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METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**COMPARATIVE ANALYSIS OF THE ORGANIZATION OF
INDIVIDUAL HOMESCHOOLING IN THE COUNTRIES OF THE WORLD****Mukhammadazizkhoja Jurakhuzhaev***Head of the Department, PhD**Andijan State Pedagogical Institute**Andijan, Uzbekistan***ABOUT ARTICLE**

Key words: intellectual development disorders, mass school conditions, compulsory education, approaches, pedagogical processes, intellectual training, correctional development.

Abstract: This article presents a comparative analysis of the organization of home schooling for children with disabilities and special educational needs in countries around the world.

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It is known that in different countries of the world, many students, for various reasons, study not at school, but at home. One of the options for individual education of such children is home schooling and upbringing. The form of home schooling is understood as a system of education and upbringing carried out in a family environment, providing correctional and developmental, socio-pedagogical, medical and psychological assistance to children with disabilities. The advantages of such training are an individual plan that gives the child the opportunity to work, and the learning rate determined by individual loads not only during the day, but also continuously throughout the week. Individual work with a child allows you to take into account his pace of work, ability to work, fatigue, etc., and also prevents isolation of children and adolescents with disabilities from society and school. In special education, which includes the education and upbringing of children with various health problems: with disorders of emotional, intellectual, speech, and motor development, home schooling occupies an important place. The peculiarity of the child's limited capabilities lies in the fact that the restriction of his vital activity occurs in the process of formation of higher mental functions,

assimilation of knowledge and skills, and personality formation. In this sense, the limited capabilities of children is a serious problem, since it imposes restrictions not only on the manifestation of personality, but also on its formation as a whole. In relation to children with disabilities, the terms "children with special needs" and "children with disabilities" are used synonymously.

Currently, the form of teaching people with disabilities at home attracts the attention of teachers all over the world. An analysis of publications shows that the practice of home schooling abroad has existed in some countries for a long time, and home schooling in the United States has existed for more than 30 years[5]. If in the late 70s about 13 thousand Americans educated their normally developing children at home, now there are more than 1 million 200 thousand such families. The main reasons for this form of education are, firstly, the desire of parents to avoid the negative impact of school life (cruelty, drugs, drunkenness), and secondly, various religious beliefs in American families. American educator Brian Ray, in his book "in myself" (1997), makes convincing arguments in favor of home schooling.

MATERIALS AND METHODS

He studied five and a half thousand families who teach children at home. Studies have shown that 80% of children studying at home solve non-standard tests in all subjects, while only 50% of schoolchildren perform similar tasks. It is important to note that each state has its own laws on home schooling, so in 34 states it has an independent status[6]. The child's progress is checked annually with the help of tests by qualified teachers. In the United States, there are opponents of home schooling among teachers. They believe that most parents believe that the state's refusal of educational services causes very serious damage to the school business, since educational institutions, which often experience financial difficulties, lose most of their money. Parents receive help through the Internet computer network. Here you can find everything from lesson plans to consultations with science teachers who can answer various questions in mathematics, natural sciences and social sciences using a computer. Home-schooled children are an additional burden for the school, and they are not encouraged to participate in extracurricular activities. Many critics of home schooling argue that children who are doomed to read books alone can achieve outstanding academic success, but this is achieved at the expense of other life skills. At school, children learn to work, overcome difficulties, and measure their needs against various circumstances. "Socialization is the most important factor in school education," says Anna Bryan[1].

RESULT AND DISCUSSION

According to the results of the study, children who study at home turned out to be more

adapted to life in society, independent and strong-willed than their peers who attend school. Special education at home (speech therapists, psychologists, and a narrow circle of specialists) includes the help of specialists, such as the organization of special educational programs for children and parents (counseling, family visits at home) and, if necessary, diagnosis and treatment, medical services related to care, as well as medical treatment, in particular including physiotherapy and massage. Home schooling involves the preparation of an individual program for a student with developmental disabilities. The student's individual program is a reporting document. It reflects general information about the student, educational activities, its strengths and weaknesses at the moment, indicating long-term goals and objectives of the work, methods and tools, as well as a list of specialists who provide assistance. In European countries (Belgium, Great Britain, Germany, Greece, Denmark, Italy, Finland), special education at home also has various forms. For example, in Belgium, home schooling can be recommended to children and adolescents with developmental disabilities who live at home and cannot attend school due to the severity of their disability, at the request of parents or school administration[8]. This form of education is approved in Belgium by the law on special education. Taking into account the results of the examination, the results of observations by specialists, and monitoring the behavior of the child at home in the first days, a special individual training program is compiled. A child with developmental disabilities has needs of various natures, the limited possibilities of which require the participation of a number of specialists in decision-making. A special individual training program is carried out by the director, a speech pathologist, and a speech therapist. It is worth noting that according to the legislation, mentally retarded children and adolescents who study at home receive psychological, pedagogical, social and medical assistance.

For this purpose, special education centers for ICP have been established in Belgium. The main purpose of such centers is to provide assistance to students receiving extracurricular education, their parents and teachers. It is the centers that are responsible for choosing the most appropriate form of ICP training. The center also participates in the preparation of a special individual home-based education plan together with the school commission. The Center, in cooperation with the school commission, is exploring the possibility of transferring children with developmental disabilities who study at home to a higher level of education (for example, from primary school to secondary school). For most parents, the above-mentioned special form of education is unfamiliar. In most cases, ICP centers are the first to provide parents with professional information about the specifics of the organization and specific tasks of a special form of education. ICP centers also help parents make decisions and get used to the

fact that their child cannot go to school. Permission for home schooling of children in the UK is not required, and this form of education is becoming more popular every day [1]. Assistance in teaching children at home can be different in its structure, method of work and types. Some professionals come from mobile correction services, while others are experts in sensorimotor disorders. Studies on the effectiveness of home schooling have shown that children educated in the family succeed in the professional field.

Educational opportunities for students with special needs in Denmark do not include home schooling. The Danish Parliament has decided that children with special needs should receive education in conditions as close to normal as possible, for which integrated learning paths have been developed[13]. The central place in special education in Germany is occupied by the understanding of society that by creating the necessary conditions it is possible to improve the quality of life of children and adolescents with disabilities. One of these conditions is individual homeschooling, which provides an individual approach depending on the needs and abilities of a child with disabilities.

Children with developmental disabilities who study at home must meet all the requirements of the state program[11]. Thus, the home schooling system in Germany is similar to the corresponding form of education in our country. The education and upbringing of children in need of special pedagogical and social assistance in Greece is determined by the Law on Special Education of 1981. In accordance with this law, various training options are offered. This includes home schooling. For further integration into the school, home-schooled students are allowed to come to a special school classroom for 1-2 hours a week to receive special assistance in a specific academic subject. This form of education is supported by the Greek Ministry of Education and is an effective means of meeting the educational needs of children with disabilities[5]. Sending and selecting children for home schooling in Italy is carried out by psychiatrists or various groups of specialists. Such a group consists of a doctor, a psychologist and a social worker. To be cared for in a private home, a child must be registered as a child with developmental disabilities. At the same time, he is issued a "certificate" valid for a year, and, accordingly, after this period, a decision is made to extend or cancel home schooling.

The certificate also indicates the specific amount of assistance and describes in detail how and by whom this assistance is provided. But if parents do not want their child to be registered as having developmental disabilities, then no conditions are offered for providing the child with home schooling. Home schooling is provided by auxiliary teachers. It should be noted, however, that the participation of these students in school lessons or the participation of school teachers in extracurricular activities is undesirable, since they believe that only auxiliary teachers are responsible for the education and training of this category of students[7]. In Finland, every child with developmental disabilities is consulted by a doctor, psychologist, speech therapist and, if necessary, a remedial gymnastics coach, therapist, social

worker. According to the results of the survey, the form of education of the child is determined. For a child who is recommended home schooling, an individual training program is compiled, the main purpose of which is to develop socialization and communication skills. In addition, special instructors organize excursions, recreation camps and evening clubs for these children. This allows home-schooled children to communicate[11]. In Australia, a special program has been created at the Center for Special Education for Home-Schooled Children at Macquarie University, which has been operating in many countries around the world for two decades. The key point of the program is that it is intended for parents who intend to teach their children at home, depending on the circumstances. In Russia, since the 1960s, the Ministry of Education of the USSR has developed and adopted a number of documents on the organization of education for children who cannot attend school for health reasons. In 1962, a letter from the Ministry of Education of the USSR allowed, as an exception, the use of individual education of sick children at home according to the conclusion of medical institutions[10]. For the first time, this document provided for a primary school curriculum in which 4 hours a week were allocated for teaching sick children, and 6 hours for students in grades 5-8. June 18, 1966 A decree of the Government of the Russian Federation "On approving the Procedure for home education of children with disabilities" [10] was adopted, giving the right to home schooling to all children with disabilities from the first to the eighth grade. In 1974, students in grades 9-10-11 were allowed to study individually at home.

CONCLUSION

According to the new curriculum, 8 hours per week were allocated for classes. The organization of individual homeschooling in Russia is explained in detail. A special place is given to the selection of personnel. It is emphasized that a teacher-educator working with sick children should be distinguished by special kindness, patience and warmth towards children. To organize permanent educational work with sick children studying at home, classroom teachers from the classes in which they were supposed to study were involved. Each reading sick child was offered a notebook-diary. In it, teachers were paid based on the lessons they had learned, the material they had learned, and the time they had spent. Supervision of the work was entrusted to the deputy director of the school for educational work. The above allows us to conclude that with the development of special education in different countries of the world, progress in the socio-economic life of many countries, thanks to achievements in the field of education, makes home schooling relevant and in demand, and the upbringing of children with developmental problems, as well as the great desire of parents to seek various forms of development, education and upbringing of children with disabilities opportunities. The analysis showed that in modern pedagogical literature, the authors use various synonymous concepts in the interpretation of individual homeschooling, such as "family education", "home schooling", "home-based individual education", "home schooling". In recent decades, the problem of home schooling has attracted serious attention from specialists.

Discussing the issues of home schooling, a number of authors came to the conclusion that the practical implementation of home schooling still creates many problems. A teacher teaching a child at home, in most cases, performs many individual tasks with a student, but to solve them, a certain psychological and pedagogical level of training and clear correctional and developmental skills are needed, as well as building a special system of interpersonal teacher-student, parent relationships in the system. Thus, at present, some foreign experience has been accumulated in teaching students with disabilities at home. This experience, as an important component of world pedagogy, requires further study and improvement, structuring. In our opinion, the solution to these issues should be developed to improve the quality of individual education at home and solve the problem of socialization of children and adolescents studying at home.

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