

The Role Of The Family In The Upbringing Of Students In Need Of Special Assistance

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Abstract: This article discusses the role of raising a healthy generation in the development of the state and society, the socio-psychological importance of the family, and the impact of relationships between parents and children on the development of society. The works of such great scholars as Yusuf Khos Hajib, Abu Nasr Farobiy, Alisher Navoiy, and Abdulla Avloni analyze the role of speech and thinking in human development. Also, the responsibility of the family in the development of children in need of special assistance, the scientific and methodological foundations of organizing correctional and pedagogical work in the home environment, and the importance of cooperation with the school and the neighborhood are revealed. According to the results of the study, the process of educating mentally retarded preschool children is a complex socio-pedagogical system, which gives effective results only when implemented through close cooperation between the family and educational institutions.

Keywords: Family, society, speech, thinking, upbringing, mentally retarded children, children with special needs, correctional and pedagogical work, parent-child relationships, cooperation, special education, inclusive approach.

Introduction: The development of a state and society, its prospects are determined by the physical strength and health of the citizens living in this state and this country. The unhealthy and disabled birth of a child, expected with good hopes, is a tragedy for any family. Family and family relations, especially the relationship between parents and children, have been one of the most important problems since the earliest times of the emergence of society. As society develops, the importance of this problem continues to increase. Because it is in the family environment that the achievements of mankind are absorbed to a greater extent, when viewed as a continuity between any other social institutions in the system of parent-child relations, and the tradition is passed on from generation to generation in the form of a spiritual heritage. Therefore, the prospects of a particular society, people and nation largely depend on the state of these relations. For this, it is necessary to achieve a comprehensively healthy and spiritually strong internal environment in the family.

The family is the primary environment for the formation of a child as a person, social adaptation and emotional stability. For children with special needs, in particular, mentally retarded, this environment is even

more important. The family environment is not only a source of affection and care, but also the primary link in the correctional and pedagogical impact. Parents should be able to correctly assess the child's capabilities, and, without denying the defect, actively cooperate in eliminating it.

Emotional support, a stable regime, and game activities that stimulate speech and motor activity play an important role in the development of mentally retarded children. In a family environment, methods such as speech therapy, conversation, storytelling, role-playing games and singing are effective in supporting the speech and intellectual development of such children.

The pedagogical culture of parents is a guarantee of the successful development of the child. It includes knowledge of the child's age and psychological characteristics, the use of an individual approach to education, and the formation of a culture of mutual communication. Therefore, today, one of the urgent issues in the special education system is to conduct psychological and pedagogical consultations, trainings, and educational seminars with parents. This forms the correct approach of the family to the child.

The cooperation of the family-school-neighborhood

triad is important in preparing a child with special needs for social life. When mutually trusting cooperation is established between parents, teachers, and neighborhood activists, the child feels like a member of society. Such cooperation enhances social adaptation in the child, encourages independent activity, and ensures psychological balance.

Providing psychological and pedagogical support to families through the mahalla system, involving them in correctional processes, and promoting a healthy lifestyle will yield positive results.

In the works of such great geniuses as Yusuf Khos Hajib, Imam al-Bukhari, Abu Nasir Farobi, At-Tirmidhi, Alisher Navoi, speech and its importance in human activity are reflected in vivid examples. In his encyclopedic work "Qutadgu Bilig", which embodies the guidelines of etiquette, education, and spiritual perfection, Yusuf Khos Hajib considers language to be the main key to acquiring knowledge and intelligence. [7., 8.37] According to the scholar, thanks to language, a person polishes his knowledge, intelligence, and intelligence, expresses his thoughts. Language and speech increase a person's dignity, lead to greatness. However, one should think about the word, know it, and speak it only when the time comes. Only then will the benefits of language and speech be very great. If spoken without thinking, its effectiveness decreases, as a result, a person loses his value. Therefore, a logical effect is achieved by speaking a little, but by speaking a lot. Abu Nasr Al-Farabi says about the great importance of lexicology, grammar and logic in speaking correctly, drawing correct logical conclusions, and composing meaningful and beautiful speech: "When we come to the question of how to teach and receive education, how to express and explain thoughts, how to ask and how to answer, I affirm that the first of these knowledges is the science of language, which gives names to objects and phenomena..." [9.42]

Language and speech are dialectically interconnected socio-historical, socio-psychic phenomena, and language exists as a tool of communication, and speech as a method of communication. Language cannot be separated from speech, and speech from thought. No matter what language a person speaks, he expresses his thoughts with words, because they are in harmony with each other. A. Navoi considers language to be the only sign that distinguishes a person from an animal. "A meaningless word is not a word, but a collection of some sounds. In general, such a word does not exist in a language. Human language (speech) is distinguished only from the meaningless roar of animals and the meaningless chirping of birds by its ability to distinguish meaning," he emphasizes. In his work "Mahbub ul-qulub", he says: "Language is an instrument of speech

with such honor and is also speech that if it is imperfect, it is a disaster for the language..." that is, language is an instrument of speech with such honor, if it is used inappropriately, it is a disaster for the language. [10.94]

Abdulla Avloni also defines "the education of thought in the formation of thinking skills in children as an extremely necessary and sacred task," and pays special attention to speech etiquette. The writer teaches children to pronounce each word according to its meaning, to think first, and then speak it in their own way, to show ways to ensure that speech is always beautiful and meaningful, and to instill the habit of listening carefully to others. [11.43] The Government of our Republic pays serious attention to the issues of children with developmental problems and in need of special assistance, to be educated along with all healthy peers, to develop mentally, morally, and physically, and to become independent and mature citizens ready for social life. The family has a great responsibility in implementing these. In order for a child to become a full-fledged and well-developed person, it is important for him to grow up in an atmosphere of happiness, love, and understanding in the family. This is especially necessary for a child who needs special help and support. Because such a child needs special attention and support from his loved ones. In recent years, scientific research on the study of family and intergenerational relations has been gaining momentum worldwide. In particular, foreign psychologists and sociologists, A. Willy, E. Durkheim, P. Jane in France, T. Schreiber in Germany, K. Buhler in America, W. Matthews, D. Bruner, S. Hall, W. James, D. Cheney in Switzerland, E. Claparede and many other researchers have carried out a number of works in this area. [12.18]

Former Soviet pedagogical psychologists and sociologists N.N. Obozov, V.A. Sisenko, A.N. Leontyev, I.E. Alyoshina, N.I. Gubanov, V.N. Sokolova, G.Y. Yuzefovich, D.V. Kolesov, N.V. Silverova, N.N. Tolstikh, A.G. Shmelev, T. Karsev, E. Hoffman, V.G. Vlastovsky, A.V. Baranov, P.F. Lesgaft and others have also carried out certain works in this regard.

The increasing attention to this issue today poses many problems for Uzbek psychological scientists to solve. In this regard, the works of psychologists of our Republic, such as M.G. Davletshin, G.B. Shoumarov, E. Goziev, B. Qodirov, R.I. Sunnatova, E.N. Sattorov, N.A. Soginov, Sh.A. Dostmuhammedova, Z.T. Nishonova, F.A. Akromova, Sh.Sh. Zhuraeva, M. Utepberganov, R.A. Samarov and others, are noteworthy. The research of L.Sh. Nurmukhamedova in this area is of particular importance in special pedagogy. [3.26] The implementation of correctional and pedagogical work with a child in need of help at home, a methodological,

pedagogical approach aimed at developing the child's personality and forming his worldview, conducting various classes, establishing proper relationships between family members and a disabled child, and ensuring that a disabled child can find his place in life in the future are important factors in the implementation of correctional and pedagogical work aimed at helping the disabled child find his place in life. As a result of studying and analyzing the research, we came to the conclusion that the process of raising mentally retarded children of preschool age in the family is an extremely complex, multifaceted socio-pedagogical problem that requires a systematic approach. Increasing the level of education for students in need of help depends on the consistent and mutual cooperation of the family and school at all levels of the continuous education system. The issue of finding and creating effective forms and methods of education and upbringing in special schools, as well as providing education to students who need help in their families, is currently of great relevance.

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