

PSYCHOLOGICAL AND PEDAGOGICAL FEATURES OF SOCIALIZATION OF CHILDREN WITH SPECIAL NEEDS AND ASSISTANCE TO THEIR FAMILIES

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Abstract

This article discusses the issues of socialization of children with disabilities.

Keywords: socialization, children with disabilities, play therapy, art therapy, music therapy, natural materials therapy.

Introduction

The process of socio-economic transformations carried out in the Republic of Uzbekistan has created favorable conditions for a radical renewal of the content and organization of social protection for children with special needs. Like other social institutions, the system of social protection of children with special needs is currently choosing new directions of development that are adequate to the trends of modern civilization.

Within the framework of the relevant chapters in the Constitution of the Republic of Uzbekistan, the Laws of the Republic of Uzbekistan “On Guarantees of the Rights of the Child”, “On Education”, “On the Rights of Persons with Disabilities”, the government and ministries involved in the field of social protection of children with special needs pay serious attention to the training, education and protection of the rights of this category of children.

Main part. The problem of improving conditions and developing effective technologies for psychological and pedagogical integration and socialization of children with disabilities currently occupies an important place. This is due to the fact that there is a deterioration in the important parameters of the living environment of children with special needs, in which the development and formation of the personality of a given individual occurs, due to the limited capabilities of social institutions that are designed to ensure the development and correction of personality. Complexity also arises due to socio-pedagogical and psychological problems that arise in the process of correctional activities.

Significant socializing opportunities are inherent in socio-cultural activities, which can compensate for the socialization deficits of other socio-psychological environments and institutions, and above all schools, families, and correctional institutions. The possibilities of socio-cultural activity are determined by its amateur nature and creative nature, which make it possible to supplement the socialization process with the conditions for personal self-realization.

Socialization of children with disabilities is the process of accumulating socio-cultural experience, preparing them for independent life in society, active participation in various types of socially useful activities, which also includes a certain system of knowledge, values, attitudes, rules of behavior and norms of interpersonal interaction.

Socialization is one of the most important factors in a young person’s entry into adulthood, and especially a

young person with disabilities.

In the process of socialization, children with disabilities face many problems: incomplete coverage of aspects of disability by the state, misunderstanding of society, the lack of special boarding schools, isolation from society of families raising children with developmental disabilities, as well as unqualified assistance.

Let's consider the main forms and methods of socio-cultural activities that contribute to the socialization of children with disabilities. Methods of psychological and pedagogical work with children with special needs can include: play therapy, art therapy, music therapy, therapy with natural materials.

The first thing we will look at is play therapy. This activity involves the use of images in the game and has a number of psychological advantages. The most favorable conditions are created for the child's personal growth, the level of self-acceptance increases, and the attitude towards one's "I" changes. This is facilitated by restrictions on the transfer of the child's emotional experiences, which are associated with low self-esteem, anxiety about oneself, lack of self-confidence, and tension decreases. The game serves to reveal and treat distortions in the child's development. Game therapy is important because it casts a shadow on the subconscious and allows you to see what children with disabilities are associated with in play: trauma, problems, past experiences that prevent them from living normally.

The next method that we will consider is based on the use of art as a symbolic activity - art therapy. The use of this method has two mechanisms of psychological correction:

1) is aimed at the influence of art through the symbolic function of reconstructing a conflict-traumatic situation and finding a way out through the reconstruction of this situation.

2) is associated with the nature of the aesthetic reaction, which allows you to change the reaction of experiencing negative affect in relation to the formation of positive affect, which brings pleasure.

Art therapy is also an effective technique for developing fine motor skills. For example, there are a large number of different forms of art therapy that are used in working with children with severe developmental disorders. Any traditional forms of work are suitable for the development of fine motor skills: gymnastics and special games for fingers; modeling, drawing, paper cutting and appliqué; stringing beads and embroidering along punctures previously made along the contour of a design printed on cardboard; design, etc.

A separate type of psychological assistance can be specially organized work using musical instruments and works. Listening to classical and sacred music will help the child practice social competence skills: the ability to take into account the feelings of others, not to disturb others, respect the feelings of other children, empathize with others while listening to music, etc. The use of music therapy in work helps create conditions for children's self-expression, the ability to respond to one's own emotional states.

Working with natural materials is important; this activity helps to establish emotional contact, develop the expressive side of speech, the ability for self-knowledge, and the development of fine motor skills. For example, work using tree bark, since bark can be very diverse in the nature of its surface. This is its value. The cortex is very well suited for studying texture and verbally defining tactile sensations. The client can be asked to touch the bark of different trees: birch, oak, spruce and describe his feelings.

Occupational therapy is one of the most important socializing technologies for the socio-cultural activities of children with special needs, the basis of which is various types of tourism: travel, hiking, excursions, outings. Tourism creates an area of full communication, development of physical capabilities, broadening one's horizons, developing a positive attitude, and the opportunity to establish new social contacts. By participating in tourist trips and excursions, children with special needs learn the history of the region, customs and traditions, create photos and videos about past events. The purpose of organizing such recreation for children with special needs is to restore the individual and social value of a person with health problems, to use the conditions of country recreation for his improvement and hardening.

Conclusion. Thus, psychological and pedagogical activity is an effective means of socialization,

which is recommended for children with special needs in an individual rehabilitation program for restoration or compensation of impaired or lost functions, as well as in a collective form - participation in cultural events along with all members of society, which helps to improve emotional tone, social communications, social inclusion of children with special needs, which has a general socializing character for children with special needs.

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