

Stages of Preparing Students with Special Needs for Social Life

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Abstract:

The idea of preparing and educating children for social life was warmly welcomed by speech pathologists and educators. Many scientific and practical observations were made. According to the data of this inspection, the team not only forms friendship, community, social activity in children, but also determines the attitude of children to the environment and gives it a social direction.

Keywords: preparation for social life, basic personal qualities, defectologist, educator.

By preparing children who need special help for social life, it is possible to develop in children the character and will of basic personal qualities.

Expanding the network of social educational institutions for children in need of special support and the various support provided by the state to the family does not mean freeing the family from educational work. Parents' involvement in their children's education is increasing. At the present stage of development of society, parents show practical interest in educational issues and are deeply aware of their social and civic duty to the country and people.

The degree of formation of ideas about social phenomena influences the interaction of the group in the students' game.

The leadership and organizational task of the teacher in the process of reflecting the relationships between the characters in the game determines other types of children's activities in the future and their interaction in everyday communication. The inclusion of special means of collecting and differentiating the ideas of mentally retarded children about their needs and the functions of their body allows them to improve the process of communication with peers in all types of activities.

Students' social experience, supported by words and acquired in types of collective activities, enriches their knowledge about relationships between people. Students accumulate knowledge and

impressions about human relationships through social experiences (reading books, fairy tales, watching films, cartoons, listening to radio programs), which are purposefully directed and organized by means. A special organization of children's experience when observing the work of adults can be carried out in the following experiment: conversation, observation, children's retelling of experience, listening to short texts, organizing a role-playing game.

The ability to show attention, care and concern is successfully developed in nurturing relationships. On this basis, you can develop positive relationships with other people.

In order to explain to students the names of professions (nanny, watchman), a special lesson is organized: During the lesson, the teacher asks the children “who did all this?” Why do you need a nanny? What did he do? and they answer such questions.

To get an idea of the driver's profession, basic information about driving a car is provided. Practice naming the main actions that need to be performed. The acquired knowledge of students is consolidated in the process of independent games.

Students' ideas about tools are reinforced in didactic games “Find out and name the name”, “Who needs what”.

Students should be able to imagine, know and describe vehicles and their functions. For this purpose, monitoring of traffic and examination of relevant toys and pictures is organized. Didactic games like “Find out and say the name” are conducted. In art classes, students can be encouraged to make a car from ready-made shapes.

In the work of introducing students to the environment, much attention is given to free time.

It is always necessary to focus students' attention on the work of the adults around them. An experienced teacher tells the students that the cook has prepared delicious food, that the group room is clean and light because the nanny washed the windows, notices a little girl in a new dress and explains to the children that the dress was made by her mother.

It is very important that the student develops a positive attitude towards the people around him and a desire to help them, and also that he develops an initial idea of the content of a particular type of work.

Community resources can be a variety of activities. These include work, play, study, cultural activities, sports, aesthetic activities, and household chores. The requirements for them are that the socially useful direction of the team's activities corresponds to the capabilities of the team members.

Good team members obey the demands of the speech pathologist. However, students who seem disciplined from the outside are not the main goal of our pedagogical work. This may become the basis for our next consistent work. Thus, the second stage of team formation begins. A.S. Makarenko said that at this stage, children's activists begin to make demands on the team. Therefore, pedagogical leadership in the team is carried out not directly, but through activists. The community at this stage is not just superficial, aimlessly united students, but a group of children independently solving their life issues. At this stage, it is necessary to carry out the necessary pedagogical work with activists, members of self-government, and the primary public. The essence of working with activists is that they are required not only to fulfill the requirements of speech therapists and teachers, but also to be able to lead the whole class. It is not an easy task to complete such a complex task. To do this, it is necessary to have a strong unity of thought.

In this context, the role of activists in the life of society is increasing. In the life of a high school, the first and second stages actually mix and transform into each other. However, at this stage, the main attention should be focused on instilling in activists integrity, social activity, and loyalty to collective work. The ability to properly organize the core team is the key to success in the next

stages. Thus, the second stage of public education is a complex stage and is determined by the transition to self-government.

The third stage of team development, the main stage, is characterized by productivity. By participating in collaborative activities, students acquire team skills and competencies. Since team activities are carried out on the basis of a common goal, the organizers are the students themselves. As a result of the activity, a common responsibility and a common attitude arise.

At this stage, the team focuses its demands on each person. It is necessary that this does not lead to the idea of torturing and oppressing a specific person. But this sometimes happens. The role of each student in the team, his behavior and actions are determined by the demands of the team. The common experience of assessing events is a characteristic feature of the third stage of the emergence of a unified opinion. This stage is characterized by interest in common affairs, readiness for joint actions. Pedagogical work at this stage mainly solves two interrelated tasks. These include the education of society, common opinion and traditions. The presence of traditions in the team indicates the formation of this stage. Its importance in the general educational process is extremely great. True traditions are simple and do not require effort. If traditions are violated, there will be discontent with this.

From the above it is clear that the preparation and education of children and children for social life is a pedagogical process that takes a long time. The team is also very important in the implementation of the educational process in special preschool institutions. The team has great potential in the education of the personality of students with mental retardation. All team work with regular students in auxiliary schools is not carried out for a number of objective reasons. The defectologist and educators, knowing the psychophysical capabilities of each child, include him in the team. To create friendship between students, speech therapists and teachers work with them. They encourage them to help each other, teach them to take care of their comrades. Joint games and conversations are organized with them, and events related to the theme of friendship are held. As a result, children lose their humanity and shyness. Children begin to develop friendly relationships with each other. Children are involved in community service. First, students are given individual tasks, then social ones. In such an environment, each student will have his own place in the team. Active children gradually influence other students and begin to help speech therapists and teachers, requiring them to comply with the rules of discipline and behavior in public places.

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