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THE NECESSITY OF SHAPING THE SOCIAL ADAPTATION OF CHILDREN ENGAGED IN HOME EDUCATION

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ABOUT ARTICLE

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Abstract: This article discusses ensuring the rights of children with disabilities to receive individualized home education and creating the necessary conditions for their learning. It highlights the prospects for their social development, self-expression, and the identification and resolution of potential social challenges independently. The article emphasizes the importance of fostering self-awareness and promoting socialization through the creation of supportive environments and providing socio-pedagogical assistance to facilitate social adaptation. Additionally, it explores how such adaptability enables children with disabilities engaged in home education to make informed career choices, successfully acquire a profession, and positively and independently present themselves in their future lives.

INTRODUCTION

The social adaptation of children with disabilities receiving home education is an integral personal development process that encompasses acquiring socially positive experiences of adapting to various living environments, achieving socially significant accomplishments, and gaining experiences of self-expression and self-awareness. This adaptability provides children with disabilities engaged in home education the opportunity to successfully choose and pursue a profession, enabling them to positively and independently manifest themselves in life.

In our society, when a child with a disability is born, the primary focus is on their adaptation to social life from birth. This process begins with preparation for preschool education and continues through general secondary education and, subsequently, higher education. To achieve this, specialists such as psychologists, neurologists, and, depending on the type of disability, defectologists, tiflopedagogues, or speech therapists are assigned to the child. These specialists work with the child from their earliest days, assisting in their comprehensive integration into the social environment.

The education system in our country provides individualized home education for children with disabilities. This form of education is designed for children who have physical or psychological developmental impairments, require long-term medical treatment, and, based on medical conclusions, are unable to attend school either temporarily or permanently. Such health issues leave a significant imprint on the personality of the child. Primarily, health limitations impact the ability to define a professional identity and engage in productive activities. Awareness of their condition often leads to inadequate self-assessment of their abilities, aspirations, and independence, as well as a lack of initiative. Emotional development disorders further complicate social adaptation, reducing interest in education and professional activities.

This article examines the necessity of addressing these challenges and emphasizes the importance of fostering social adaptation among children with disabilities through effective educational practices and socio-pedagogical support.

Literature Review and Methodology

The Decree of the President of the Republic of Uzbekistan, dated October 13, 2020, No. PQ-4860, titled "On Measures to Further Improve the System of Education and Training for Children with Special Educational Needs," outlines the procedure for providing individualized home education for children with physical, mental, sensory, or psychological disabilities, as well as those requiring prolonged medical treatment. The main goal of home-based individualized education, as stated in the decree, is to ensure the right to education for these children while creating the necessary conditions for their learning[1].

In Uzbekistan, effective implementation of the home education process relies significantly on collaboration between educational institutions and families. The pedagogical nuances of raising a child with a disability within a family setting are extensively analyzed in L. Nurmukhamedova's research[7]. Additionally, mechanisms for enhancing the efficiency of individualized home education for children with disabilities have been explored in the studies of M. X. Jurakhodjaev[7].

The scientific work of L. R. Arkatova highlights the importance of flexibility in the work schedule of home educators, organization of children's activities, and the expansion of the educational environment to direct individual potential. The research also emphasizes the significance of establishing pedagogical cooperation with parents and other family members through counseling and psycho-pedagogical support[2].

Furthermore, Yevgeniya Anatolievna Yarovaya's studies focus on effective didactic tools that improve the quality of mathematical preparation for students with disabilities, providing valuable insights into specialized educational practices for such learners[6].

This article synthesizes findings from these and other studies, employing a qualitative research methodology that includes document analysis, expert interviews, and case studies to identify best practices in home education for children with disabilities. These approaches are critical in examining the socio-pedagogical support systems, teaching strategies, and adaptive methods needed to foster social adaptation and academic success in this context.

DISCUSSION

The ongoing social and economic reforms in Uzbekistan, along with advancements in education and healthcare, are contributing significantly to the nation's progress and its vision for the future. These reforms reflect the government's commitment to ensuring that all citizens, regardless of their circumstances, receive the support they need to thrive. Special attention is being given to inclusive social projects, encouraging active participation in society and fostering skills that benefit both individuals and the broader community.

Among the beneficiaries of these initiatives are youth with health-related challenges, who may face barriers to traditional education. For such individuals, specialized educational programs have been developed, tailored to their unique needs. These programs often involve the assignment of dedicated educators and psychologists to provide individualized instruction and support. A significant aspect of home-based education is its emphasis on developing social skills, enabling students to engage in effective communication, teamwork, and collaboration. These abilities not only enhance their academic experience but also prepare them to address social challenges independently in the future.

The primary goal of individualized home education is to uphold the students' right to education while creating an environment conducive to learning. By fostering their social adaptation, this approach facilitates their integration into society. Families and children often require additional social and pedagogical assistance from professionals within social service institutions. Such support is instrumental in understanding the unique needs of these children,

predicting potential social challenges, and guiding them through self-discovery and problem-solving processes.

Social and pedagogical support for children receiving home education is guided by a person-centered approach. This framework considers the social uniqueness of each child, their individual socialization needs, and the educational and developmental environment required for their growth. It also takes into account the broader prospects of their integration into society.

Efforts to develop social adaptation among home-educated children are crucial for creating opportunities for self-expression, independent problem-solving, and overall social development. By providing tailored interventions and fostering a supportive environment, these children are empowered to overcome barriers and achieve their full potential. This approach not only benefits the individuals but also contributes to building a more inclusive and socially cohesive society.

DISCUSSION

Organic brain damage leading to the stagnation of cognitive activity is a primary characteristic of intellectual disabilities. This impairment is particularly evident in sensory perception and cognitive processes, which are critical for reflecting reality. In children with nervous system disorders, these psychological functions develop slowly and often with distinct deficits. Such characteristics become more pronounced during the learning process, including delayed comprehension, confusion between visually or phonetically similar letters, numbers, objects, and words, as well as difficulties with articulation[8].

Effective social and pedagogical support is vital for fostering the social adaptation of children receiving home-based education. Key conditions for success in this regard include:

- **Personalized strategies** that consider the unique traits and social adaptation needs of each child;
- **Openness of families** with special-needs children in their interactions with professionals;
- **Incentivizing social adaptation** through positive reinforcement in various life situations;
- **Collaborative relationships** among home-based educators, families, and school pedagogical staff;
- **Preparedness of educators and specialists** to provide consistent socio-pedagogical support[7].

Parental involvement plays a crucial role in this process. By working collaboratively with specialists, parents can create opportunities for their children to participate in diverse activities tailored to their abilities, thus contributing significantly to their psychological, physical, and cognitive development. The foundation of effective correctional work lies in the partnership between medical professionals, educators, psychologists, and parents, all working within a scientifically grounded framework that respects the child's physiological and psychological needs. This collaborative approach ensures higher success rates in the developmental process.

In home-based individualized education, pedagogical efforts must address the child's social, emotional, and cognitive domains while promoting self-awareness. A comprehensive and integrated system for home-based education requires continuous psychological, medical, and pedagogical support throughout the child's educational journey[9]. Such an approach not only enhances the child's developmental outcomes but also facilitates their smooth integration into society, empowering them to overcome challenges and realize their potential.

The duration of lessons in home-based individualized education depends on various factors, including the complexity of the activities, the child's health and psychological state at the time, and their physical capabilities. Lessons can range from 5-10 minutes for simpler topics to 20-25 minutes for more challenging ones. This flexibility ensures that the educational process aligns with the child's cognitive and physical needs.

Children with disabilities often exhibit quick fatigue, difficulty concentrating, and occasional disruptive behaviors during lessons. To mitigate these challenges and improve their productivity, incorporating regular breaks and alternating activity types is essential. These breaks should be adapted to the child's condition and can be introduced at any point during the lesson. For instance, engaging in corrective games, exercises, or entertaining activities can enhance focus and maintain optimal productivity throughout the session[8].

According to F.I. Kevlya, understanding the individual characteristics of students is fundamental to tailoring effective pedagogical methods. By gathering comprehensive diagnostic data, teachers can adopt strategies that resonate with each child's unique developmental needs. This approach emphasizes the importance of the teacher acting as a psychologist, carefully strategizing their interactions and instructional methods to foster a positive learning environment[8].

To further maintain a productive atmosphere, employing strategies that help restore the brain's functional state is critical. These may include:

- Introducing interest-based activities to keep the child engaged;
- Utilizing entertaining exercises that promote relaxation and motivation;

- Designing lessons that incorporate diverse tasks to cater to the child's attention span and energy levels.

By focusing on these adaptive methods, educators can ensure that lessons are not only educational but also enjoyable, enabling children to maximize their learning potential while addressing their specific needs.

RESULTS

The social adaptation of children receiving home education is shaped by social-pedagogical support, which includes the following components:

- **Identifying Socially Significant Problems:**

Recognizing the uniqueness of children's development, their socialization, positive and negative traits, and the significant influence these have on social adaptation. These factors must be considered in social-pedagogical work.

- **Addressing Real-Life Challenges:**

In the process of self-expression across various areas of life, children may encounter real challenges that require social-pedagogical support to overcome.

- **Encouragement and Prediction of Prospects:**

Identifying and predicting the child's behavior and self-expression potential, as well as providing the most appropriate support during their self-awareness and developmental stages.

- **Ensuring Independent Overcoming of Social Problems:**

Helping children overcome individual, significant social problems independently through support, guidance, encouragement, teaching, exercises, advice, etc.

- **Assessing the Effectiveness of Social Adaptation Formation:**

Evaluating the effectiveness of shaping the child's social adaptation through the monitoring of personal qualities and career orientation development.

The role of non-verbal communication methods in teachers' activities is of particular importance. These include physical and visual contacts, such as patting the child's head, holding hands, or embracing their shoulders. When teachers carry out such actions sincerely, students perceive them as very cherished individuals.

In home education, communication and collaboration serve as a guiding and motivating factor. To build a positive attitude in lessons, the teacher must find ways to connect with the student's world, share their joys and sorrows, and fulfill their trust. As O.N. Maikina stated, "You should always remember your actions because for the student, the teacher is not only a friend, advisor, but also the living embodiment of justice."

A teacher can only succeed in this important task by understanding the student's individual psychological and personal characteristics, as well as the nature of the tasks. In analyzing the student's personal traits, the teacher must find a way to develop a good relationship with the student. The teacher should be able to assist the student in achieving real success in the educational process. To achieve this, the teacher should strive to create a positive, friendly, and supportive relationship with the student, which will lead to positive results.

CONCLUSION

Home education aims to ensure children's right to education and establish the necessary conditions for their learning. It focuses on shaping students' worldview and imagination, imparting knowledge in various subjects, fostering life skills and competencies, and providing moral and spiritual education, as well as preparing them for labor. For children with intellectual, physical, and psychological development issues, the choice of appropriate approaches for each form and type of education is a complex process that requires comprehensive measures.

To effectively implement such measures, the educator must be aware of the student's personal, medical, psychological, and pedagogical characteristics. Social-pedagogical support should not be replaced by excessive protection but should aim to encourage the child's self-expression, address emerging social issues, and assist in the development of self-awareness necessary for their integration into society.

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