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TO THE QUESTION OF THE EFFECTIVENESS OF SOCIO-CULTURAL ADAPTATION OF CHILDREN WITH SPECIAL NEEDS

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ANNOTATION
This article describes the problems of children's socialization in family and out of the family. The article is dedicated to the problem of the socialization of children, with special needs in the family and outside the family through the organization of various form of sociocultural activities and effective adaptive practices, creating conditions for formation and development of their active life position.

Keywords: children with special needs, sociocultural competence, sociocultural activities, sociocultural adaptation, disabilities, social and legal disability, social and legal help..

Introduction

A new stage of reforms in all spheres of Uzbek society has affected the area of social protection of people with special needs. The attitude towards people with disabilities, adults and children, until recently in Uzbekistan, was based only on a medical approach. This model of relations weakens the social position of a person with a disability, isolates him from a "normal" community, condemns him to recognition of his inequality and is not competitive in comparison with other people. The consequence of this is the development of passive life expectancies in people with disabilities. With the development of civil society, the problem of disability is not limited to the medical aspect and acquires the status of a social problem of unequal opportunities.

An urgent problem for the renewed social policy of Uzbekistan is the problem of vital activity of people with disabilities, the formation of the concept of active, independent life of people with disabilities, the formation of a positive image of families raising children with disabilities. To solve this problem, constant and systematic work is needed in three areas: 1) to change personal attitudes among people with disabilities; 2) to change the attitudes of members of their families (since in many ways the activity of disabled people depends on their upbringing in the family); 3) to change attitudes and attitude of the surrounding community.

The medical model of relations is conditioned by the fact that people with disabilities do not show proper activity in. solving vital issues, allowing others to solve their problems for them. The majority lacks the desire to work, to lead an active and independent way of life.

The experience of working with families and children with special needs already exists in the work of social services, rehabilitation centers, but it is necessary to improve the organization, forms and methods of socio-cultural adaptation and activities that promote more active socialization of these children, make it more accessible in all respects.

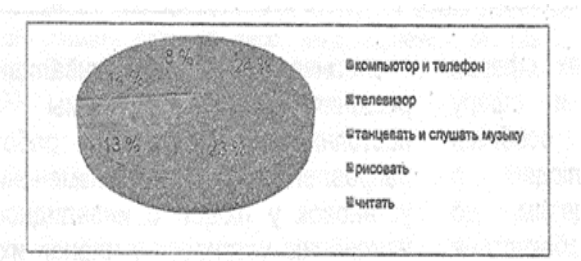
In order to identify the actual problems of socialization of children with special needs and approaches to their solution, studies were conducted among parents of children with HIA and social workers. In order to study the vital issues and conditions for the organization of the socio-cultural activities of families (mothers) with children with special needs, the participants

of the project of the Fergana regional branch of the Republican Center for Social Adaptation of Children, teachers and students of FSU conducted a sociological survey among parents and employees of organizations engaged in social and legal assistance to children and families with special needs. The study was conducted in Uchkuprik (20 parents, 28 specialists) and Kuva (20 parents, 31 specialists) districts, as well as among 13 specialists of diagnostic centers in the Fergana region.

The study was conducted using the following methods: study and content analysis of legislative acts, normative documents, scientific and methodological literature; conversations, observations, questionnaires, interviews.

The survey found that 50% of schoolteachers and 16% of representatives of makhalla gatherings attend the work with children with special needs. At the same time, 67% of specialists would like to improve their knowledge at training seminars. Almost half of the respondents (43%) indicated the presence of material difficulties in families with children with HIA, 18% of respondents noted a lack of psychological and pedagogical knowledge from their parents, 29% indicated the absence of groups, 48% noted the presence of the circles (9% , 20% - school, 18% - with children's centers "Barkamol avlod"). The overwhelming majority of parents (83%) answered that their children are not employed in circles.

The aim of the study was to identify and develop an effective model for organizing the social and cultural activities of children with special needs, approbation, working with families where children are taught at home. Analysis of the results of the study showed that: 83% of children do not attend study groups and 85% of parents do not know about the functioning of the groups; 24% of children spend their time at the computer and telephone, 23% - watching TV, 13% - listening to music, 14% - drawing, 8% reading books, 12% doing sports, 7% doing needlework.



Almost half of the parents surveyed supported the organization of a study group on CT, 28% - a circle "Skillful hands". The majority (77%) of the parents noted that the events organized by the school or makhalla to the significant dates such as "New Year", "International Day of Disabled Persons", "Navruz", "Day of Knowledge" and "The Last Bell" attend the details. The diagram shows the scheme of children's entrainment as a percentage.

Interviewed specialists of diagnostic centers noted that 92% of working with children with special needs are defectologists, 3% - teachers attached to children, while 77% of them have experience working with such children. The specialists expressed a desire to increase their knowledge: 38% - at the Institute for Advanced Studies; 54% - at training seminars; 8% - in practical classes.

The majority of respondents (76%) noted that families with children with HIA experience financial difficulties, and 25% - psychological-pedagogical. The experts interviewed indicated a lack of staff to work with families with children with special needs (27%), the need for material assistance to families (41%), the need to pay attention to parents (32%).

Thus, the study revealed the main problems in working with families with children with special needs, the solution of which requires the collective efforts of parents, children, professionals, representatives of makhallas, various institutions and public organizations.

Creative courses, as it turned out, function, but they are visited more often by children without special needs. It should be noted that the possibility of visiting the circles depends on the diagnosis of the child - it can be (depending on the disease) sports circles, in particular swimming, a circle of cutting and sewing, workshops, photo circles, a circle of rhetoric, chess and drafts. It is important that the circles are created in the makhallas, closer to home, as many parents have difficulty in transporting children to the polyclinic, rehabilitation centers or some other place, unable to allocate funds and find time to carry children in sections and courses.

Experts rightly believe that visiting the circles will promote the professional orientation of children with special needs and their initial preparation for the future specialty, but this requires the interest and the desire of the parents. If we organize activities to involve children in sociocultural activities, then children who do not attend school will integrate into public life.

The questionnaire survey revealed that the main desire of a child with a disability is the desire to communicate with his healthy peers. It is clear that communication is an important component of the life of any person, therefore it is necessary to help children with special needs in organizing a diverse and useful communication.

The analysis of the activities of the Fergana regional branch of the Republican Center for Social Adaptation of Children showed that the visit to the center and the assistance of specialists led to positive results. Children have an interest in creativity - drawing, singing, to fairy tales, to physical activity, to theatrical art, to life in general. Parents learned the skills of corrective work with their children.

Recreational functions are performed to a greater extent by physical culture and sports, which also allow the effective organization of healthy rest for children. The physical and mental potential of a child is determined by the health indicators of children, and in children with special needs they are not the best. Consequently, work to preserve and strengthen the health of children should be an indispensable component of socio-cultural adaptation.

The conducted researches made it possible to identify the main mechanisms of sociocultural adaptation of children with disabilities, to identify sociocultural technologies that promote the expansion of the child's spiritual ties with special needs in society and thereby ensure his sustainable socio-cultural adaptation.

The socialization of children with special needs requires additional efforts of both theorists and practitioners. These can be special programs, special rehabilitation centers, special educational institutions, etc. The development of these measures should be based on knowledge of the essence, laws, tasks of social and cultural adaptation of children with special needs. Such measures need to be implemented through social partnership with people's education, gatherings of citizens of makhallas, out-of-school institutions and non-state non-profit organizations. The program of measures is supported at the state level and is viewed as a priority of social policy to protect socially vulnerable segments of the population.

Childhood is the most favorable period for the acquisition of skills of independence, activity and communication. In childhood, sociocultural adaptation of children with disabilities is of greatest importance for the development of autonomy. Sociocultural activity helps a child with special needs to establish social ties, allows him to identify and develop his creative abilities, satisfy aesthetic interests, assert himself in a difficult life situation.

Through it, children achieve an optimal degree of participation in social interactions, the necessary level of cultural competence and satisfaction of cultural and recreational needs, which creates the conditions for. positive changes in the way of life due to the expansion of the framework of their independence.

Sociocultural adaptation is an ambiguous phenomenon characterized by constant transformations. Socio-cultural adaptation of a child with disabilities occurs at three levels: the individual, society, culture. At the same time, the requirements and expectations of the social

environment for the person of the "atypical" child are constantly coordinated. As a result of successful socio-cultural adaptation, the disabled person adapts his attitudes, behavior and claims to the realities of the social environment in which he adapts. Acquired as a result of sociocultural adaptation of knowledge and skills, children with disabilities can direct to meet life needs, which will help them become full members of society. Effective adaptation of children with disabilities to the modern socio-cultural space depends on the priorities of the state social policy regarding children with disabilities, which is determined by the country's socio-economic development. For effective adaptation it is necessary to apply modern socio-cultural technologies of organization of free and leisure time.

A child diagnosed as a subject of social adaptation can and should take feasible steps for, self-adaptation, master specific skills, strive to integrate as fully as possible into social life. It is possible that, in someone the talent of the artist is hidden, and in someone - the writer, who will open up in the process of adaptation. Work in this direction is carried out within the framework of psychologically-oriented models of social work and assistance. At the same time, charity is understood as the first step of humanism, which should be based on the desire to help children to integrate them into society and be based on positions: society is open to children, and children are open to society.

The activity of subjects for adaptation in society is necessary, as it is proved that the possibility of adaptation depends on the severity and length of the disability. In particular, the lighter the disability group, the lesser its experience and the wealth of the family, the higher the level of motivation to conduct 1 rehabilitation activities. This shows that the attitude of the society towards disabled people, understanding it as an object of social protection, as incapable of changing anything in their destiny forever leads to what is called "learned helplessness" in social psychology.

Children with HIA socio-cultural adaptation is necessary for their successful socialization. Integrate into society independently, without outside help they can not. Therefore, the responsible mission of civil society, the relevant competent organizations of all not indifferent people, to help such children: - to form new needs - in communication, in self-education,- develop strong-willed qualities, the ability for critical self-analysis, responsibility, responsiveness, respect for each other; - to form a positive attitude to the customs and traditions of their people, their families; - develop the ability to listen and hear, watch and see, understand and draw conclusions about yourself and the world.

Sociocultural adaptation in a broad sense is a system and process of restoring a person's abilities to an independent activity in all spheres of public life. It has a linear character and proceeds: in the family; in the immediate surroundings; in the framework of a preschool institution; in secondary general education institutions, as well as in cultural and sports institutions; in the after-school period.

In a narrower sense, the sociocultural adaptation of a child with disabilities refers to targeted, personal assistance, the joint identification with him of his own spiritual goals, interests and needs, ways and means of overcoming obstacles. The search for and mobilization of all the reserves and opportunities available to the child will ultimately help him to adapt normally to the surrounding social and cultural environment, learning, communication, and creativity. The success of adaptation practices is directly related to the peculiarities of the sociocultural macro and microenvironment, with the specifics of state socio-cultural policy.

The social attitude to the problems of people with developmental disabilities is traditionally determined by the recognition of their non-normative socio-cultural development and the implementation of stigma and segregation processes.

One of the problems of sociocultural adaptation is symbolic barriers, built by society, which are much more difficult to break than physical obstacles. Therefore, today it is important to

draw attention to the vital activity of the disabled themselves, to form a new concept in the society for the independent life of people with disabilities.

The process of sociocultural adaptation is a system of social protection measures aimed at creating for the individual the conditions for its full or partial legal, political, economic, social, cultural independence and equal opportunities with other citizens to participate in public life and the development of society. Thus, sociocultural adaptation of children with disabilities is a system and process of restoring a person's abilities to independent activity in all spheres of social life. Indicators of successful social adaptation are: the high social status of an individual in a new social environment and his psychological satisfaction with it.

As practice shows, a decent way of life for children with problems of physical and mental development cannot be guaranteed by adopting only adequate measures of medical or psychological intervention. To reach such a level of social and cultural competence that would allow this part of the population without special difficulties to enter into normal social contacts and interactions is the goal that unites both civil institutions and children with disabilities themselves. Public organizations - Youth Union, Women's Committee of Uzbekistan, "Sen Yolg`iz Emassan" Foundation, Creative Workers Fund of Uzbekistan, of the Republican Center for Social Adaptation of Childre, National Association of Non-Governmental Organizations non-commercial organizations and other bodies of state power and organizations of various forms of ownership participate in the implementation of socio-cultural activities.

The system of socio-cultural adaptation should contribute to the formation of an active life position in families with disabilities in general. Quite often, children are isolated from the community by their parents. Therefore, it is necessary to improve the culture in relation to people with disabilities, not only societies in general, but also the disabled themselves and their families.

Further improvement of not only the form of holding and expanding the categories of participants, but also the transition from one-time actions to an interbranch regional concept of sociocultural adaptation of people with disabilities, will promote the introduction of new socio-cultural programs, the development of continuity and improve the quality of sociocultural events, which is in line with the strategic task of democratization and humanization of Uzbek society.

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