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# MECHANISMS TO INCREASE THE EFFICIENCY OF INDIVIDUAL HOME EDUCATION FOR THE DISABLED CHILDREN

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**Abstract.** This article discusses the mechanisms of increasing the effectiveness of individual education at home for children with disabilities, the results of research experiments in Uzbekistan and abroad to improve the effectiveness of individual education at home, the scientific views of scientists who conducted them, the emergence of individual home education in our country and abroad history and development, methods, tools and factors and principles of achieving educational effectiveness, the expected results. From this article, we hope that students of pedagogical universities and pedagogical specialists who teach individually at home, as well as family members of children with disabilities will use it as a necessary resource.

**Keywords.** Disabled, home-based individual education, mentally retarded, principle, factor, method, tool, efficiency, mental development impaired.

## INTRODUCTION

Today, the issue of education, upbringing and preparation for social life of children with physical and mental disabilities is widely studied by international organizations. Especially in recent years, attitudes and care for children with special needs have begun to change dramatically around the world.

The UN Resolution on International Family Day, the UNESCO Convention on the Rights of the Child, the Millennium Development Goals Declaration and the Declaration on Creating a World for Children, the national legislation on the protection of children's rights and interests. plays an important role in further

improving the legal framework for protection. This, in turn, serves as an important factor in the organization of appropriate and quality education for children with disabilities.

The Action Strategy for the Further Development of the Republic of Uzbekistan states [1]: “it is important to apply an acceptable and convenient form of education for children with disabilities, to improve the content and mechanisms of this process, to reform special methods of preparing children with disabilities for independent living”.

A number of reforms are underway to provide quality educational services to children with disabilities and those in need of long-term treatment. In particular, the tasks set in accordance with the procedures established by the legal framework for the effective organization of individual education of this category of students at home.

On the basis of the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated October 12, 2021 № 638 “On approval of normative legal acts on education of children with special educational needs” [2].

## **MATERIALS AND METHODS**

Various aspects of the process of education of children with physical and mental disabilities, including mental retardation V.Rakhmanova, P.Pulatova, G.Sadikova, M.Khakimova, D.Nurkeldieva, M. Studied by Khamidova, L.Nurmukhamedova, Sh.Amirsaidova, N.Musaeva. In particular, L.Nurmukhamedova's dissertation on "Pedagogical features of raising a child with disabilities in the family" specifically studies the preparation of children with developmental disabilities for social life, family life.

The theoretical aspects of the problem are reflected in the research work of AP Azarov, a scientist from the Commonwealth of Independent States (CIS), while M.I. Buyanov, I.V. Grebennikov, E.P. Ilin, I.Yu. In the pedagogical research of Kulchitskaya, MG Lichutina, IF Kharlamov, IN Chernova, S. Stein, the content of activities aimed at social protection of the family and children has been scientifically studied.

E.Le Sham, Benjamin Spock, Ada Della Torre, Maria Zemska, Clinton, Hillary Rodem, A.C.Kinscy, W.B.Pomeroy, C.E.Martin, foreign scholars on family upbringing and education of children with disabilities in the family and preparation for life Studied by A.K. Kreutner, Judy Hall et al.

L.R. The use of Muminova's system of correctional pedagogical work with children with speech impediments is of particular importance in determining the causes of problems in the development of vocabulary of children with psychoneurological diseases involved in home education. Because the richer the vocabulary, the easier it is to master the subjects.

M.Yu. Ayupova studied methods of checking phonetic phonemic speech. Phonetic phonemic awareness of children with psychoneurological disorders involved in home education is a factor that influences their mastery of a number of disciplines. Therefore, M.Yu. The recommendations introduced by Ayupova were used in the organization of the process of repeating what they heard, distinguishing effective communication between teacher and student during the lesson.

Z.Akhmedova studied the methodological and pedagogical aspects of overcoming the problems in the writing process in children with disabilities and introduced into practice the types of work. We relied on the recommendations of Z. Akhmedova's research in shaping the methodological side of our groundbreaking research work.

R.Shomakhmudova conducted research on teaching foreign languages to mentally retarded children, and in her work she argued that the priority of visual and various situational approaches in teaching Russian to mentally retarded children, without which the process would not move forward. [16; p.16]

The model of psycho-correctional work with children with disabilities was developed by D.Y. Mahmudova, which reveals an effective system of work, its forms, methods and tools to prepare children for life by preventing mental stress and depression in children. [7; p. 20]

D. A. Nurkeldieva argues that the earlier a child is diagnosed with a mental illness and the earlier the pedagogical impact on the disability, the more effective

the child's socialization will be.

D. A. Nurkeldieva's current research shows that the more appropriate the corrective activity is, based on the individual characteristics of the child, the more effective it can be not only in home education, but also in all types of education. We also focused on the organization of the educational process in a situation where students involved in individual education at home are diagnosed more effectively pedagogically at home earlier.

The issue of pedagogical features of home education of children with disabilities was studied by Nurmammedova Laylo Sharofovna. The scientist concluded that parents of students with disabilities and those in need of long-term treatment should work separately with students whose parents need special assistance. Indeed, even among the students involved in our study, it was found that there are individuals among the families who belong to different levels of mental retardation.

Explaining the pedagogical features of raising mentally retarded students in the family in his scientific publications, he scientifically substantiated the formation and development of pedagogical training of parents with children with disabilities and the expected results only if they create a positive psychological environment in the family. The educational work of mentally retarded children will be effective only if corrective work is carried out in cooperation with parents, the community and the community. [10; p. 26]

Nurmammedova Laylo Sharofovna, in her opinion, "The family of a child with a disability is rarely studied as a specific category that should be included in the complex social protection. In our country, a single concept of comprehensive social, psychological and pedagogical assistance to families with children with disabilities has been developed until a single concept is created "[11; p. 68].

O. Gavrilushkina expresses her opinion as follows, focusing on home education and upbringing of children with disabilities. "If the child is being raised at home, correctional work should be carried out on a regular basis by the parents

or the caregiver invited for this purpose, while maintaining the main focus." [12; p. 20].

The first lecture hall for parents of children with disabilities was opened by A.N. Graborov formed. Considering that the family is an important factor in creating favorable conditions for the development of mentally retarded children and establishing a cooperative relationship with the teacher, he said: ". [3; p. 110-122; 4; p. 231].

Interactions between children with developmental disabilities and their parents have been extensively covered in foreign scientific literature [13; p. 85].

F.F.Rau and N.F.Slyozina noted in their works that the more detailed the level of knowledge of the etiology of developmental disabilities of children with disabilities and their consequences, the more effective it is for parents to organize the right educational activities.

## **RESULT AND DISCUSSION**

The following factors play an important role in increasing the effectiveness of individual home-based education for children with disabilities:

- The teacher has information about the student's assignment, understands, chooses appropriate approaches;
- the right choice of curriculum;
- pedagogical education and literacy of families;
- Didactic support of individual education at home;
- interaction of family and teacher with a narrow circle of specialists;
- Cooperation with the community;

The principles of education are the first factor that determines the essence of teaching, all aspects of education: content, methods, organizational forms. In pedagogy, the principles of education are inextricably linked with education, taking into account the characteristics of students' learning activities based on psychological and pedagogical information.

Even in home-based individual education, education is based on didactic principles. The didactic principles developed in pedagogy are implemented taking

into account the characteristics of psychophysical development of students in individual education at home.

Although individual home-based education is organized for students with disabilities, their educational work is based on general didactic principles.

It is known that general didactic principles include:

1. The principle of science.
2. The principle of systematization.
3. The principle of demonstration.
4. The principle of compatibility.
5. The principle of decimal
6. The principle of comprehensibility
7. The principle of simple to complex
8. The principle of sequence
9. The principle of thorough acquisition of knowledge in teaching.
10. The principle of independence in teaching.

In addition to the general principles mentioned above, special principles also apply:

1. Corrective orientation.
2. The principle of situationality.
3. The principle of priority of verbal communication
4. The principle of prioritization of incentives

We have concluded that the use of art therapy and alternative approaches is the most effective way to work with students with psychoneurological disorders who are involved in individualized learning at home and who have problems with mental or spiritual development. Therefore, as part of our research, we presented lesson plans for teachers in the classroom. These course developments were incorporated into art therapy and alternative approaches, taking into account the medical, pedagogical and psychological characteristics of the students involved in the experimental work, the specific features and the development of educational approaches in the family.

In the lessons, the protagonist of the lesson, SPT (stencil presentation of the task), used 10-step technologies to the goal.

## **CONCLUSION**

Based on the above information, pedagogical work in individual education at home should focus primarily on the social, cognitive, personal-emotional spheres of students' lives and self-awareness. A teacher who teaches a student in one-on-one instruction at home often faces many tasks, the solution of which requires separate psychological-pedagogical, clear correction and development skills, as well as finding specific ways of communicative communication.

In the first stage of education, the main criterion is a positive relationship between the teacher and the student, because the teacher is important in the eyes of the student as a close person, like parents and relatives, and the formation of a "student-teacher" system in student life.

As S.Ya. Rubinstein noted, "the fate of a child and even his whole family depends on the ability to approach the mental student, to know his mental characteristics." [14; p. 192].

Establishing a positive relationship with the teacher and, on this basis, the formation of a "teacher-student" system begins with a comprehensive study of it. The effectiveness of individualized instruction at home depends on how deeply the teacher explores the characteristics of the learner. According to F.I. Kevlya, "the study of individual characteristics of the student allows to make the right choice of pedagogical guidelines, methods and tools that affect its development. The teacher, like the psychologist, must collect data from the student's comprehensive diagnosis in order to correctly determine the strategy and tactics of interaction with the student "[15; p. 58].

I.A. Nevsky noted that "the psychophysiological characteristics of students, different levels of their intellectual development, naturally require different learning conditions to ensure effective learning of each student." [9; p. 17].

It is necessary to know about the features of the disorder of high mental activity of the teacher, to find more effective ways to overcome it, to find ways to

control the process of student development in educational activities. there must be a correspondence between the pedagogical requirements placed on the teacher and his capabilities, including the level of functioning of the nervous system [5; p. 232].

The choice of training options depends on the characteristics and capabilities of students' psychophysical development, the level of structure of their defects, the characteristics of the emotional-volitional sphere, the nature of the disease and many other factors. his temperament, interests, and inclinations also play a role in the teacher's teaching activities.

It should be noted that the implementation of systematic development of the psyche in the correctional-evolving pedagogical process, in contrast to symptomatic correction, ensures success in the favorable dynamics of learning and development of mentally retarded and mentally retarded students. In this regard, E.Yu. Zakharchenko said that "solving the general problems of the nature of education and upbringing, home schooling of students with intellectual disabilities simultaneously performs the most important function of students - their integration into the ordinary community, and then into society as a whole. A necessary condition for the successful implementation of individual education at home is the pedagogical tactics of the teacher "[8; p. 45]

In general, person-centered learning for home-based learning should consist of the following tasks, representing a cycle that is periodically repeated at a new stage:

- Systematic study of the teacher;
- Assign direct pedagogical tasks in working with him;
- Selection and application of the most effective tools of person-centered education;
- Appropriate use of art-therapeutic methods and tools in overcoming stress and depression in the mental state of the teacher;
- The variability of any assignment given to the teacher;
- Study and determine the results obtained

-Is to define new pedagogical tasks.

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