

The Importance Of Family-Neighborly Relations In Socialization In Students

Jumaniyazova Zulfiya Aitbayevna

Lecturer of the Department of Special Pedagogy of CHPU, Uzbekistan

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Abstract: This article discusses how not only school education but also family, neighbors, and community environment play an important role for blind children to fully participate in society, and how children develop their first social skills within this framework.

In our country, it is necessary to pay attention to the creation of a quality education system for people with disabilities, the education of blind and visually impaired children, as well as their adaptation to society, in particular, preparing them for family and neighborly relations, and their socialization.

Keywords: Socialization, disability, disability, neighborhood, moral culture, teacher skills, neighborliness, communication culture, student reputation, creativity, communication, neighborly relations, population, society.

Introduction: History shows that in all societies, individuals with physical or mental disabilities lived alongside healthy individuals, and societal development has also altered attitudes towards them. In particular, in antiquity, in ancient Greek culture, the worldview that "Man should be like gods" led to discrimination against disabled people and their isolation from society. It is known from history that in Ancient Rome, due to the limited ability of disabled people to fight, there were also restrictions on their civil rights. Today, along with protecting the rights of people with disabilities, society prioritizes creating broad opportunities for their socialization. In particular, Article 29 of the Law of the Republic of Uzbekistan "On Guarantees of the Rights of the Child" establishes the right of children with physical and mental developmental disabilities and children with disabilities to study and be educated in educational institutions according to specially developed educational programs, as well as to receive education that corresponds to their physical, mental abilities and desires [1].

This indicates ensuring equality in the place, status, and living environment of all categories of people in society, and the implementation of all relations in a non-differentiated manner. In this regard, the head of our republic noted: "Our state is actively moving towards an inclusive society by creating equal opportunities for

people with disabilities in all spheres of public life and at every stage of human development. That is, at the heart of our efforts to promote human dignity, we are consistently working, adhering to the fundamental principle that people with disabilities are full members of society"

The Decree of the President of the Republic of Uzbekistan dated April 18, 2022 No. PP-209 "On Measures to Improve the Quality of Education and Further Improve the Activities of Specialized Boarding Schools for Blind and Visually Impaired Children" provides for the further improvement of the system of support for persons with disabilities, in particular, the development of necessary measures for the role of blind and visually impaired children in society, ensuring the consistency and systematicity of reforms in the relevant direction for children with special educational needs [3]. This means that along with the education of blind and visually impaired children, it is necessary to pay attention to the issues of assisting them in adapting to society, in particular, preparing them for family-neighborly relations.

The family is the main part of society and forms a group of people united by marriage or blood relations. Its main task is to raise children, improve material support, and transmit national and spiritual values from generation to generation.

The tasks facing the family and educational institutions

are to create favorable conditions for the child's personal development, provide comprehensive social and psychological assistance, as well as protect the child and family, and protect them from the negative impact of various factors on the child's personal development. The educational institution studies the history of the student's life until the day the child is included in the educational process and plans work taking into account all opportunities for the child's development. Direct contact with parents is organized at the school.

Extraordinary meetings with parents are organized, information is exchanged with them, the progress of completed and planned work is discussed, and the child's successes and future plans are discussed. Children with visual impairments are the same as other children, except that they may have some visual impairment. Like all children, visually impaired children love praise and encouragement. They should believe that the teacher values and respects them. They can use additional tools to learn certain skills and use equipment and materials. Install a friend system. When a visually impaired child goes to school for the first time, they may feel frightened, confused, and lonely. If you install the "Friends" system in your classroom, it will help them feel better. For example, they can show the child around the school, explain the school schedule to the child, help the child with their work, and be with the child during breaks and lunch. Through this, the student behaves freely and confidently at school.

In children with visual impairments, some concepts are difficult for students to understand due to their lack of vision or weakness, as well as the fact that their parents raised them in an extremely closed environment and did not encourage them to explore the world. It is necessary to encourage the student to use various emotions for learning. This is facilitated by multi-sensory emotional learning and stimulation. Excessive emotional learning is also beneficial for children with visual impairments and their peers. They are taught to orient themselves gradually. In this case, it means knowing where you are, where you are going, and where you want to go. In the technique of visual orientation, it is noted that "white sticks" can be used only in a safe, familiar environment.

When children with vision problems travel in an unpredictable environment (especially blind children), they need sighted guides, that is, fully sighted people who can help them move from one place to another. Their understanding of the neighboring room, neighbors, companions, collective meetings, conversations, and discussions within the school is formed. Before talking to children with visual

impairments, it is necessary to introduce yourself to them and talk to them as if they were children. One of the most important stages is when the child trusts you and wants to work with you. The socialization process with the blind is relatively easy only when the actions are purposeful and properly organized.

Formation of social skills. Students with visual impairments may sometimes lack the necessary social skills. The reason for this is that they may not be able to see how other people manage social situations and, therefore, be able to imitate their behavior. Moreover, it may be because they had relatively little contact with people outside their families before coming to school. Establishing a system of friends at your school will help these children make new friends. You may also need to speak calmly with individual children from time to time. For example:

A child with visual impairments may or may be inclined to interfere in the conversation without paying attention to what others are saying. In this case, you should encourage the child to listen attentively to others and respond to their words;

- On the contrary, the child rarely intervenes in conversations. In this case, you should encourage the child to be less silent;

- o When the child is talking to others, they may be standing too close or too far from others, in which case you can politely suggest the child to be a little further away or a little closer;

- The child may not look at other people while talking or listening, creating the impression that their views are not interesting to them. In such cases, you should tell the child about this. During conversations, it's important to look at them and smile when needed, even if they don't see them.

- o A child with severe visual impairment may also be unaware of simple social gestures and customs such as saying goodbye or shaking their head, shaking their head in agreement or disagreement, so you may need to teach the child how and when to use them. When teaching social skills, it is very important to praise and encourage the child for any achievements.

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In the mahalla, one can organize meetings with children, conversations with activists, festive events, and roundtable discussions like "my peer is a friend to my peer." This acquaints children with the paths of the mahalla, the worldview of the population living on them, the formation of skills in making friends and communicating with them, and opens the way to the formation of the socialization process. He begins to

realize that action is necessary to enter the world in which he lives. He begins to feel the attention and affection of people around him.

When taking big steps for a visually impaired child, it sets a number of tasks

- studying the socio-psychological state and living conditions of each family on the part of the general public;

- providing accessible roads for children with disabilities on neighborhood playgrounds, special ramps for using playgrounds, and auxiliary equipment;

- Identify the general problems of the family with a child with a disability, as well as the characteristics of each family and its differences from others;

- studying the history of each family (chronic diseases, marriages between relatives), clarifying the personal characteristics, goals, and expectations of family members;

- Participates in monitoring the effective conduct of school education for children with disabilities;

- nogironligi bo'lgan oilalar uchun alohida sharoitlar yaratadi;

- ensuring the presence of ramps for entering apartment buildings and places intended for household services;

- it is important to conduct activities that foster tolerance and friendly relationships among children in the mahalla. -it is important to carry out such work as:

The goal is to support them in finding their place in society, to teach them skills such as independent movement, communication, and self-control in everyday life; to educate them as active, self-confident individuals in social life; to ensure their communication with society, provide psychological support, establish positive neighborly relations, and stre

CONCLUSION

Children with visual impairments are considered the most interesting and unique direction. Because they can sense sounds, subtle nuances, and fine motor skills that healthy students cannot perceive. It performs such tasks as providing comprehensive support to children from the family until they are integrated into social life. It is necessary to conduct explanatory work with their parents so that they can go for walks, actively move around the school in public places and narrow walkways. In this article, the goal is to create a healthy social environment among the parents of children with visual impairments and the general public, through the friendly attitude of neighbors and the mahalla towards the child, involving him in social activities, within the family: through communication, love, responsibility. in

the mahalla: through events, games, support groups. in school: through special lessons, supporting teachers.

Ularni sayrga chiqishi, jamoat joylarida tor yo'laklarda ham maktab ichida faol harakatlanishi uchun ularga tushuntirish ishlarini olib borish ota-onalariga tushuntirish ishlarini olib borish zarur. Ushbu maqolada orqali ko'rishida muammosi bo'lgan bolalarning ota-onalari va keng jamoatchilik orasida sog'lom ijtimoiy muhitni shakllantirish, qo'shnilar va mahalla bolaga do'stona munosabatda bo'lishi, uni ijtimoiy tadbirlarga jalb etishi, oila ichida: muloqot, mehr, mas'uliyatni bo'lishi orqali. mahallada: tadbirlar, o'yinlar, yordamchi guruhlar orqali. maktabda: maxsus darslar, qo'llab-quvvatlovchi o'qituvchilar orqali ularning ijtimoiylashuviga ko'maklashuv maqsad qilib olingan.

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