



The Influence Of Mental And Physical Development Characteristics Of Children In Need Of Special Help On The Process Of School And Family Cooperation

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Abstract: the article talks about the impact of mental and physical development of children with special needs on the process of school and family cooperation.

Key words: special, help, needy, children, mental, physical, development, characteristic, school, family.

Alohida Yordamga Muhtoj Bolalarning Ruhiy Va Jismoniy Rivojlanishi Xususiyatlarining Maktab Va Oila Hamkorligi Jarayoniga Ta'siri

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Annotatsiya: maqolada alohida yordamga muhtoj bolalarning ruhiy va jismoniy rivojlanishi xususiyatlarining maktab va oila hamkorligi jarayoniga ta'siri haqida gap borgan.

Kalit so'zlar: alohida, yordam, muhtoj, bolalar, ruhiy, jismoniy, rivojlanish, xususiyat, maktab, oila.

It is important to study the influence of the specific characteristics of mental and physical development of children with special needs on the process of preparing them for social life.

Wide use of the term "children with special needs" began in 1994 with the Salamanca Declaration. Here is the basic definition of "special needs". This



applies to all children and young people with various physical or mental disabilities or learning difficulties who need special support. Many children experience learning difficulties, or special educational needs, at certain stages of their schooling. According to prominent European scientists, despite the diversity of the children's population, they mostly have so-called normal or average developmental indicators, including educational abilities. At the same time, a certain number of children have indicators that differ from the average, and accordingly, from the pedagogical, social and medical point of view, these children are characterized as having special needs.

Let us dwell on the definition given by the famous French scientist: "Special needs is a term applied to persons whose social, physical or emotional characteristics require special attention and services, and who are given the opportunity to develop their potential. These include children with special abilities or talents, as well as children with physical, mental and social differences. The most common and acceptable standard definition of "special educational needs", especially in the member countries of the European Community, is given in the classification of International Education Standards: "people with special educational needs require additional resources. Additional resources may include: staff (to support the learning process); materials (various teaching methods, including auxiliary and remedial); financial (budget funds for additional special services).

The main principles of inclusive education:

- all children should learn together as much as possible, despite any difficulties or differences that exist between them;
- schools must recognize and meet the different needs of their students, and take into account different learning rates;
- ensuring quality education for all through appropriate educational support, institutional arrangements, teaching strategies, use of resources and cooperation with their communities;
- children with special needs should receive any additional support necessary to ensure their academic success.

The concept of inclusive education reflects one of the main democratic ideas - all children are valuable and active members of society.

Inclusive education is beneficial not only for children with special needs, but also for other healthy children, family members, and society as a whole. Interaction with healthy children contributes to the cognitive, physical, speech,



social and emotional development of children with special needs. At the same time, children with a typical level of development demonstrate appropriate behavior patterns for children with special educational needs and encourage them to develop and purposefully use new knowledge and skills. In the context of inclusive education, the interaction between students with special educational needs and other children helps to establish friendships between them. Thanks to such interaction, children learn to naturally perceive and tolerate human differences, they become sensitive and ready to help each other. Inclusive approaches also benefit families. In this case, families of children with special needs can receive help from other parents, who better understand what is characteristic and typical of their children's development, and also actively participate in the process of education and upbringing. Inclusive classroom teachers better understand the individual differences and characteristics of children, and also collaborate more effectively with parents and other professionals (physical therapists, rehabilitation therapists, speech therapists, social workers, etc.). Because through joint education, children learn to understand and tolerate human differences from childhood.

Children with special needs do not fall into one category according to the clinical description. There are a number of reasons why these students do not fall into the same category. These include the variety of reasons for the defect, as well as the different periods of time when the defect occurred.

Among the children in need of special assistance, together with students with persistent brain diseases (seizures, schizophrenia, etc.), students with brain damage in kindergarten and junior school age receive education. Damage to the brain may have occurred as a result of various injuries or as a result of infectious diseases (for example, encephalitis). Despite this, the majority of students in inclusive education are oligophrenic students. These students' brains are damaged by various harmful impressions during the period of pregnancy or early infancy. Such harmful effects include various diseases of the mother during pregnancy, injuries during birth, and deep damage to the brain as a result of severe diseases of the baby in the first months. A child in need of special assistance is easily susceptible to various negative effects, since the nerve cells in the brain system, especially the cerebral cortex, have a very delicate structure. The whole activity of brain cells changes to some extent and tends to be disturbed. Physiological processes occurring in the brain are not normal because there are mechanisms of mental processes. Children in need of special



assistance have intellectual and personal development deficits and specific disorders. Therefore, in the educational system of children with special needs, great importance is attached to the correction of developmental defects. It is important and urgent to study the intellectual disability of children with special needs, to determine the content, methods, and directions of working with these children during their development, because fundamental scientific research aimed at the education of children with special needs has not been carried out yet. In the available pedagogical, special psychological and methodological literature, only some information about the initial stages of the development of children of this category can be seen.

Early detection of disabled people, involving them in special education, - comprehensive development. education in the spirit of humanitarianism, selflessness, training, career guidance, prevention and rehabilitation of disabilities, preparation for life and adaptation to a society of normally developed people is one of the actual tasks. If a child is born with a physical or mental disability in the family, the problems in this family will increase, the upbringing of the disabled child by parents, medical staff, and teachers is of great importance. As a result of scientific research, it is clear that the sooner help is provided to children with physical and mental disabilities, the faster their disabilities will be eliminated.

In addition to the general developmental characteristics characteristic of children with special needs, speech defects are observed in them. All the researchers involved in the study of the development of their speech show that it is possible to observe the prevalence of speech deficits in children with special needs compared to their peers whose intelligence is preserved. According to the information provided by M.Ye. Khvatsev, 30% of children in need of special assistance are children with speech defects.

A. N. Graborov, V. I. Lubovsky, M. S. Pevzner, O. V. Pravdina, B. M. Grinshpun, R. I. Lalayeva and many other researchers have pointed out that there is a high prevalence of disabilities among children in the context of inclusive education for children with special needs. . According to Ye.I. Butskova, approximately 60-70% of children with special needs have various speech defects. L.V. Zankov shows that the majority of children who need special support of junior school age have cognitive impairment. According to I.P. Kornev, when children with special needs are admitted to inclusive education, 60% of mentally retarded children will have various disabilities. In the investigations conducted by



R.Ye.Levina and G.A.Kashe in the conditions of inclusive education, speech defects were observed in 65% of the students studying in the 1st grade.

According to M. Zeyeman, a foreign scientist, 40-50% of 1st graders in inclusive education have various disabilities. According to M.Zeyeman, the main difference between the speech disorders of mentally retarded and normal children is that in children who need special help, these defects have an organic character. O.P. Gavrilushkina studied the features of visual activity of children with special needs of preschool age and came to the conclusion that the influence of this activity on the formation of sensory processes (perception of shape, color, spatial relations) in them is very great. Besides. the author believes that when visual activity is properly organized, it allows children with special needs to develop their speech and correct their main defect. In the researches of O.P. Gavrilushkina, it is emphasized that special importance should be given to their development in the formation of visual activity in children with special needs. In the researches of R.Luria, V.I.Lubovsky, the formation of movement skills in children in need of special support is impaired in the executive function, which is characteristic for subjects of this category. proved to have a very negative impact. In children who need special support in teaching in the conditions of inclusive education, the dynamics of nervous processes are also disturbed due to the insufficient development of the brain. As a result of this, the brain's ability to analyze and respond to external influences is disturbed. As a result of damage to the peripheral parts of some analyzers, vision, hearing and other organ defects occur in many students with special needs. According to American psychologist Loven, one third of the examined students with special needs have visual impairments.

According to Kratter and O. Connors, most children with special needs make mistakes in distinguishing different colors. Naturally, these defects lead to impaired visual perception in children who need special help. According to Kodman, children with special needs have hearing impairments 3-4 times more often than normal students. According to Meyer-Gross and others, most of the students who need special support have a somewhat heightened sense of pain. Many children with special needs have defects of movement analyzers. Such defects are found in 50% of them, and their departure is somewhat delayed. One of the main characteristics of children who need special help is slowness in higher nervous activity, slow formation of conditional connections. For this reason, the education of children in need of help is slow. Scientific research



shows that it is difficult to differentiate among children with special needs. It is known that for the correct formation of conditional connections, nerve processes must have sufficient strength, excitation and inhibition. As a result of various degrees of damage to the brain of students, its functional state changes. Cells of some parts of the brain are damaged as a result of injuries and various negative effects. With this, the functional state of the brain deteriorates. As a result, excitation and internal active braking slow down.

Damage to different parts of the brain at different levels and at different times leads to a decrease in nervous processes - excitation and inhibition. Deterioration of the functional condition of the cerebral cortex, in turn, leads to the weakening of nerve cells. As a result of small, insignificant tasks, he falls into a "state of protective inhibition". Thus, the characteristic features of children in need of special help are the slowness of the excitation and inhibition processes of the brain system, their fragility, tendency to inhibition, insufficient development of the second signal systems. K.K. Mamedov studies the characteristics of children with special needs and describes their sensory and cognitive characteristics as follows. In children with special needs whose brains are damaged due to various diseases, intuition and perception are formed slowly and develop based on their own characteristics and deficiencies. In the process of knowing, intuition and perception have a special place and are preserved throughout life. Slow, narrow, superficial perception characteristic of mentally retarded students has a very negative effect on the entire mental development of the student in later periods. Children in need of special assistance can be divided into three categories according to the characteristics of their higher nervous activity. In schools, the excitability processes of the brains of most students have slowed down. These students form the main, first category. These students are lazy, slow-moving, poorly assimilated new information, difficult learners, and generally unsatisfying learners. New skills and abilities are formed very slowly for these students. However, a skill or competence that has been formed cannot be changed if the need arises. Therefore, it is necessary to act very carefully during the formation of any skills and qualifications. Children of this category rarely show initiative and independence. Despite the above-mentioned negative feelings of students belonging to this category, educating these students is a little easier than other categories of students.



Children belonging to the second category, in most cases, are excitable. In these children, the processes of excitation always prevail over the processes of inhibition. These children clearly stand out among students and respond quickly to all influences. They speak and act without thinking. Sometimes these children, while giving correct answers, add words that are not related to the lesson. If these children are shown a picture, they will speak according to their initial ideas without thinking. If the teacher asks a question to the whole class, these students either speak or shout without thinking, without even understanding the question. They do not look critically at their answers, they do not notice their shortcomings. In some cases, if the teacher stops them and asks them to think a little, they find the right answer without difficulty. The mistakes in the answers and actions of this category of students are mainly the result of their excitability and inability to control themselves.

A characteristic characteristic of children belonging to the third category is the predominance of the tendency to protective inhibition. However, such a situation can be characteristic of children of the first and second categories. But the third category is the predominance of protective inhibition in children, which determines their mental abilities. At the first meeting, these students create an impression of being smart, attentive, understanding, and easy to learn new information. Deficits in their cognitive activities are noticeable when they perform normal school tasks. If this student listens and understands the teacher well in a certain lesson, then in this lesson the student does not understand anything. As a result of this, the acquired knowledge of the child is not consistent, but is formed in a fragmentary manner. In some cases, the student can't speak the lessons he knows well. This is the result of the frequent occurrence of inhibitions and the inability of children to say what they know well. Thus, work experience in inclusive education shows that children with special needs can be divided into three categories of neurological activity:

1. Slow, lazy students;
2. Excitable, restless, unbalanced students;
3. Pupils who are excessively tired when performing mental tasks;

It is worth noting that although a number of doctors and oligophrenopedagogues have named this category of students differently, most of them are essentially similar to each other. In the works of M.S. Pevzner, dedicated to the classification of oligophrenics, sufficient information is given about the category of "excitable" and "braking" students. It is not in vain to



provide information about the characteristics of the third category of students described above. First of all, such students are less common among oligophrenics and more often among students with persistent brain diseases. There are many such students who need special support who are brought up in inclusive education.

Secondly, it is very important for teachers and educators to know the special needs of students who are brought up in inclusive education. In addition to the above-mentioned categories of students in need of support, there may be students with other characteristics in schools in the context of inclusive education. In addition, it is natural to meet students of mixed classes. Pure students belonging to this category can definitely be a disadvantage. A number of mental deficiencies of students in need of special support are corrected and corrected in the special education processes of schools in the conditions of inclusive education. Therefore, the organization of inclusive education in schools is of great importance in the organization of action games, trips, various art nights.

The increase in life experiences and knowledge of children in need of special assistance has a certain effect on the formation and development of intuition and perception in them. Children in need of special assistance can develop their thinking based on the development of intuition and perception.

The leading factor in the development of both a normal child and a child with special needs is education. Defects of children with special needs can be corrected and compensated. But for this, all the efforts of education and training should be aimed at eliminating the primary defect. Effective results can be achieved if the defects of children in need of special assistance are corrected, compensated, and the process of education and upbringing is carried out in cooperation with the family and the school.

In conclusion, it can be said that the reputation and personal examples of parents and adults around the child in the family have an educational effect on the preparation of children in need of help for the family.

That is why mutual love, trust, consequences, attention, mutual respect, emotional and expressive relationships play an important role in preparing children who need help for a family. It is also important to develop the skills and abilities of children who need special help to be diligent, loyal, willing to work in household chores for the family. Children with special needs should be taught from a young age that the family is sacred, that being a parent is a responsibility,



but that the meaning of life is the meaning of life, that being a father and mother is a heavy responsibility.

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