

The Role Of The Family In Preparing Children With Disabilities For The Family In Inclusive Education

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Abstract: This article discusses the special attention paid to inclusive education today, its essence, the main aspects of organizing inclusive education, the role of parents in preparing children with disabilities for family in inclusive education, their main tasks, the mental state of children, the creation of a system that meets the educational needs of children with different abilities, the process of interaction with families and parents, and the main results of work with parents in the implementation of inclusive education.

Keywords: Education, inclusive education, family preparation, child, disability, psyche, family, parent, ability, speech therapist, psychologist, collaboration.

Introduction: Our wise people, with their millennia-old history, have always paid special attention to the upbringing of children. Certainly, our people, along with providing material support for their children, strive to raise them spiritually mature, harmoniously developed, in the spirit of devotion to national traditions and customs, on the basis of morality, high spiritual values. In the family, parents, when educating and raising their children, should first of all study the personal qualities of children. Because the main misunderstandings or mutual disagreements that arise between parents and children arise from our inability to properly and fully understand their personality.

According to the World Health Organization, more than 50 thousand children with congenital and hereditary diseases are born annually in the world. From year to year, the number of people with disabilities gradually increases. They are mainly congenital: cerebral palsy, blindness, deafness, intellectual disability, basic mobility, etc., and the growing number of children with disabilities in the world requires the creation of a barrier-free living environment for them, finding ways to solve the problems of such a segment of the population, as well as their place in society. Therefore, creating the necessary conditions and searching for opportunities for the education and upbringing of

children with disabilities is the main task of scientific research in the field of modern science and special pedagogy.

One of the important steps in this direction was the adoption of the Law "On Education" in a new edition. In particular, Article 20 of the Law states: "Inclusive education is aimed at ensuring equal opportunities for all students to receive education in educational organizations, taking into account the diversity of individual educational needs and individual opportunities."

The issue of children's education, their shortcomings, especially speech deficiencies, and taking measures to eliminate them in the future has always been in the focus of special pedagogical science. In recent years, a number of works have been carried out in our country to develop inclusive education, and many scientists have conducted research in this area. The results of these studies are reflected in their candidate and doctoral dissertations, textbooks, monographs, brochures, educational and methodological manuals. In particular, in the works of foreign scientists A.P.Usova, K.P.Becker, M.Sovak, N.A.Ignatchenko, E.S.Almazova and others, it is widely covered.

Inclusive education in Uzbekistan and its main issues

were also studied in the scientific works of such scientists as Z.M.Akhmedova, M.Yu.Ayupova, M.P.Hamidova, L.R.Muminova, D.A.Nurkeldiyeva, Zh.V.Khusanova, L.Nurmukhammedova.

As a rule, inclusive education is a process of developing general education that provides opportunities for children with special educational needs to receive education and upbringing, consisting in providing quality education to all children, regardless of their abilities and circumstances. The inclusive education system guarantees equal access to education and special assistance for children in wheelchairs who cannot attend school, or children at risk, in any school located nearby.

American scholars consider inclusive education to be a radical transformation of public schools into joint educational tasks and needs of ordinary children and children with developmental problems. In European countries, especially in German-speaking countries, the term "inclusiveness" is used relatively rarely. They continue to use the terms "integration" and "collaborative learning."

From the first years of our republic's independence, special attention has been paid to ensuring all the necessary conditions for the physical development of children and adolescents as physically healthy and strong, spiritually and mentally mature individuals. Today, there are about 300,000 children with various types of disabilities under the age of 16 in the Republic of Uzbekistan with educational needs.

For parents, there is probably no blessing more precious than their own child. Both father and mother wish only good for their children. They live and work for their happiness and prosperity. And children should notice and understand this in a timely manner and try to rationally use the opportunities created for them.

Parents often don't know how to help their child, even if they see problems in their child's learning or communication with peers. Not noticing the problem is not an opportunity, it only exacerbates the child's moral decline.

One of the main qualities of a child is their spoiled nature. All children are prone to pampering, and the signs of pampering are clearly manifested in every action they take. When parents occasionally say pleasant, sweet words, children become spoiled. However, if parents don't always do what they do themselves, if their actions don't match what they say, their good words will never yield positive results. He won't be of any use to his own child.

Another way to raise children is to beat them. However, this is not an approved method. In this case,

a child who has been beaten many times becomes hardened and merciless towards others. He disrespects not only himself, but also his parents and close relatives.

In raising children, the father's firmness and unwavering resolve are considered important factors. Fathers need to make their children feel these qualities. Mothers, in turn, should remind children of these same characteristics of fathers, thereby preventing their children from various bad habits. Parents should not spare their love to support their children spiritually throughout their lives and ensure the formation of healthy thoughts in them. Children who grow up feeling genuine affection develop their personality, worldview, confidence in the future, and can find their place in independent life.

The creation of a system that meets the educational needs of children with different abilities is ensured by the continuity of preschool, school, vocational, and higher education systems. Mutually beneficial cooperation can be carried out in the following forms:

- By organizing various games and interesting activities in preschool educational institutions;
- Joint holding of school pedagogical councils and meetings, parent meetings, and educational events;
- Further increasing the responsibility of responsible employees of educational institutions;
- Strengthening cooperation between school, family, and mahalla, etc.

Lack of understanding and proper upbringing of children's psychological state, as well as not knowing how to interact with children, negatively affects the relationship between parents and children. As a result, various problems arise in the mental and physical development of children. Parental upbringing has a significant impact on the child's mental state.

Another important function of the family is upbringing. The foundation for the intellectual, physical, moral, and aesthetic education of children with disabilities is laid within the family. The family is responsible not only for laying the foundation of the building called human, but also until its last brick is laid. Parents are artists, a child with disabilities is a work of art, and the upbringing process is art itself. After gaining independence, the revival of our national values and the national customs and traditions that our people have preserved since ancient times (in the upbringing of children with disabilities, in addition to parents, the influence of grandparents, relatives, and the mahalla) are of great importance in this regard. Some of the children's natural birth defects, and sometimes intellectual disabilities, may not be noticeable from the outside. Of

course, from an early age, a child's physical disabilities are immediately taken into account by parents. However, each person's shortcomings, that is, physical or mental

Families with children with disabilities require special attention. After collecting information about such families, a special plan is developed. First of all, special recommendations are developed on how parents care for such children. Every child with disabilities is treated by a pediatrician, teacher, psychologist, neurologist, speech therapist, and therapist.

The communicative function of the family serves to satisfy the need of family members for mutual communication and understanding. Psychological research emphasizes that various social orientations, attitudes, emotional culture, a person's moral, spiritual, and psychological health - the nature of mutual, internal communication in the family, the manifestation of psychological attitudes in communication by older family members, are directly related to the moral and psychological climate in the family. The main goal of working with the family is to create favorable conditions for the personal development of all family members (physical, mental, social, spiritual, moral, intellectual), to provide comprehensive moral support, as well as to protect the child and their environment from the negative impact of various factors on personal development.

The process of interaction with the family and parents includes:

- study of the family's living conditions;
- clarification of the general problems of the family and the study of its features;
- clarification of differences from others and the goals and aspirations of the family;
- observation of forms of answering questions or reacting to surrounding events (silence, speaking quickly or too much, quarrels, aggression, behavior, distrust, etc.);
- to study what assistance was previously provided to such families and what assistance can be provided in the future;
- studying the past and personal characteristics of family members.

One of the important areas of work with parents raising children with disabilities is the presence of public associations (unions) of parents of children with disabilities. Because such an association or association is a reliable guarantee that they will not be isolated and will be in the process of constant communication. Such associations, created to provide assistance to families raising children with disabilities, set themselves such

tasks as parents paying sufficient attention to their child, instilling in the child's consciousness the concept of "special laws of development," and maximizing the realization of the child's personal, intellectual, creative, and social resources. In this case, traditional and non-traditional methods can be used.

From a scientific point of view, parents also have different characteristics, acquire different significance in terms of their composition, interests, status, and needs in an inclusive educational environment, and harmony in their relationships and connections is not always formed. This, in turn, influences the development of inclusive education.

In the context of Uzbekistan, work with parents on the introduction of inclusive education in the preschool and school education system can consist of the following areas:

- conducting pedagogical, psychological, and sociological surveys among parents to determine their knowledge and understanding of inclusive education, and to study their attitude towards inclusive education;
- conducting the necessary explanatory and promotional work by psychologists of general education schools at parent meetings, as well as in mahallas, on the essence, goals, and objectives of inclusive education;
- identification of children with disabilities in the regions, conducting work to involve them in inclusive education with their parents;
- strengthening cooperation between educational and medical institutions and parents to involve children with developmental disabilities in inclusive education in specialized state educational institutions for children with disabilities;
- Providing online consultations on the implementation of inclusive education through social networks, recommendations for children in need of inclusive education, handouts

The task of parents in the family is to calm the children, alleviate their worries, and create the necessary conditions and a favorable internal environment for them in the family. The development of a child with disabilities largely depends on family well-being, the active participation of parents in their physical and spiritual development, and, of course, the quality of individual education. The regulatory function of the family includes the management system of relationships between family members, as well as the implementation of primary social control, dominance, and authority in the family. This involves adult supervision of the younger generation and their material and moral support. In the past, the

management function of the family was also defined to a certain extent formally. According to it, it is noted who is the head of the family, his authority and superiority, and this member of the family (mainly the father) is responsible for his children and family members throughout his life.

CONCLUSION

In conclusion, it can be said that the management function of the family is mainly carried out with the help of moral norms, the personal authority of family members, and, first of all, the authority of parents in their relationship with children with disabilities. Accordingly, in some families, family management and leadership are carried out taking into account the interests and capabilities of family members, while in some families (separate spouses), as a result of the desire for leadership, there is an increase in family conflicts, children with disabilities are left out of all attention, and as a result, they enter the path of crime. The presence of female leadership in some families can lead to an increase in female characteristics in the personality of a boy with disabilities. At the same time, the family's management function includes managing and controlling the behavior, responsibilities, and obligations of family members.

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