

## CURRENT ISSUES AND STRATEGIES OF PREPARING THE CHILDREN WITH LIMITED ABILITIES FOR SOCIAL LIFE IN UZBEKISTAN

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### ABSTRACT

Uzbekistan is a state that reflected the human interest as prior value in every field, targeted to the development and prosperous of the nation in any policy. At present day the task on improving the quality of social service and lifelong support of the people with limited ability are solving as a state level policy. For instance, cooperating with international organization different projects and scientific researchers have conducted on introducing innovative technologies into the process of specialized and inclusive education for disabled children. There gained valuable experiences in the national pedagogy of Uzbekistan based on the projects implemented collaboratively with the Republican Children's Social Adaptation center and international organization UNICEF concerned to the issues of socialization children with limited abilities. Particularly, in the process of effective socialization of the children, who have any type of disabilities to involve them forehanded appropriate type of education as well as early diagnoses is very important evidenced factor defined through trials. Learning and teaching is honorable and difficult job on the one hand, and on the other hand, it is interesting and pleasant working with children, despite their ability. In this article, we have discussed current challenges and effective strategies of preparing disabled children for social life as well as lifelong learning in Uzbekistan.

**Keywords:** social life, children with limited ability, adaptation, correction pedagogy, strategies, problems and solutions.

### INTRODUCTION

At present day, Uzbekistan has recognized as one of the rapidly developing countries, which is enlarged its significant role in every fields of the world community. Particularly, the issue concerned to educating young generation appropriately to the modern requirements, that is, teaching and preparing competitive personnel, educating them as the advanced person who respect common human, national values, traditions and customs, has his own independent idea considered one of the crucial directions of the state policy. Improving education as the social field stated as one of the important branch of prior action strategies of developing of the Republic of Uzbekistan during the years 2017-2021. For instance, the following tasks as fostering the system of social defense of people including to care for the people with limited abilities by the government, providing them with lifelong activities have indicated.

If the human has any kind of begotten disability, the biological factors prove their influence, that is the more complicated deficiency the more strongly its influence. In such situation, if necessary assistance or influence does not treat, the development can limit only with matured.

If the person bear without birth deficiency, he cannot only develop physiologically but he can form in a particular time by the impact of social environment. He can realize and demonstrate himself on the influence of the top mental process.

## **LITERATURE REVIEW**

Disabled children, as the equal members of the society have the right to get qualitative education, to participate vary activities, to get medical treatment, to develop and all the rights to allow socialization. In Uzbekistan, the adaptation of disabled children and teens to social life has its national and international bases. For example, international documents: “World Declaration of Human Rights” (Geneva, 1948), “Declaration on the Rights of Disabled people” (1975), “Convention on the Rights of the Child”, which is adopted by UNO in 1989 and ratification by the government of Uzbekistan in 1992, World Declaration of Education for ALL (1990, Thailand), Dakar Framework of Action (2000, Dakar);

The legal basis related to provide education, rehabilitation, convenient and safe activities of disabled children in the social communication have specified by the following national legal basis as:

- The Law "On Education" (Article 23);
- National Program of Personnel Training” (1997);
- the Resolution number 419 of the Cabinet of Ministers “On organization of the Republican Children’s social adaptation Center” (2004);
- State Program on “ the Year of Social Defense” (2007);
- Law "On Guarantees of the Rights of the Child" (2008) and other documents.

In our country, the following types of education organized for disabled children: education in the family, inclusive education, special specialized education. Each type of education is under the state and community control and implements on the basis of special correction-pedagogic-psychological approaches aptly to the abilities of pupils.

Besides, a range of researches have been conducted in the field of national pedagogy and psychology and as a result of them have developed methodological recommendations, textbooks and other different education tools and introduced to practice. Especially, the content of the research works conducted by the scholars as L.Muminova, R.Shomahmudova, N.Rakhmanqulova, G.Shoumarov, D.Nazarova, F.Qodirova and others on the development of national special pedagogy of Uzbekistan have revealed the different peculiarities and issues related to teaching, educating and effective preparation children, who have problems with their development for independent life.

## **METHODOLOGY**

Nowadays, at the Retraining and In-Service Institute of Public Education personnel are delivering a research on the theme “Effective technologies of preparing children with limited abilities for social life” and the results of previous studies serve as a methodological basis of this scientific investigation. This investigation has forwarded the following hypothesis: to achieve the pupils with limited abilities completely acquiring of school education; to be entirely ready for independent life, effectively and freely participation in social communication and inclusive society.

## RESULTS

In this section please present the results including tables, figures, numbers and graphs (if any). Font Size 12, Times New Roman, single spaced. All the subheadings in this section should be in font size 12 Bold, Times New Roman, single spaced. The first letter of each word in subheading should be capital. For tables please use font size 10. Tables/graphs or figures should be named as Table 1/ Figure 1/ Graph 1 and be given in center of the page.

We consider that we will be able to achieve these results if:

- there is developed concrete criteria on learning pedagogic-psychological phenomenon the readiness of the pupils of the special educational institutions for social life;
- there is analyzed the challenges for preparing disabled children's adaptation to social life, defined reasons and scientifically studied its solution;
- there is identified modern correction-pedagogic-psychological factors, provided quality and effectiveness of educating disabled children at secondary school;
- there is identified pedagogic-psychological specifics of preparing disabled children for social life and developed a model "a pupil, who is ready for social life"
- There is developed effective mechanism on collaboration between educational institution and families and etc.

The early piloting results of investigation showed that despite the introduction correction-pedagogic approaches delivered appropriately at the special educational institutions, their inclusion to the society, adaptation to the situation and direct and effective communication with surrounded occurs with difficulties.

## DISCUSSION

Basing on the analysis of the situations identified in the practical process and results taken from the process of piloting we define the following problems and develop the following recommendations to solve these problems:

**Problem:** Due to the absence of introducing approaches directed to develop pupils' social competence in the content of the disabled children's education, pupils feel challenges to put their gained academic knowledge on subjects into different live situations.

**Solution:** to enrich the content of the textbooks and didactic teaching tools with interactive teaching and learning tasks. For instance, working in small groups, designing tasks directed to formulate children's creative and critical thinking through project or research based tasks. Such kind of approach prepare children for proofing their own ideas, work with collaboratively and express their own ideas without worrying to make mistakes or errors. Finally, this will prepare them for actively taking part in different communications.

**Problem:** Not enough confidence for their own abilities. Owing to this being inactive and keeping themselves aside among healthy people. There we notice the situation indifference and impartial idea like "they do not care whether we are or are not there".

**Solution:** to direct psychological service to formulate the concept "I" at the Educational Institutions. For this, it is important to organize vary events with cooperatively together pedagogic staff, school community by involving parents and stakeholders as well as other organizations. For example, at the educational institutions it is better organize different contests, meetings, round tables and other events under the title like, "We are sports lovers family", "I and my friends", "I am a citizen", "I am a member of the society", "My future".

It is important to soak in the pupils' mind not the motivation "It is because of your limited ability", but "You are able to do better like others"

**Problem:** Existing stereotypes: a) the majority of the teachers who work at the special educational institutions are not free of the feeling to be extremely careful for introducing modern approaches and using the modern techniques in the process of their teaching career. Because they have such attitude as it is impossible to use all modern teaching methods and techniques in the process of working with disabled children. (This problem have defined by analyzing 68% of participants ideas, who took part in the process of piloting);

b) 73% of parents who participated in the process of piloting do not completely believe their children ability to assimilation in the society like other children. They consider that it is wrong and mistake to send their children for another place or far distance from their house. That's why they think it is their duty to take care of their disabled children and do everything by their names;

c) the attitude of surrounded people to the disabled children with the essence as sorrow and pities.

**Solution:** a) to create a bank of activities, video lessons based on the effective using of modern teaching technologies and its results. Organizing trainings, workshops, "master classes", internet-forums, webinars as well, as should include requirements on using forms and tools new innovative teaching strategies in the criteria of the measurements of monitoring and evaluation of teachers and educators pedagogical career.

b) organize "Parents Day", "A Day of Practical Trip", prepare fragments of video promos about the life and success of the former student, who found his right place in the society, and announce the project title or scholarships dedicated to demonstrate the abilities equally other children.

c) organize public events dedicated to promote gender equality, social active partnership, tolerance, which showed everything is open for all and they have also equal right to participate in them.

Success by all the recommended activities depends on close and friendly collaboration of educational institutions with families and other stakeholders who are responsible for children's education and adaptation to the inclusive society.

## CONCLUSIONS

To sum up we can state the following. To formulate feeling of disabled children as an equal member of the society, bring them up to be active and free and show their ability both in the family and school, and other place, consider themselves as one of the responsible citizens of the society demands us systematic, complex approaches to this process. The most optimal indicators that evaluate the results of this process is to achieve a unique inclusive society.

Moreover, the following ideas included as social concept of the model of the inclusive education. Such as, independent child (formulated as a person by the influence of biological and social environment), a child who has his own place in the society, without leaning on others support, knowledge (outlook), labor, identifying needs and acting to achieve success and society, active participation in vary communication and has his/her own particular place.

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