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## ORGANIZATIONAL METHODS OF FAMILY, NEIGHBORHOOD AND SCHOOL COOPERATION IN THE SOCIALIZATION OF DIFFICULT CHILDREN

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**Annotation:** This article describes the organizational methods of family-neighborhood and school cooperation in the socialization of children with special needs, the psychological direction of social pedagogical assistance, socio-psychological support and correction, social adaptation, social maladaptation, social Rehabilitation, the process of self-education.

**Keywords:** socialization, children with special needs, family, community, educational institution cooperation, positive and negative social roles, social adaptation, individualization, social maladaptation, social rehabilitation, personal development, preparation for independent living.

### INTRODUCTION

On the basis of the reforms carried out in our country, it is planned to bring up a harmoniously developed person, to bring him up, to form a healthy mind, to develop him as a strong-willed, independent-minded person. The Development Strategy of the new Uzbekistan prioritizes the education of physically healthy, mentally and intellectually developed, independent-minded, loyal to the Fatherland, strong-minded outlook, deepening democratic reforms and increasing their social activity in the development of civil society. 'complaints are marked. Spiritual enrichment of the minds of our students, the development of independent and free thinking is the formation of the family, community, in the process of continuing education, it is the key to the development of a physically healthy, mature generation.

The organization of my family, community and school partnerships is important in the socialization of children with special needs and their place in society. In particular, the work of social educators in educational institutions is of particular importance. A social educator is a person who provides information about the range of social assistance and services provided to children, helps to restore the spiritual, moral, emotional and emotional state of people, helps to create a healthy environment in the family, in various micro-communities, is a highly qualified specialist with professional qualities such as understanding the rights of parents in upbringing, creating conditions for them, resolving conflicts between teacher and student. The psychological direction of social pedagogical assistance consists of 2 components: socio-psychological support and correction.

Socio-psychological support is provided when the social educator has additional psychological information to provide psychological support to families experiencing various forms of stress aimed at creating a good family environment during a short-term crisis. Psychologists and psychotherapists can also do this. If the support is comprehensive, it will be very useful. The social educator examines the problem by analyzing interpersonal relationships in the family, the child's place in the family, and the family's relationship with society. ladi.

**Introduction.** Correction of interpersonal relationships is mainly used when there is emotional abuse of a child in the family. Mental abuse can lead to a child's mental and physical deterioration. Until recently, this incident was not given enough attention. Such violence includes intimidation, insults, humiliation, and mistrust.

The social educator should correct the relationship in the family in such a way that all measures to ensure order and discipline in the family are based on the requirements of the Convention on the Rights of the Child. Unlike psychotherapy, correction reveals family conflicts. Its purpose is to help family members understand the relationship between them.

In the process of socialization and development, the child can assume both positive and negative social roles. The positive social role can include family members, community, professionals, consumers. The negative social

role includes people in the categories of beggars, beggars, drug addicts. As a result of the above-mentioned mechanism of assimilation of social roles, the individual enters into social relations and adapts to that social environment. The process by which an individual adapts to those social conditions is called social adaptation. In this, the process of communication, activity and understanding takes place. In the process of social adaptation, the child develops a "common need". At the same time, there is a need for "self-expression", "self-expression", and he begins to look for ways and means of self-expression, and this process is called individualization.

Thus, the development of the child is based on two directions: socialization and individualization. If, in addition to adopting the norms of behavior adopted by society, the child, in turn, can add his own individual characteristics to society, and this process is called the child's integration into society.

These processes can take place spontaneously, spontaneously and randomly, and vice versa, they can be controlled and directed. This process is called parenting. The child's conscious, active and independent activity is called the process of self-education. The efforts of all professionals and educators in the community are focused on the social adaptation of the child.

The absence of socio-spiritual qualities that prevent a child from adapting to the social environment and their failure to form is called

social maladaptation. In such cases, it is necessary to prevent them and develop certain measures. Thus, the type of activity aimed at the social adaptation of the child in society, the restoration of his social status, the restoration of lost social relations is called social rehabilitation.

It is expedient to work with the general public in the upbringing of a harmoniously developed person. In order to form a person who is committed to the principles of independence of Uzbekistan and able to make a worthy contribution to the development of society, educational institutions, parents, family, neighborhood committees, the Republican they work closely with the Naviat Propaganda Center, the National Research and Practice Center for Ideas and Ideology, public organizations and foundations”(Figure 1)

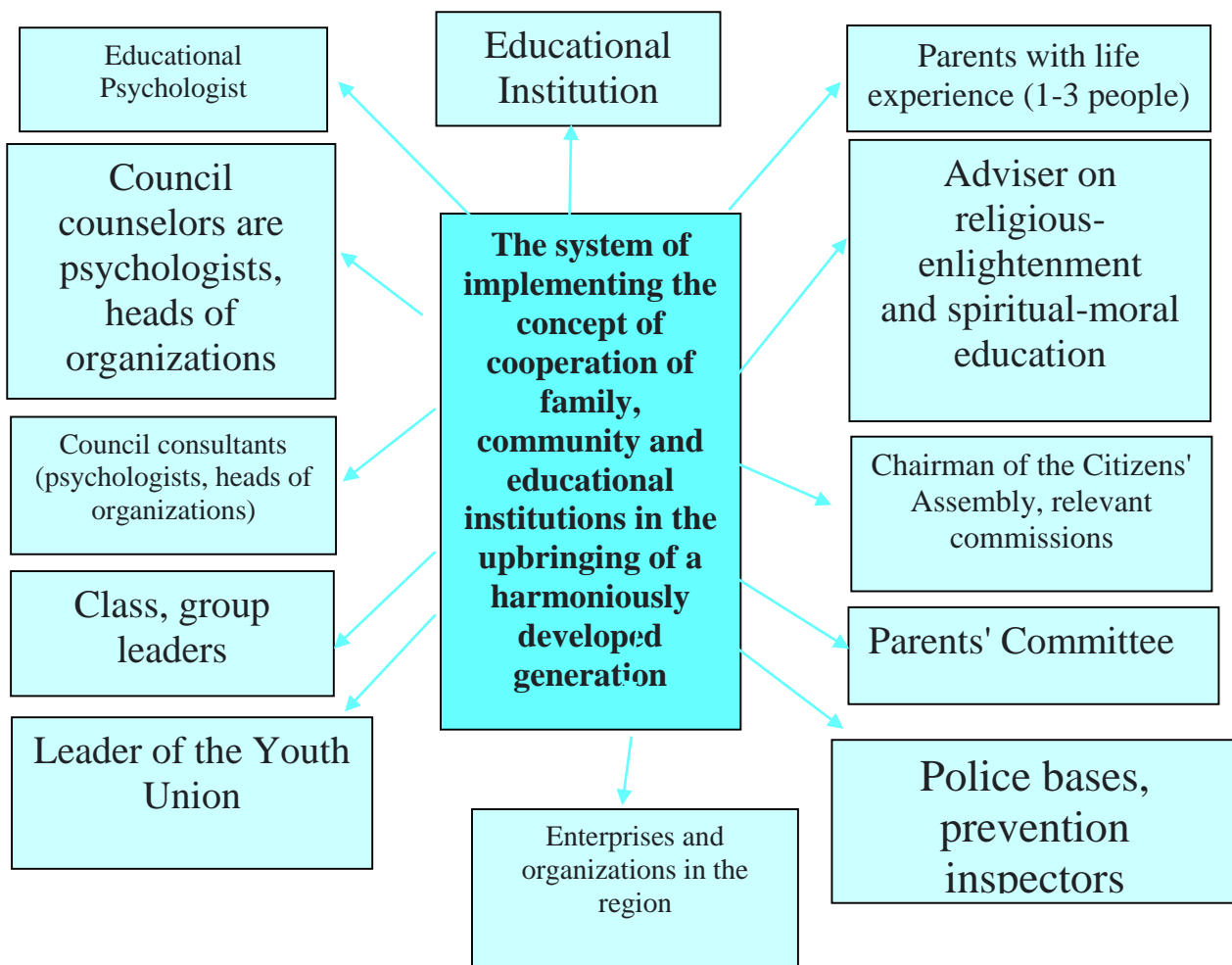




Figure 1. Implementation system of the "Concept of cooperation of family, community and educational institutions in the education of students."

The role of the family in the socialization of children with special needs:

- to create a healthy social environment in the family, to instill in children a sense of love for their parents and homeland, taking into account the national spirit and lifestyle;
- Career guidance, taking into account the interests, abilities and needs of children;
- To teach them to think independently, to be loyal to the ideas of independence and national ideology;
- Proper organization of children's leisure time and creation of conditions for their additional education, inculcation of sanitary and hygienic, ecological knowledge and skills in children's minds, educational work against religious fanaticism, alcoholism, drug addiction make it happen.

The future of our future depends on the young people we raise, and the family is the foundation that carries out the great task of creating material and spiritual wealth. The family has a complex structure as the primary social unit of society, which in its activities reflects the needs and abilities of family members, not only the goals and objectives of various activities, but also educational activities. vitality is two-sided.

-first, a small part of society is a sign that is very sensitive to social change. On this basis,

the child should be considered one of the main parts of upbringing.

-Secondly, it is important to harmonize the complex and multifaceted tasks of the family, to identify the specific characteristics of the family and the available opportunities.

Neighborhood responsibilities:

- Participate in discussions with educational institutions on issues that need to be addressed in the educational process and be proactive in finding rational solutions;
- Discuss parents who are not sufficiently involved in the upbringing of their children at community meetings, conduct public outreach, and, if necessary, attach community activists to take appropriate preventive measures with such parents or take other legal action. ;
- Identify troubled families in the neighborhood and prevent any disagreements and conflicts that may arise in them.

Responsibilities of educational institutions:

- Creating conditions for the proper use of advanced pedagogical technologies, information and communication tools in the education of children;
- Carry out a wide range of advocacy work to prevent the harm of various distractions and their consequences in the educational process of students;
- to create ideological immunity against spiritual threats aimed at influencing the minds

and consciousness of the younger generation in today's complex environment;

- To lay the foundation for young people to acquire a profession in educational institutions;

- To teach young people to think independently, to educate them in the spirit of independence and devotion to the national ideology;

to create conditions for students to participate in sports, to organize their leisure time.

The school's relationship with family and the general public is made through the class teacher. The class teacher solves the following tasks in his work with parents:

- Establishes close ties with parents and constantly strengthens ties;

- Achieves uniform school and family requirements for the student;

- The class organizes a team of parents and ensures their active participation in the educational work in the classroom;

- Disseminates pedagogical knowledge among parents and raises their pedagogical culture to a high level;

Family, community, and educational partnerships are more effective when the following principles are followed:

- cooperation in the field of education and upbringing;

- Respect for the student and a combination of demands;

- Equality and high responsibility of the subjects of the cooperation process;

- priority of national and state interests in the process of activity;

- Scientific nature of collaborative work.

- Creating a healthy socio-emotional environment in families, neighborhoods and educational institutions, organizing scheduled meetings and conversations between students and parents with the participation of law enforcement and public organizations;

- Connect with experienced teachers, community activists, prevention inspectors and regularly hear reports from officials of children from religious extremist families, who are prone to delinquency, have a difficult upbringing, are on the prophylactic list of educational institutions and law enforcement agencies, o. 'comprehensive support for students, special control over their education and behavior;

- Strengthen public oversight to ensure and improve attendance at educational institutions;

- Strengthen and monitor the activities of science, sports and hobby clubs in educational institutions and communities in the meaningful organization of student leisure time;

- Full coverage of 9th grade graduates to the next stage of education and strict control over the employment of graduates of secondary special, vocational education institutions;

Encourage students to read at least one art book a month, and visit cultural venues (theaters,

museums, parks, historical sites, unique places of nature) under the supervision of class and group leaders and parents. consists of extensive propaganda in the middle. The First President of the Republic of Uzbekistan Islam Karimov said in his book "High spirituality is an invincible force": receiving data. In such a situation, when the world information space is expanding, it is necessary to educate our children not only to read it, but also to see it, to surround them with an iron wall. it is not in line with our noble goals" Today, the world demands an objective assessment of the spiritual threat and danger, consciously drawing conclusions and taking appropriate lessons. Such spiritual threats inevitably affect the spiritual world of the student.

In short, the role of social institutions is important in working with children with disabilities in the family, community and school. The role of the family in the development of children is invaluable. The family plays an important role in the formation and development of the human personality. The only guarantee of a high level of spiritual and moral development is a healthy family environment. The principle of unity of education and upbringing is fundamental in public education. Based on this principle, the cooperation of the family, school and community in the upbringing of adolescents and young people is a solution to today's pressing problems. The process of socialization of children with special needs is a requirement of the times, which calls us all to vigilance, and to approach it from

the point of view of duty and responsibility is the key to the development of a physically healthy, mature generation.

Education has always been and will always be on the agenda. Because new generations are born, they need education to grow in life. It is important to reconcile the importance of these ideas with the views of the First President of the Republic of Uzbekistan Islam Karimov: Because the purest and purest feelings, the first concepts and ideas of life are formed in the family. It is natural that the spiritual criteria and views that define a child's character, nature and worldview - the foundations of sacred concepts such as goodness and kindness, nobility and kindness, honor and dignity - should be established in the family. " Establishing effective cooperation is a crucial task in preventing various ills among young people, in educating today's spiritually mature youth.

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