

Views of Eastern Thinkers on Family Education of Children with Developmental Disabilities

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Abstract: This article analyzes the issue of raising children with developmental disabilities in the family based on the pedagogical and moral views of Eastern thinkers. In particular, the decisive role of the family in the formation of the child's personality, the need for an individual approach to children with disabilities, their social adaptation and preparation for independent life are highlighted. Based on the moral, spiritual and educational ideas put forward in the works of Eastern thinkers, the importance of forming such qualities as love, decency, diligence, and honesty in child upbringing is substantiated.

The article also analyzes the influence of the psychological environment in the family on the development of children with disabilities, the pedagogical literacy of parents, their responsibility in raising children, and the negative consequences of incorrect approaches (excessive pampering or neglect). The importance of cooperation between the family and preschool educational institutions is revealed, and ways to increase the effectiveness of correctional and pedagogical work are indicated.

According to the results of the study, the establishment of a systematic approach in the process of raising children with disabilities in the family, based on national values, folk pedagogy and the rich scientific and spiritual heritage of Eastern thinkers, is an important factor in their formation as a well-rounded individual.

Keywords: children with developmental disabilities, family upbringing, Eastern thinkers, moral education, corrective pedagogy, inclusive education, individual approach, social adaptation, spiritual values, folk pedagogy, parental responsibility.

Introduction: The Republic of Uzbekistan, moving along the path of building a democratic legal state, is ensuring human rights and freedoms, spiritually enriching society, and integrating into the world community. The current demand is to carry out complex but rewarding work, such as preventing disabilities, social rehabilitation, improving and improving their working environment, correcting their defects through special correctional and pedagogical work, and training them for a profession. It is necessary to note that a lot of work is being done in our country to educate and bring up the younger generation in all respects. A national program for personnel training has been adopted and is being consistently implemented, and special attention is paid to the education of the younger generation.

The place of a disabled child in the family is unique, and getting to know his or her living environment helps to determine the personality of the child being raised in this environment, and determines the form and method of cooperation between the family and the special preschool educational institution, which is of great importance in educational work and human development.

In our independent Republic, great importance is attached to the education and upbringing of the younger generation. This issue has been the constant focus of our President Sh.M. Mirziyoyev. After all, one of the main tasks is to strengthen the faith of all our young people, strengthen their will, and educate them as well-rounded people with their own opinions.

The views of Eastern thinkers on upbringing and human development still serve as an important theoretical and practical basis for raising children with developmental disabilities in families. In their works, ideas such as humanity, love, patience, justice, and the pursuit of knowledge occupy a leading place. These views are especially relevant in the upbringing of children with special needs.

First of all, the issue of raising a person to perfection occupies a central place in the works of the great thinker Alisher Navoi. In his works "Khamisa", in particular in the epic "Khairat ul-abror", he glorifies such qualities as human moral perfection, respect for parents, kindness, generosity and patience. According to Navoi, every child should be raised with love and attention, because upbringing approached with love awakens positive qualities in the human soul. This is especially important in raising children with developmental disabilities, requiring a patient, kind and supportive attitude towards them.

Oriental scholar Abu Rayhan Beruni attaches great importance to the harmony of science and morality in the upbringing process. He emphasizes that human perfection is formed through knowledge and experience, and emphasizes the need to properly educate a child from an early age. According to Beruni, it is important to be fair and patient towards the child, to take into account his individual characteristics. This fully corresponds to the principle of an individual approach in working with children with special needs today.

Another great thinker, Abu Ali ibn Sina, deeply analyzed the issues of education and upbringing, considering the physical and mental development of a child as a whole process. He emphasizes that excessive pampering of a child or, conversely, excessive strictness in raising him leads to negative consequences. Ibn Sina puts forward the need to correctly assess the child's capabilities, give him the appropriate load and gradually develop him. These ideas help to form a balanced approach to raising children with developmental disabilities.

Also, Yusuf Khos Hajib, in his work "Qutadgu Bilig", highlights the harmony of society and family upbringing. According to him, good upbringing begins first of all with the family, and the role of parents is incomparable. In what environment a child grows up, his behavior and

worldview are formed accordingly. This idea is especially important for children with special needs, justifying the need to create a positive psychological environment for them.

In the teachings of Ahmad Yassavi, the issues of spiritual purification, patience and internal education are prioritized. He considers the education of the human soul to be the most important task. These views serve as an important methodological basis for the formation of a positive mental state in children with disabilities, the development of self-confidence in them.

The views of Eastern thinkers show that any child, regardless of his physical or mental condition, can grow into a well-rounded person through love, attention and proper upbringing. Their scientific and spiritual heritage serves to form an effective pedagogical system based on humanism, an individual approach and national values in the upbringing of children with developmental disabilities in the family.

The strength of today's independence of Uzbekistan, its future prosperity largely depend on its citizens, their practical activities, spiritual perfection, ideological and political maturity, and their understanding of national identity. In this regard, of course, the upbringing instilled in children in the family plays an important role. It is clear that in this regard, first of all, it is necessary to resolve complex pedagogical relations related to the issues of upbringing in the family. After all, the family is a central center that educates children who feel their historical chain, their homeland, and their social system with great strength and respect. Despite the different class, pedagogical, educational knowledge, social and psychological conditions of the family, the content, forms, and methods of upbringing carried out in it are different in terms of organization and implementation, but its main criterion is the use of national values in the spiritual and moral upbringing of the child, which has great educational significance.

It is known that in the spiritual and moral upbringing of a child in the family, the rich experience accumulated in Uzbek folk pedagogy, ancient customs, methods and means used for many centuries, forms of activities, national customs and traditions, ideas about upbringing, methodological recommendations, and teachings of great thinkers are of great importance. Moral upbringing occupies a key place in the

harmonious upbringing of a person. That is why great importance is attached to the issues of moral upbringing in pedagogy. Especially in the present era, moral upbringing is gaining even greater importance, because the solution of political, economic, and social tasks largely depends on the moral level of society and its individuals. As is known, the family is the initial stage of society and is capable of performing various tasks, the most important of which is the upbringing of children. Despite the fact that in a developed society, other social institutions also carry out a number of works on the moral upbringing of children, the role of the family in educational work has not weakened, but rather has strengthened. Therefore, the issue of searching for organizational forms and methods of interaction between the family and society, a complex system of education and upbringing, and primarily preschool educational institutions, is being addressed. The family has a great and often decisive influence on the formation of a child. At home, the child looks for an example to imitate. The conditions and problems that the child observes should have a positive effect on the formation of his spiritual understanding.

An individual approach is to create an educational plan that takes into account the child's current situation and, in particular, his level of maturity. An individual approach can be implemented in any case, for example, in situations where scandalous situations have arisen in the family due to stubbornness. Some parents exempt the child from tasks that are necessary for him and within his capabilities. Such parents cannot be blamed, but their indulgence does not benefit the child. On the contrary, excessive indulgence limits the child's independence, does not help him gain the necessary experience, and does not form skills in interacting with others. The child grows up, but in behavior, in carrying out any activities, parents are the cause of the comprehensive development of children with disabilities. To prevent this from happening, it is necessary to change the child's position in the family. Self-service should be mastered gradually, but as completely as possible. For example, tidying up, washing, dressing, eating, etc. It is necessary to instill in the child the habit of doing practical work quickly and neatly.

Along with physically training their children, it is also important for parents to pay attention to their mental

development: to attract children's attention to drawing, making things. The defectologist should show the child that excessive care is not beneficial for his mental and physical development. There is also a different attitude towards disabled children in the family. Not wanting to get used to the child's disability, they exaggerate his abilities, try to turn a blind eye to his disability, often do not notice it. They resist having the child examined by a diagnostic commission or sent to study in special institutions. They fantasize about their child's future ("My child will become a musician," "He will study in a secondary school"). It is difficult for such parents to prove anything. They sacrifice their entire lives, time, and money for their child.

On the contrary, there are parents who are ashamed of their children's disabilities and hide them from people, do not go to places where the community gathers, to the cinema, theaters, and even refuse to come around. As a result, the child, deprived of life moments, first of all, slows down the development of his mind, becomes stubborn, and apathetic. The need to organize ideological and educational work for this type of family is emphasized. A clearer division of duties between family members is taught, and the mother and other family members are equally involved in raising the child. Parents are explained the specific features of the spiritual development of a disabled child being raised in the family, the need for an individual approach to him, which helps to increase their pedagogical knowledge. Unfortunately, there are many troubled families in our society. Such families are characterized by indifference to production and family duties, non-observance of family traditions, indifference to household chores, and disorder in running the household. There is not enough mutual respect among the members of such a family.

There are cases of irresponsible attitude towards the upbringing of children, including a disabled child. Such a tense situation in the family leads to the formation of such traits as rudeness, fighting, and disobedience to the demands of adults and the community. Social, psychological and pedagogical literature emphasizes that the lifestyle of troubled families negatively affects children, because parents, limited by their own problems, do not pay attention to the upbringing of children. The family is the first social environment for mentally retarded children of preschool age, and if it is turbulent, this negatively affects both the health and

behavior of the child. For example, children living in conditions of war and conflict do not enjoy a peaceful life, home comfort, care and affection. That is why they gain negative experience in communication and interaction with others, and are prone to various nervous diseases.

In educational institutions, educators monitor the health, behavior, and relationships of children with disabilities with peers, and feel what experiences are happening in the child's soul, and provide them with comprehensive assistance: support should be provided by public organizations at the enterprise where the child's parents work, trade unions and women's associations, the management of the enterprise, and the neighborhood where the family lives.

Another type of family is incomplete families. In this type of family, one of the parents is absent. If such a family is characterized by ideological orientation, a responsible attitude to production and family tasks, and knowledge of the goals and objectives of upbringing, it will be a peaceful family, but if these conditions are violated, it will be a troubled family. We should consider the difficulty of upbringing in such a family as a problem of mutual relations.

The attitude of family members and other close people to the child determines its formation. It is known that children with disabilities do not have pity, suffering, feelings, their parents suffer more instead of them. Because they know very well that their children can never be independent, and that they need to be given special attention all the time. In the process of working with superficially peaceful families, the mother focuses on changing the psychological situation in the family, the direction of the relationship between parents in a positive direction, it is necessary to pay attention to such types of activities as educating the spirit of respect for parents, rest, study, work. One of the important components of the spiritual life of the family is psychological relations. Psychological relations are multifaceted, and they especially include the feeling of love and affection in the child, the love of parents, as well as the moods and behavior of family members. In our opinion, it is necessary to resolve all the conflicts arising from the fact that the goal of important upbringing in the family and the parents have the necessary level of ability, business acumen and sometimes desires to achieve this goal. As soon as they

hear the latest diagnosis of a specialist, parents begin to worry about the child's future. Thinking about the happiness of their child, they try to mitigate the child's disability.

The child should be shown how to perform important activities: how to use soap, how to wash his hands and face, wipe his hands and face with a towel and hang up a towel. In the family, the child should first perform tasks that are easy for him, and then gradually complicate them. It is not necessary to divide the family work into girls' or boys', each household task is useful for the child, and simple and clear tasks should be given to perform household chores. If a mother assigns chores before she goes to work, she can be confident that they will get done. If there is no clear task, such as cleaning the house, the children will not know what to do.

Work always brings up the good qualities of a child and helps to correct defects. Although correctional work may seem like an easy way to correct and mitigate, in practice it is very difficult to work with children with disabilities in family and school life. Parents and practitioners understand the complexity of this. Because the formation of a system of knowledge, upbringing, and personality formation are carried out directly. This work is carried out in every activity and educational work throughout the life of children. In this regard, the thoughts of the famous French doctor and oligophrenopedagogue E. Senish regarding the profoundly mentally retarded are often emphasized. Parents' ignorance of the psychology of their children, their excessive pampering of their children in the family, and their excessive protection and pampering lead to a violation of the rights of the child in the family. Therefore, the upbringing and qualification of the child in the family are one of the most important issues. Parents are obligated to care for and educate their children until they reach adulthood. This is especially important for children with disabilities and various disabilities.

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