cultural adaptation of children with disabilities, their integration into social space and communications. Sociocultural activity helps a child with special needs to establish social connections and the necessary relationships, allows you to identify and develop his creative abilities, satisfy aesthetic interests, assert himself in a difficult life situation. Through it, children achieve the optimal degree of participation in social interactions, the necessary level of cultural competence and satisfaction of cultural and leisure needs, which are the conditions for positive changes in lifestyle by expanding the boundaries of their independence.

Sociocultural adaptation is an ambiguous phenomenon, since it is characterized by constant changes. Sociocultural adaptation of a child with disabilities is carried out at the level of personality, society and culture. At the same time, the requirements for the personality of an "atypical" child and the expectations of the social environment are constantly being adjusted. As a result of successful socio-cultural adaptation, the disabled person adapts his attitudes, behavior and needs to the realities of the social environment in which he integrates. The knowledge and skills acquired as a result of sociocultural adaptation can be used by children with disabilities to satisfy their vital needs, which will help them become full members of society. The effective adaptation of children with disabilities to the modern socio-cultural space is determined by the priorities of the state social policy in relation to children with disabilities, which largely depends on the level of economic development. The effectiveness and efficiency of adaptation is determined by the use of modern socio-cultural technologies for organizing free time and leisure for children with disabilities.

A child with a diagnosis as a subject of socialization can and should make independent efforts for his own adaptation, master specific skills, strive to integrate into social life as fully as possible, subject to the

active help of others. It is likely that someone has the talent of an artist, and someone - a writer, which may be revealed in the process of adaptation. Work in this direction is carried out within the framework of psychologically oriented models of social work and assistance. At the same time, mercy is understood as the first step of humanism, which should be based on the desire to help children to integrate them into society and be based on the position: society is open to children, and children are open to society. The activity of the subjects of adaptation in society is necessary, since it has been proven that the possibility of adaptation depends on the severity and length of the disability: the lighter the disability group, the less its experience and the wealth of the family, the higher the level of motivation for rehabilitation measures. This indicates that the attitudes of society towards the disabled, understanding it as an object of social protection, as incapable of ever changing anything in its fate, leads to what is usually called "learned helplessness" in social psychology.

Sociocultural adaptation is vital for children with disabilities for their successful socialization. They cannot integrate into society on their own, without outside help. Therefore, the responsible mission of civil society, relevant authorized and interested organizations, all caring people is to help such children: form new needs - in communication, in self-education and self-education; develop strong-willed qualities, the ability for critical introspection, responsibility, responsiveness, respect for each other; develop a positive attitude towards the customs and traditions of their people, their family; to develop the ability to listen and hear, look and see, realize and draw conclusions about oneself and the world around.

Sociocultural adaptation of a child with special needs is understood in two ways. In a broad sense, it is a system and process of restoring a person's abilities for independent activity in all spheres of public life. It has a linear character and proceeds according to the scheme: family - immediate environment - preschool institution - secondary educational institution - cultural and sports institutions - after school period. In a narrow sense, this is targeted assistance, identifying one's own life goals, spiritual values, interests and needs, identifying ways and means to overcome obstacles. The search and mobilization of all the reserves and opportunities available to the child himself will ultimately help him adapt and function normally in the surrounding socio-cultural environment - in learning, in communication, in creativity.

The success of adaptation practices is directly related to the characteristics of the sociocultural macro- and microenvironment. The social attitude to the problems of persons with developmental disabilities is traditionally determined by the recognition of the non-normative nature of their socio-cultural development and the implementation of the processes of stigmatization and segregation. A specific problem of sociocultural adaptation is the existence of symbolic barriers put forward by society, which are much more difficult to overcome than physical obstacles. Therefore, it is relevant to draw attention to the life activity of the disabled themselves, the formation in society of a new concept of the independent life of people with disabilities.

The process of socio-cultural adaptation is a system of social protection measures aimed at creating conditions for the individual for his full or partial social, economic, legal, political, cultural independence and equal opportunities with other citizens to participate in the life and development of society. Thus, the socio-cultural adaptation of children with disabilities is a system and process of restoring a person's abilities for independent activity in all spheres of public life. The criteria for successful social adaptation are the high social status of the individual in the new social environment and his psychological satisfaction with it.

As practice shows, a decent way of life for children with problems of physical and mental development cannot be guaranteed by taking only adequate measures of medical or psychological intervention. To reach a level of socio-cultural competence that would allow this part of the population to enter into ordinary social contacts and interactions without any special difficulties - this is the goal that unites both civil institutions and children with disabilities themselves. Public organizations - the Agency for Work with Youth, the Women's Committee of Uzbekistan, the Sen Yolgiz Emassan Foundation, Mehrjon, the Fund for Creative Workers of Uzbekistan, the RCSA, the National Association of Non-Governmental Non-Profit Organizations and other government bodies and institutions of various forms of ownership are becoming more and more active participation in the implementation of socio-cultural programs and projects. And this is clearly a positive trend. The system of sociocultural adaptation should also contribute to the formation of an active life position among family members in which there are children with disabilities,

since children are often isolated from society by their parents. Because of this, it is necessary to raise the culture of attitudes towards people with disabilities, not only in society as a whole, but also for people with disabilities and their families.

Further improvement of the forms of adaptation work and expansion of the categories of participants, the transition from one-time actions to systematic activities and the concept of socio-cultural adaptation of people with disabilities will contribute to the introduction of new and effective socio-cultural programs and projects, the development of continuity and the improvement of the quality of socio-cultural events, which meets the strategic task of democratization and humanization of the Uzbek society, actively integrating into the world civilization space. Some progress has already been made. Thus, UN Under-Secretary-General Michael Möller, as a member of the UN delegation participating in the first Asian Human Rights Forum, which took place on November 22-23, 2018. in Samarkand, confirmed the strengthening of cooperation between the organization and Uzbekistan and approved the reforms in Uzbekistan aimed at ensuring the interests, rights and freedoms of a person. He noted that the implemented Development Strategy of the Republic in five priority areas in essence and content is consonant with the goals and objectives of the UN Sustainable Development Agenda for the period up to 2030 (<https://news.mail.ru/politics/35452698>)

One of the development priorities in the Action Strategy is the improvement of the system of social protection of the population and health protection. The following are recognized as important areas: strengthening the social protection of vulnerable segments of the population and state support for persons with disabilities. And certain efforts are being made in this direction. So, for example, in the medical rehabilitation center of the city of Fergana, neuropathologists trained in the Russian Federation work, who successfully apply new techniques: microcurrent reflexology for children with various disorders (children with Down syndrome, Autism, cerebral palsy, mental retardation). Sessions of microcurrent reflexology are complexly combined with speech therapy exercises, psychological consultations and corrective educational games, with massage, exercises in the pool and exercise therapy. The Center cooperates with specialists from Russia and invites them to develop this activity not only in the regional cities of Uzbekistan, but also in the periphery. The effectiveness of the sessions is obvious, which was appreciated by parents who quickly spread information about the success of their children.

The problem is the affordability of such sessions for many families: one course, consisting of 15 microcurrent sessions, is not cheap, plus each procedure of a speech therapist, psychologist, massage therapist is paid separately. The effectiveness of the methodology is determined by its complexity: as a result: non-walkers begin to walk, and children with autism syndrome begin to speak and they develop a visual focus on a person. The technique is based on the excitation and irritation of certain areas of the cerebral cortex with the complex efforts of all specialists, while parents should also work with children at home in order to consolidate the effect. In a short period of time, children have great developmental changes and good results in rehabilitation. Thus, given the effectiveness of the new methodology, the issue of financial assistance and support through some funds for children with special needs and their families should be thoroughly considered in order to ensure their successful socio-cultural adaptation, which is an important and humanistic mission of the state and civil society.

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