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**PARENTAL COOPERATION IN INCLUSION OF HEARING IMPAIRED
CHILDREN IN INCLUSIVE EDUCATION**

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Abstract

A child grows up in a family, and from the first years of his life, he learns from the family everything that is characteristic of the family, good and bad, and learns social norms, norms of relationships between people. The family is the source and intermediary link in the transfer of social and historical experience to the child, primarily in the experience of emotional and business relationships between people. Taking this into account, we can rightly assume that the family was and will be the most important institution for raising and socializing a child in a healthy peer environment.

Family relationships affect how a person will build his career in the future, what path he will take. A person gets his first life experience in the family, so it is very important in which family the child is brought up.

A family with a disabled child is a family with a special status, its characteristics and problems are determined not only by the personal characteristics of all its members and the nature of the relationship between them, but also by the busyness of solving the child's problems, the family's closeness from the outside world, lack of communication and frequent absence of work. mother, but most importantly - the unique situation in the family of a disabled child, which is related to his illness.

The purpose of working with parents is the individual and age-specific characteristics of child development, the causes of underdevelopment, the impact of the wrong parental position in relations with children on the child's health disorders. The result of pedagogical support should be the following: parents know and understand the child, accept him as he is.

Pedagogical work with the family includes three blocks: education, counseling and corrective work.

Education and training:

The task of the educational block of working with the family is to get acquainted with the facts and reasons that led to the disruption of ontogeny, the mental characteristics of the child, and the basic laws of child development. To eliminate the psychological and pedagogical illiteracy of parents, "Parental lectures", "Family teachers' clubs", "Parental seminars" are organized, where the following issues can be discussed:

- ❖ *elimination of psychological and pedagogical incompetence of parents;*
- ❖ *establishing close relations with defectologists, teachers, teachers, neighborhood and other organizations;*



- ❖ *organizing mutual relations with other families, both with a problem child and with raising ordinary children;*
- ❖ *participation in social and cultural events.*

Advice: the advice block is represented by an individual form of work with the family. Organization of "Advice centers for parents", "Hotlines" should help parents to find answers to their questions, get a system of recommendations for establishing comfortable relationships in the family.

Correctional work itself is aimed at creating optimal conditions for the child's development in the family. This block uses:

- *interview with each family member, with both parents, with the whole family;*
- *family psychotherapy;*
- *game sessions for parents and children;*
- *group lessons with parents and children;*
- *organization of self-help groups for parents;*
- *conducting parents' evenings (work) together with children.*

In this direction, we can implement the following technology:

- ✓ increasing the socio-psychological competences of defectologists-pedagogues in working with parents raising children with intellectual disabilities;
- ✓ conducting seminars for parents on inclusive education of children in the family;
- ✓ organization of individual discussions on inclusive education with parents raising children with intellectual disabilities;
- ✓ development and implementation of individual plans of joint comprehensive education of children with intellectual disabilities.
- ✓ to reveal the pedagogical literacy of parents, in particular, their ideas about inclusive education of children with intellectual disabilities.
- ✓ an experimental pedagogical-technological model of working with parents that contributes to the adoption of inclusive education, in particular, the integration of mildly mentally retarded children into a healthy peer environment.
- ✓ developing questionnaires and tests, determining the stage of the experiment, testing, testing and interviewing parents and teachers.
- ✓ processing questionnaires and tests, clarifying the theoretical model of the pedagogical technology of working with parents and teachers, developing programs, conducting educational experiences
- ✓ conducting the control phase of the pedagogical experiment, processing the questionnaire and test data, theoretical understanding of the obtained data, summarizing the materials and forming conclusions about the study.

A defectologist advises parents, builds trust, relieves stress, politely informs parents about the peculiarities of learning the child's curriculum, gives recommendations on how to eliminate problems in the child's behavior at home and at school, as well as advice on establishing friendly relationships gives classmates and their parents (parents' committee).



A teacher, teacher, teacher should know the specific features of child development, their activities are aimed at ensuring that the child learns the educational program and the harmonious development of his personality, establishing and expanding relationships between the child and his peers.

In Uzbekistan, the involvement of children with hearing impairment in inclusive education is organized taking into account pedagogical conditions, their specific characteristics, type and degree of impairment, and the number of children in the class. First of all, it should be noted that although the students are of the same age, they are not alike. All children have different individual psychological, personality characteristics, level of acceptance, intelligence and perception.

That is, this education is not aimed at changing or correcting an individual child, but at adapting the educational and social environment to the capabilities of this child. Different methods are used in the process of teaching in the conditions of inclusive education. These methods are primarily based on the physiological and psychological characteristics of students with developmental disabilities. We conditionally divide the methods used in the process of teaching children with developmental disabilities into two groups: general, special methods are used.

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