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## Preparing Disabled Children for Family Life as Important Socialization Factor

**Key words:** *child, disabled child, family, family life, teenager, social work, social and preventive work, social and pedagogical activity.*

**Annotation:** *this article outlines the social needs, approaches, problems and tasks in preparing children with disabilities to family life. The author has developed suggestions and recommendations for the preparation of disabled children to family life.*

Today and in history, there is no state or society that has not faced the problem of disabled people. According to modern information, today, more than 450 million people with mental and physical deficiencies are living in the world, who make up about 11% of the total population.

According to the World Health Organization (WHO), 3% of children are born with intellect deficiency and over 10% of children with other mental and physiological deficiencies. The number of disabled children in the world exceeds 200 million.

In our country, constant attention is paid to the protection of the rights and interests of children with disabilities. Over the past years, our government has established a solid legal framework covering a wide range of areas such as health care, education, social protection, transport, construction and architecture to support children of this category in every possible way. In particular, the Law of the Republic of Uzbekistan “On guarantees of the rights of the child” reflects the right to social integration of the children needing social protection (1).

Indeed, “creation of necessary conditions for the integration of those with physical disabilities or other deficiencies into society and encouragement of their peers and people to be kind to them determine the level of perfection of the society .... by showing them kindness and treating them with respect, it is possible to generate in them goodness and high morals.”

More than 80 specialized educational institutions are functioning in the system of public education of the Republic of Uzbekistan to educate children of this category. One of the main objectives of these institutions such as “bringing up a personality through the formation of the most effective model of behaviour in personal, family and social life, and business activity” and “creating necessary correctional-enhancing learning environment for the socio-emotional development and formation of vital skills of learners” fully reflect the requirements for the development of disabled children, including their full integration into the society and socialization.

Today, the importance of social approach towards the concept of “disability” is increasing. Although the members of this category need assistance from others and consist of a separate and an inactive group of the society, it is acknowledged that from the very early stage of their

development it is necessary to study not only the defects in them, but also the opportunities of their active integration into society and socialization, as well as help them satisfy their needs in various fields through correction-pedagogical technologies and methods.

The French physiologist Claude Bernard, who studied the physiological features of living things, advanced the theory that internal survival criteria should shape and develop in them in response to the influence of environment. In addition, the same kind of internal criteria in relation to surroundings should develop in the human being as well, whose existence in a particular society is based on the stability of internal social criteria. From this point of view, socialization is the pursuit of mastering, adaptation and change of all elements of society life (2).

Such prominent psychologist-scientists discovered based on theoretical and practical researches that unlike the individual development of animal psychology, the human psychology has unique features and developmental conditions in the ontogenesis process. In the development of animal psychology, there are two: genetical and individual (mastering-by-learning) types of experience. In the development of child psychology, along with them, a particular type of experience – social experience also appeared and began playing a leading role.

Advancing the theory of two stages of childhood development, L.S. Vygotsky pointed out the “close development zone”, which is based on their own activities and others’ influence. Socialization is the child’s activity related to the “close development zone”. This very zone makes the child a participant in the process of “cultural development” that the scientist proposes (3).

Socialization is the process of learning the existing social experiences in society and manifesting them in oneself. This process “consists of five phases (initial or adaptation, individualization, integration, labour and post-labour). One of the most important conditions for the successful completion of the integration process is the acceptance of the individual’s features by the group or society in which it belongs to”.

According to L.I. Akatov, social experience “includes the knowledge and skills acquired through the personal experience during education and training ... The formation and psychological development of a child’s personality that is gaining social experience is not automatic but actively interacts with the environment” (4).

The emergence and development of social experience in disabled children is much more complicated than in normally developing children because physical and mental defects prevent them from gaining knowledge and skills in various fields of activity, and maintaining social and cultural relations.

A.R. Maller, who studied human socialization in the aspect of the ability to play specific roles in various areas of society, explains that disability implies the difficulty in learning or mastering how to play a particular social role. The inability of a child to play different social roles also limits its relationship with society. Disability, in turn, manifests itself as one of the main causes of social inadaptation (5).

Nowadays, the principle of “independent life” is put forward as an ultimate result of the socialization of disabled children. According to it, children of this category should live in society and never get separated from it.

The fact that most of the mentally retarded children sufficiently gain social experience, and are able to control themselves and live independently when they grow up has found confirmation in contemporary psychology and defectology.

Family life is also a complicated stage in the socialization of people, including those with disabilities, and at the same time the outcome of previous stages.

It is well known that family is the initial section in the socialization of children with disabilities. Observations show even though most families have a constructive attitude toward the child (desire to develop necessary skills understanding the child’s problems correctly), there is also a lack of knowledge and skills to prepare their children for family life. The concept of “finding one’s peer”, which is peculiar to the mentality of the Uzbek people, also requires that parents should improve their consultative and methodological support and encourage their children to get married.

The following problems can be noticed in the preparation of disabled children for family life:

- socio-psychological problems inherent in the families with disabled children, especially lack of adequate study of the influence of parents and other members on the formation of disabled children as individuals who are able to build families and become parents;
- lack of study of disabled young people’s attitudes to and interests in family life, their family building motives and values, as well as lack of monitoring of young families with disabilities;
- non-systematic implementation of educational programs on preparation for family life in special educational institutions where disabled children are trained, as well as lack of cooperation with other social institutions and families where this category of children are brought up;
- lack of general and individual teaching and learning programs, technologies and methods to prepare pupils for family life based on types of developmental defects (visual, hearing, intellectual and other defects), and lack of special study of social experience formation problems concerning family life in different categories of children;
- need for further improvement of systematic social and psychological services to young families built by people with disabilities;
- lack of effective models and methods for preparing disabled children to family life in the context of inclusive education, etc.

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