

## PECULIARITIES OF RAISING A DISABLED CHILD IN THE FAMILY

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### Annotation

Our future depends on the young people we are raising today. The family is the foundation that fulfills such a huge task and creates material and spiritual wealth. The family, as the primary social unit of society, has a complex structure, and in its activities, it reflects not only the needs and abilities of family members, the goals and tasks of their various activities, but also their educational activities.

In Central Asia, family and family relations have long been a religious and human duty to take care of family members, to show them kindness and benevolence. In the scientific, philosophical and moral views of Central Asian thinkers, special attention is paid to issues such as family and family relations, family education, family harmony, responsibility and duty, respect for children, respect of children for parents. Family is not only the big policy of a country, but also of the general humanity and the state. One of the most important tasks of the family is to connect the chain of humanity with healthy and talented generations. Having an understanding of the past pedagogical culture is not only for teachers and educators, future pedagogues, but also for everyone. It is useful for a person, including parents.

It is known from the history of the development of human society that the maturity of a child's personality is formed in the family. The family is a very important hearth that advances the life of society, raises it to higher levels, makes it prosperous, educates and brings up the future generations, and is responsible for their development. It is the social, moral and legal duty of every parent to see a child, bring him up, and raise him to be a person capable of serving people and society honestly. Realizing this duty and fulfilling it honestly is both a duty for parents.

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- firstly, it is a symbol of a small part of the society, which is very sensitively aware of social changes and reflects them in itself. Accordingly, the activity of parents in raising a child in the family should be considered one of the main parts of social education;

- secondly, it is necessary to take into account that the complex, responsible and active social activity of the family is closely related to its tasks and structure, social lifestyle, social activities of family members, all their interests, needs and relationships.

The birth of a disabled child in the family imposes more responsibility on the family and the whole society. Among the manifestations of disability from childhood, the disability of a child with a hearing impairment is a disease that leads to disability.

Protection of the rights, freedoms and legal interests of the disabled is ensured by the state through the court or in accordance with the law.

In the republic, every citizen has the right to appeal to higher organizations, demanding the protection of the rights of citizens who are dissatisfied with the decision of the competent state agency to find or fail to find a disabled person. Persons responsible for violating the rights, freedoms, and legal interests

of disabled persons shall be subject to material, disciplinary, administrative, and criminal liability as determined by law. Discrimination against people with disabilities is prohibited and punishable by law. Today, it is necessary to work based on these documents in the theoretical and practical work carried out in the field of special pedagogy in our Republic.

Unfortunately, it is a pity that among the parents of students with hearing impairment, there are some who are indifferent to their obligations towards their children, and there are also parents who lack pedagogical literacy. Special pedagogy faces the task of correcting and eliminating these shortcomings. The peculiarity of education of a student with a hearing impairment is that it involves teaching the child to serve himself, forming certain knowledge and skills in this regard, developing the child's existing mental, spiritual, speech and auditory perception. , is not limited to the development of opportunities to perform activities, but also inculcates and strengthens the feelings of blood and kinship in the mind of a disabled child towards their parents, ensures the general and emotional development of the child's personality, and ultimately leads to good results in the mental and moral development of the child makes it possible to achieve.

For this reason, in the comprehensive correctional education of children, in addition to the variety and interestingness of the tools used, the child should first of all feel the love of the educator and, especially, the parents. In this case, it is important to properly teach the child about manners, give advice and advice, rather than encouraging him to follow the experience of adults (without denigrating the role and place of these educational tools), the lifestyle of the family, spiritual -the mental environment, the interactions that the child can observe, the profession of the parents play the main role.

The complexity of raising hearing-impaired students in the family is that each family is its own world, its own small association of society, which shows its own characteristics in the work of raising a disabled child. That is why it is the goal and task of our research to generalize the forms and methods of raising a disabled child in the family and to take them into account as much as possible when making recommendations. The more educated, spiritually rich, patient, religious and pedagogically literate parents are in conducting correctional work with hearing impaired students, the more appropriate they will be to raise their disabled children. But this is not enough, because it is difficult to achieve appropriate results in the education of students with hearing impairment without having pedagogical literacy, without being aware of special pedagogical methods and tools. Pedagogical literacy refers to special pedagogic methods such as advice, approval, reward, punishment, conversation and story, exchange of ideas in teaching self-service of students with hearing impairment to parents. helps to use it, which, combined with the personal example and patience of the parents, ensures that children enter the collective life and work activities of the family and later in the educational institution. Paying close attention to the wishes of students with a hearing impairment and implementing them together is the most effective way to have a corrective educational effect. If the parents of students with hearing impairment are very interested in their children's self-service and comprehensive development, warm and friendly relations will be established between them. Hearing-impaired students learn the criteria of interaction from their parents and learn what is good and what is bad, what is useful and what is harmful. In addition, in the family, the attention and love of parents towards their children unites them with each other. If the parents are pedagogically literate and have a rich cultural level, they should help students with hearing impairment to believe in their own strength, acquire knowledge, develop their speech, form the right relationship with others, they are able to make them interested in self-service,

work, and not extinguish their children's interests, but rather have a good relationship with them, raise them spiritually, and instill in them self-confidence.

#### **List of Used Literature**

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