

SOCIAL ADAPTATION FACTORS FOR GRADUATES OF SPECIALIZED BOARDING SCHOOLS FOR CHILDREN WITH HEARING IMPAIRMENTS IN UZBEKISTAN

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ABSTRACT

This article highlights the current challenges of ensuring the effectiveness of social adaptation of hearing-impaired people. The social adaptation of graduates of boarding schools for children with hearing disorders in Uzbekistan, as well as the practical work done for them is presented.

Keywords: Social adaptation, cochlear implant, correction, rehabilitation, surdopedagogics.

INTRODUCTION

It is recognized in the world that children with physical or mental developmental disabilities are not the objects of mercy, but of equal rights and freedoms, and equal participants in the development of society and the state in political, economic, social and cultural spheres. [4]

To date, a legal framework for the protection of the rights of persons with disabilities has been established in the country. In particular, the Constitution of the Republic of Uzbekistan, the Law on Guarantees of the Rights of the Child, the Family Code, the Civil Code, the Labor Code, and a number of other legislative acts are enshrined in the law.

Also, the Decree of the President of the Republic of Uzbekistan dated December 1, 2017, No. PF-5270 "On measures to radically improve the system of state support for persons with disabilities" will establish a register of persons with disabilities wanting to work and their future employment. implementation of the system of increasing and retraining, expansion of home-based work and creation of new jobs within the infrastructure of citizens' self-government bodies. introduction of mechanisms for employment of persons with disabilities, introducing short-term courses on training women with disabilities, as well as entrepreneurial activity, improving curricula of specialized educational institutions, taking into account the interests and opportunities of children with disabilities and the relevance of relevant professions; professional psychological support room for students with disabilities in specialized educational institutions Create a queen tasks.

It should also be noted that the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated June 2, 2018 No. 417 "On the Procedure of Admission of Persons with Disabilities to Higher Education Institutions under Additional Government Grant Quota" It is envisaged to allocate two percent state grant quotas.

Creation of the legal basis for higher education of persons with disabilities for the first time in Uzbekistan has become an important step in the development of this work in our country.

Empowerment of children with special needs and their ability to realize their potential in education, culture and sports, as well as in future professional and labor activities are of particular importance.

The Republican Center for Social Adaptation of Children was established in 2004 to provide such children with pedagogical, legal, social and diagnostic, treatment and rehabilitation care.

The main goal of the Center is to assist in the solution of social and medical adaptation of children.

Ensuring equal access for children with hearing disabilities to their peers, eliminating restrictions on their livelihoods, creating a favorable environment that enables them to live a full life, actively participate in the social, economic and political life of society, and to fulfill their civic duty. content. One of them is cochlear implantation in medical institutions of Uzbekistan.

People with disabilities are an integral part of our society and are actively involved in various aspects of our social life. This category of people need to have the necessary knowledge, skills and qualifications in order to be aware of the ongoing reforms in our country, to adapt to life and to be effective in their rehabilitation.

There are 86 specialized schools and boarding schools for children with disabilities in the country, about 40,000 kindergartens and school-age children in more than 200 special preschools, and about 20,000 students study at home, sanatorium and clinical hospitals.

Today, there are 21,558 deaf and hard-of-hearing people in Uzbekistan, including 3,917, or about 20% of the school age. Each year hundreds of children with hearing impairments complete specialized boarding schools for them.

Analyze of referenced literatures

The problems of social adaptation of hearing-impaired people are reflected in scientific research conducted by Uzbek scientists.

In particular, the general, philosophical and sociological foundations of social adaptation of persons with disabilities have been studied by G.B. Shoumarov and L.R. Muminova [13], [9].

Modern approaches to disability encourage the staff of the special education system of the Republic to take a serious approach to scientific and methodological justification of the problems of education of children with special needs.

N.Sh.Bekmuradov's research is entitled "The Impact of Hot Climatic Conditions on the Activity of Students with Hearing Impairments" and based on the data collected by the author, the agenda of special boarding schools in our region and requirements for the organization of the educational process were developed. [5].

In his research, X.M.Gaynutdinov studied the features of the process of vocational and labor adaptation of deaf children in Uzbekistan. By analyzing the results of these studies, they developed recommendations for vocational training for the hearing-impaired, improvement of further employment, as well as suggestions for improving their adaptation to living conditions. [6].

F.J.Alimkhodjaeva's scientific research has been scientifically proved that the appropriate and widespread use of didactic materials in the development of speech impairment of hearing impaired students with profound speech deficiencies will generally have a positive effect on the process of speech formation. The author argues that hearing aids for hearing impaired students can be further enhanced by developing a differentiated approach to using didactic materials in the learning process, given the levels of speech development [3].

U.Y.Fayzieva's research focuses on literacy education for children with hearing impairments, and this research has developed methods for classifying hearing-impaired children in Uzbekistan, collecting their anamnestic information, and hearing and speaking with hearing impairments [12].

As a result of N.Dadakhodzhayeva's research, she has developed features for performing arithmetic operations on multidimensional numbers of hearing-impaired students, as well as the methods and methods of teaching students the ability to perform arithmetic over multidimensional numbers [8].

In the F.Kadyrova study, the speech and learning stages of the deaf and hard-of-hearing elementary school students from the day they enter school define the stages and stages of speech acquisition: from the first stage to the alphabet, the subject symbol is explained by the word dactylic. with the use of finger movements and lip movement. In the third phase, students will be taught to communicate by speaking, and the child will be able to read, write, and speak verbally. In the fourth stage, oral and written speech will be the leader, with a system of general speech (oral-dactyl, graphic). In her research, F. Kadyrova says that "the speech of deaf and hard of hearing students should be formed in a special correction and developmental pedagogical system based on the language regularities." [7].

D.Nazarova's research is based on the scientific-practical justification of a comprehensive system of preschool - censorship speech, which is a prerequisite for early deaf children to integrate into social life [10].

D.Yakubzhanova researched the pedagogical and psychological features of the development of professional creativity, stimulus and counteracting factors in future defectologists based on the principles of education of children with physical or mental development.

Based on the research results, local defensive technologies have been developed based on designing motivational, cognitive, activity-oriented and creative stages of future professional development [14].

Research methodology

Analysis of modern approaches to the study of social adaptation problems in special pedagogy and psychology shows that the success of the social adaptation process for people with hearing impairments is related to the quality of vocational training in accordance with the requirements of the labor market; influence such as having.

At the heart of any pedagogical research is "the process and results of scientific activity aimed at acquiring new knowledge about the laws of education, its structure, mechanisms, content, principles and technologies" [11]. Based on this requirement, a pilot role in identifying problems of social adaptation of graduates of specialized boarding schools for hearing-impaired children, identifying the laws, content, principles and mechanisms of their elimination processes.

The purpose of the pilot study was to improve the quality of education for children with special needs by identifying and addressing the problem of social adaptation of graduates of specialized boarding schools for hearing-impaired children.

In order to achieve this goal it is necessary to solve the following tasks: graduates of boarding school for children with hearing impairments, involved in tests:

- identification of problems of social adaptation;
- study of the causes of social adaptation problems;
- analysis of the results of social adaptation problems.

Analyze and results

As we all know, human social adaptation is achieved through the enrichment and enrichment of life experiences assimilated by ancestors. This is done directly with the participation of psychological (communication, thinking, speech, etc.) and sociological (knowledge, work, family relationships) processes. The social adaptation of people with disabilities, who are an integral part of society, is also based on the processes described above and is characterized by some of the more specific features (levels of impairments, different approaches, etc.). In particular, we can see the difficulties in social adaptation of people with hearing impairments when they are unable to communicate with others. That is why their education, professionalism and experience in social life require a special approach.

Based on the purpose of our research, a pilot study was conducted to find out the current state of social adaptation problems of graduates of specialized boarding schools for children with hearing impairments.

As a result of interviews, observations and analyzes it is revealed that the most common problems of social adaptation of graduates of specialized boarding schools for children with hearing impairment are unemployment and family relations. Regarding the reason for these problems: firstly, businesses and organizations cannot provide jobs due to inadequate professional skills. That is why almost all deaf and deaf boys are trying to support their families financially by temporary work, while girls are doing housework, some sewing, weighing people in markets and on the streets, and so on; Secondly, there is no work to prepare deaf and vulnerable hearing families for family life. This leads to a number of problems in the relationship of this category of people with family members, even in cases of divorce, as well as the loss of dignity and dignity of the family due to insufficient family functions.

CONCLUSION

From the foregoing, it can be said that students with hearing impairments are radically reforming the education system, enriching it with content, taking up a modern role, playing a prominent role in society, and becoming a key activity in society at the time of adulthood. Formation of modern professional skills, which play an important role in material support, preparation for family life, which is an important part of society and a place of social adaptation. It also helps to improve the efficiency of social adaptation.

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