

Pedagogical Ethics in Working with Families of Disabled Children

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Abstract: The article discusses the role of educators and specialists in working with children with severe intellectual disabilities, as well as the issues of establishing the right relationship with parents. The social and psychological difficulties in families raising a disabled child, especially the burdens that fall on mothers, are analyzed. It is emphasized that one of the main tasks of the educator is to provide psychological support to parents and help them correctly assess the child's capabilities. It is substantiated that by supporting parents through individual and group conversations, consultations, and psychotherapeutic approaches, effective results can be achieved in raising a child.

Keywords: Pedagogical ethics, children with disabilities, intellectual disabilities, parent-teacher interaction, family support, psychological support, special education, defectology, inclusive education, parental counseling, child development, social adaptation, pedagogical psychotherapy, rehabilitation, emotional support.

Introduction: Experts know that the capabilities of a child who is severely mentally retarded are very limited, and progress in his development, especially at the initial stages of education, is almost imperceptible. Imagine a mother who goes to a teacher for help, but returns from there with a feeling of complete hopelessness.

The great Russian psychoneurologist and neurophysiologist Vladimir Mikhailovich Bekhterev's opinion that "If a patient does not feel better after a conversation with a doctor, this is not a doctor" can be expressed in another way: if a mother returns from a conversation with a defectologist-pedagogue depressed, crushed, not seeing any opportunities for her child's development, this is not a real teacher.

There is no child who cannot be taught. The mother needs to be able to show the child even the smallest, barely noticeable achievements. If the child cannot put on his pants, he can certainly put on his hat. If he cannot make a simple shape from sticks, he can collect them and put them in a box. You just need to choose a task that is suitable for the child and be patient.

Educators should be very sensitive and attentive to families with children with disabilities, and on their part, they should try to strengthen the harmony in the family.

It is worth mentioning once again: according to statistics, at least half of such families break up. The entire burden of raising a child falls on the mothers. They practically do not know what holidays, theater, gatherings are, they devote all their time, attention and energy to their child. It is they who, first of all, need help, and it is necessary to conduct pedagogical psychotherapy with them.

The following topics can be suggested for conversations with parents: "How to overcome problems when there is a child with disabilities in the family", "Marital relationships", "You and your child among friends and relatives", etc.

Open conversations between parents and a counselor, as well as their mutual communication, help them perceive difficulties differently. As a result, parents begin to better understand the individual characteristics of their child, and the possibilities for

raising him or her expand.

Group classes bring parents closer together, friendly, cooperative relations are formed between them. Laughter sounds at joint family holidays. During such meetings, problems of raising and educating children, opportunities for family recreation, and similar issues are discussed.

As noted above, children with severe mental disabilities have limited learning abilities, their capabilities are revealed very slowly. The difficulties the child is facing are clearly visible, so the teacher should not focus the mother's attention on the child's failures or inappropriate behavior, because there is no positive, productive aspect in this.

In addition, the first rule that the teacher must follow is not to hurt the feelings of the parents. Some teachers feel that the more they make parents uncomfortable, the better the work will be, that is, they will feel more responsible for their children. This is an unforgivable mistake. The result of such an approach is a feeling of hopelessness, distrust of the teacher and unwillingness to meet with him.

It is easier to achieve positive results if the conversation with parents begins with the achievements already made in the child's development, and then with the definition of tasks that need to be solved in the future.

As for objective difficulties, especially problems related to the child's behavior and emotional sphere, they are certainly discussed, but this should be done in the process of a friendly and trusting conversation.

A defectologist must adhere to certain boundaries when using information about the child's condition. In addition, the mother often confides in the teacher about her personal problems. If the teacher uses this information inappropriately, he loses all authority in the eyes of the parents.

It is natural that teachers and parents have different levels of knowledge in understanding the problems associated with the child's condition. However, this can sometimes lead to a tendency for the teacher, who is more knowledgeable in special pedagogy, to teach, to appear as an absolute authority. Such a domineering, condescending tone is inappropriate even with parents of healthy children, and especially unacceptable with parents of children with disabilities.

It is also worth noting that the level of education of parents of children with severe mental retardation is much higher (compared to families of children with mild mental retardation). Many of them have higher education, are interested in special literature and can participate in communication with the teacher as very knowledgeable interlocutors.

We believe that it is necessary to pay special attention to the relationship that develops in the TPPK between the mother of the child with disabilities and the members of the commission.

Of course, the mother should know the results of a qualified analysis of the child's condition, his opportunities for upbringing and education. However, she needs the sympathy, understanding and support of specialists no less, but to a greater extent.

The members of the commission should understand that a child who has come with his mother across the city in crowded transport, tired of waiting for his turn, and who finds himself in a new environment, among unfamiliar people, will not immediately be able to demonstrate even his small abilities, as is required of him.

If, after reviewing the history, the commission members start a conversation with the mother and ask her (addressing her by her first and middle name, which immediately creates an atmosphere of respect and trust) to tell her about her child, what his good qualities are and what he can do, this will be a very positive start.

Undoubtedly, the mother will say that her child is kind, good, and happy with gifts (it is known that in children with severe mental retardation, the emotional sphere is better preserved than the intellect). She will also tell what her child can do in everyday life, for example, handing him slippers when his father comes home from work.

It is always pleasant to say good things about her child to someone who listens attentively, and thereby the mother will relieve herself of the mental tension that comes with entering the office. Only after such a warm and understanding atmosphere has been formed, it is appropriate to proceed to a psychological and pedagogical examination of the child.

Establishing the right relationship with parents of children with disabilities requires attention, patience, warmth, and the ability to show empathy.

It is necessary to help parents overcome the difficult life situation that has arisen with less psychological losses. As previously noted, there is no child who cannot be taught. It is necessary to explain to the mother how to regulate the child's behavior, teach him to serve himself and simple forms of communication, and if possible, to show in practice.

It would be advisable to organize psychological rest rooms for parents in newly opened rehabilitation centers. Here, family psychotherapeutic assistance can be established under the guidance of a psychiatrist, psychologist or specially trained teacher.

It is also very important to strive in society to provide moral support to families raising a disabled child, to cultivate the ability to understand their problems. For this purpose, it is possible to organize programs on radio and television, and to publish small information materials - manuals, booklets.

Regular work in this direction will undoubtedly give positive results.

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