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INTEGRATION OF CHILDREN WITH DISABILITIES INTO A NORMALLY DEVELOPING PEER COMMUNITY

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Tayanchso'zlar: sog'lomona- sog'lom bola, ijtimoiymoslashuv, kompensatsiya, ijtimoiy-psixologikreabilitatsiyaanomaliya, genetik, irsiyomillar, integratsiya, adaptatsiya.

Ключевые слова: соглом она- соглом бола, социальная адаптация, компенсация, социальная психологическая реабилитация, аномалия, генетик, наследственные фактора, интеграция, адаптация.

Key words: sog'lomona –sog'lom bola, social adaptation, compensation, social psychological rehabilitation, anomaly, genetics, hereditary factor integration of adaptation.

In our country, under the leadership of President Islam Karimov, from the first years of independence, the issue of strengthening the health of the population, raising a harmoniously developed generation has been raised to the level of state policy. "Healthy mother - healthy child", "Year of the Family", "Year of Women", "Year of Healthy Generation", "Year of Mother and Child", "Year of Health" announced on the initiative of the President. , The State Programs adopted on the occasion of the "Year of Youth", "Year of harmoniously developed generation", "Year of the Family" have become interdependent.

The great work done in pursuit of this noble goal is a comprehensive reform aimed at ensuring the healthy birth and growth of our children, protection of motherhood and childhood, strengthening social protection, improving the education system, as well as the development of children's sports. A healthy child grows up in a healthy and harmonious family. There is no denying that significant work is being done in our country to strengthen families and raise a

healthy generation. First of all, a lot of attention is paid to the protection of maternal health, in particular, the respect for our women, and endless care is taken. No other country in the world is convinced that it is the duty of not only society but also men to protect our women from various diseases and to save them from hard work. At the same time, the head of state focused on education and outlined the following tasks in this regard: "Public education, education and upbringing of the younger generation require radically new approaches. There is a need to make a sharp shift in the provision of children with pre-school education" [1].

The problem of education, social adaptation and integration of children with developmental disabilities is one of the most pressing and complex theoretical and practical problems. On the one hand, increasing the social attention to people with disabilities, regardless of their physical, mental and intellectual abilities, on the other hand, the need to protect the dignity and rights of a person in a democratic, civil

society - the urgency of psychological and pedagogical work of this group defines. Historically, the problem of disability has evolved into a need for physical elimination, negative attitudes, the integration of people with disabilities from the exclusion of "defective, disabled members" from society, and the creation of a barrier-free living environment. In other words, disability today is a problem of society as a whole, not just one person or group of people. LS Vygotsky writes: "It is not the defect itself that decides the fate of a person, but the social consequences that arise through it, its socio-psychological realization. A similar compensation process is not aimed at filling the gap directly, but at resolving the resulting problems." [2]

Thus, two children with the same mental or physical disability may have radically different roles in society: one is an active member of the community, contributing to the development of the community and living a full-life, while the other is different from the others the addict may live a life of self-denial.

In the public mind and in the media, the problem of children with disabilities is often portrayed as a various physical and mental illnesses, a sad and unhappy being whose birth is a great trauma for the family. According to the United Nations, the number of people with mental and physical disabilities in the world has reached about 450 million, or 1/10 of the world's population.

According to the World Health Organization (WHO), this group of the world's population reaches 13% (3% of children are born with intellectual disabilities, 10% of children are born with other mental and physical disabilities), and

there are about 200 million in the world. children with disabilities live.

Violation of certain conditions necessary for the development of the child, both in the womb and after birth, can lead to various anomalies, namely, physical or mental defects.

Children with developmental disabilities have a variety of disabilities. They are: [3]

1) children with hearing impairments (children born deaf, hard of hearing, children who later became hearing impaired);

2) visually impaired (blind, visually impaired children);

3) blind, deaf and dumb children;

4) Disorders of intellectual development. This category includes congenital or acquired injuries of the brain at the age of 2-3 years, mental and mental development disorders as a result of mental illness (epilepsy, schizophrenia, etc.). Cognitive impairment is a major criterion in this category;

5) children with severe speech defects. Mild speech problems (pronunciation, reading, and writing disorders) are common in many children. At the same time, they can be expressed in the form of severe speech defects, in which children may have difficulty or not be able to master the secondary school curriculum at all;

6) children with musculoskeletal disorders. This category also includes cerebral palsy in children. Movement defects are observed in various forms: inactivity (paralysis, paresis), hyperkinesis (involuntary movements). However, they can manifest in varying degrees of severity - from mild coordination disorders to complete inactivity;

7) impairment of mental development. This category includes mental retardation, impairment, and disharmonic type

development. Disorders of mental development can be manifested in communication of various severity, behavioral problems, difficulties in adaptation (from the complete absence of communication with others to mild difficulties in adapting to new conditions). Mental retardation in children with mental retardation may be preserved, but often severe deficits are accompanied by secondary intellectual deficits (i.e., caused by primary deficits).

Any abnormal development, depending on the cause, can be congenital or acquired in marriage.

Congenital anomalies largely depend on the health and living conditions of the pregnant mother. Infection, intoxication, injury and other factors can affect the development of the fetus in the womb. The mother's illness during pregnancy and the unintentional use of various medications can cause the baby to be born abnormally.

Congenital anomalies can also be caused by genetic factors. For example, hearing, vision analyzer dysfunction, hereditary transmission of mental disabilities (Down's syndrome, rhesus mismatch, etc.).

Parental alcoholism, drug abuse, and substance abuse can also lead to birth defects.

Marital anomalies are caused by the influence of harmful factors on the child's body at birth and in the postpartum period. Brain injury during childbirth, long passage of the child through the birth canal, vacuum-extractor or pelvis, umbilical cord suffocation (asphyxia), etc., sometimes lead to its abnormal development can cause.

When a child is very young, he or she may suffer from a variety of illnesses, such as meningitis, meningoenephalitis, otitis,

central nervous system damage, and other similar ailments.

The term "integration" is derived from the English language and means integrative. Wolfren Berger writes, "Integrative education is the opposite of segregated education, in which children with special needs are included in the system of general education."

Integration is broad, in the sense of social integration or integration into society and includes pedagogical integration or integration into education.

Social integration is the social adaptation of a child with a developmental disability to the general system of social relations and behavior. The problem of integration of a child with a disability into society is due, on the one hand, to the presence of mental and physical developmental deficiencies, and, on the other hand, to the imperfection of the social relations system represented by. There are two approaches to integrating people with disabilities into society. The first approach involves the integration of the disabled into society and their adaptation to the existing environmental conditions. Of course, this approach is one-sided and very narrow. The second approach involves preparing a person with a disability to enter a community and preparing the community to accept a child with a disability. While much work has been done to prepare people with disabilities to join the community, efforts to prepare the community to accept children with disabilities are now under discussion.

T.V Furryayeva distinguishes four types of children's integration (physical, functional, social and socio-et al).

Physical integration is when children work in the same building. According to the author, this type of integration is the initial

stage of reducing the distance between children's worlds.

Subject-spatial integration is inherent in functional and social integration. It is carried out through the organization of subject relations, interpersonal relationships, communication.

Socio-ethical integration implies the complete reduction of social distances, equal cooperation in activities, subject-subject relations.

Social adaptation is the ability of a person to adapt to changing living conditions, which is an important mechanism for socialization and integration. Social adaptation takes place in the process of various activities (play, communication, study, work) and self-awareness. These activities at the same time serve as tools, goals, and outcomes for adaptation at different stages of life. Inclusive education is a public policy aimed at overcoming barriers between children with disabilities and healthy children, the process of general education aimed at adapting children with special needs to social life, regardless of their developmental disabilities or economic difficulties. is an education system that represents addition. In Uzbekistan, the entire period of birth, growth and development of children is under the constant control and attention of our state. And when a child grows up in the care of the state, he grows up to be a real child.

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