

CREATING A STABLE MENTAL CLIMATE IN THE FAMILY, AS AN IMPORTANT FACTOR IN PREPARING YOUNG PEOPLE WITH INTELLECTUAL DISABILITIES FOR FAMILY LIFE

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ABSTRACT

Father in implementing the process of developing socio-pedagogical work of future defectologists, creating a healthy mental climate stability in the family, regulating the interrelated elements of preparing young people with intellectual disabilities for family life, organizing education based on modern technologies. - mutual cooperation of mothers and pedagogues (specialists) is envisaged.

Keywords: modern technologies, pedagogue - defectologist, cooperative educational process, improvement, adulthood.

INTRODUCTION

The issue of adapting children with developmental disabilities to social life is one of the urgent issues of psychology. The attention of researchers is focused on adaptation of students in the form of its general characteristics, importance and economic phenomenon. The process of focusing the study of this mechanism on one or another generality requires knowledge of descriptive objective laws. The upbringing of children with mental and physical development deficiencies should be directed to the correction of the "social error" caused by the violation of the norms of walking and standing as a result of the children's relationship with the social environment suitable for them. (L.S. Vygotsky) D.N. Isayev, D.V. Kogan explain the manifestation of sexual activity in the case of nervous and mental distress, and compare it with the norm. V. A. Malinauskene, according to the data of 23 examined adolescent oligophrenic girls, high sexual desire occupies the main place. Many people are critical of their morals. Most girls start sexual life at the age of 11-12-14. This is mainly found in families with a low spiritual level. (Ye. Marshchinina, G.B Shoumarov).

Issues of sexual education in the development of abnormal children are complicated by their own characteristics. Mentally retarded children have a low level of mental development and are susceptible to harmful influences. Because they cannot take a critical approach to their actions. In them, a change in the relationship between strong emotions and intelligence, false compensatory education, lack of iba, delays in moral norms, wrong attitude towards the opposite sex occurs. The passive puberty period of mentally retarded children is difficult for character formation. It is related to sexual physiological and mental changes.

L.S. Vygotsky considers adolescence to be the most difficult period in human ontogeny. Before that, the tranquility that occurred during childhood was characterized as a period of disruption due to puberty. Active functioning of sex hormones and changes in the nervous system occur. This is why they flirt in vain, stop being interested in marriage, have a high level of influence, have a fight in the relationship, and increase sexual activity. S.Ya Rubinshtein, "children with mental retardation begin relatively late to carefully examine the concepts of social system and

morals as a result of the lack of specific development of thinking, which is based on general concepts and objective facts. deprives him of opportunities to learn human culture from an early age.

K.S. Lebedinsky gives similar information. In the development of sex, only sexual instincts cause freedom in the character. Mentally retarded children do not develop in these legal tariffs, they consider the transition to sexual life a difficult period. For this reason, the task of sexual education should consist mainly of "Catching subjugation and fighting against harmful habits. L.S. Vygotsky's provision of the primary and secondary laws of development of the higher mental function of anomalous children is considered a theoretical basis. Educational activities are carried out to improve the leading role in the formation of the child's morals. Despite the difficulty of raising abnormal children, all the problems are the need to raise moral qualities in them, and A.N. Smirnova attached great importance to sexual education and emphasized as follows

The first social environment for a mentally retarded child is the family. The positive decision of the parents and family members regarding the mentally retarded child and his disability is considered from the families.

In order to study the readiness of anomalous children for family life in the future, we studied the literature on issues of family education, and in the "Defectology" magazine, at scientific sessions, conferences, in educational manuals on oligophrenopedagogy, information on the education of auxiliary schoolchildren and anomalous children was published. we studied the works. (Aytmetova S.Sh, Agavelyan O.K, Asafova A.G, Gordiyenko Ye.A., Karvyalis V.Yu, Minkovsky G.M, Pavlova N.P, Sagdullayev A.A, Rau A.I, Smirnova A.N, Morshchinina Ye.A, Shoumarov G.B and others) In these works, the social status (rights) of children with developmental disabilities in a small environment is studied. Pedagogical and spiritual conditions of social, material and spiritual development of children with different types of developmental disabilities in the family and the joint work of school, family and community in raising anomalous children are studied. T.I Goldovskaya, L.G Krasovskaya, V.Yu Karvyalis, A.I Raku, A.N.Smirnova, etc. help students' readiness for life and work depends on the family's level of education and profession of the parents, their positive example they note that it depends on the composition of the family to get attention, but also on proper upbringing.

When forming his own family, he adapts to the family relationships that occur in the same small environment. Oligophenic children live only in financially poor families V.Yu Karvyalis, A.I. Rau notes that non-perfect families that do not fully meet the requirements are two to three times more responsible for auxiliary schools than for general education schools.

According to Sh.N Nichayev's information, most families with mentally retarded children are incomplete. 28.4% of mentally retarded children are mostly half-orphans who have only their mother, usually these children were born out of wedlock, and children of this category do not receive any help from their fathers. Sh.N. Nichayev "provides a table of the family situation of students of auxiliary schools in the region of Russia. From 700 students of grades 1-8 who were examined

They have parents	466	66,5 %
Half orphans	199	28,4 %
Orphans	35	5,1 %

The mentally retarded (hyperopia, giopeka) has an extraordinary situation in the family. When the social function of children with developmental disabilities is violated or excluded, family peace, health, material security, and the state of interpersonal relationships in the family are taken into account. A.I Raku, V.Yu Karvyalis, the factors that cause difficulties in the family environment in the upbringing of mentally retarded children and adolescents are identified. These are the events that happen in some cases, the disorderly relationship of parents to marriage, quarrels in life, the consumption of alcohol and drugs by family members, the immoral lifestyle of one or both of the parents. Unpleasant marital status also includes the following factors. Incomplete structure of the family (absence of one of the parents), low cultural and educational level, insufficient level of pedagogical and defectological information. The indicated factors are often manifested in mutual relations.

A.I. According to Ushakova's research, when she studied the impact of family quarrels on the voluntary development of a child, according to conflictogenic factors, the low level of social direction of husband and wife is their incompatibility.

In order for the education to be effective, parents should have appropriate defectological training, acquire a special methodology based on the knowledge of anomalous children, the specific characteristics of mental and physical development, and know the specific characteristics of their sensitive period of development. The family should educate their child in the direct development of the defectologist. Counseling to parents should be done through spiritual services in a child counseling center. (N.L. Belopolskaya). Targeted and regular work with the families of their pupils, especially families in an unfavorable situation, is part of the role of auxiliary schools. The authors pay special attention to the improvement of the family situation, the normal attitude of parents to their children. The main tasks of mentally retarded children's preparation for family life are carried out through school.

According to research data, 80% of mentally retarded children find a family before the age of 25. The author notes that even mild mental retardation is a serious obstacle to family life. It is known that 73.2% of the former students of the auxiliary school were not married. Later, the percentage of school-aged children who live independently gives a low indicator compared to other categories of disabled persons. Family and school did not adequately prepare them for family life. Ye. U. Chinge's researches confirm V. Yu. Karvyalis' information that students with mental retardation are not prepared for family life. In them, the departments and qualifications of personal hygiene skills, manners, manners, and household management are formed. All these are necessary components of preparation for family life.

This educational work is evidence of the need to prepare children for family life not only at school, but also after graduation. Ye.A Marshchinina, G.B Shoumarov provide interesting information about the family imagination of mentally retarded children and graduates of special schools... Especially such marriages moral behavior is manifested in deviant girls. Researchers speculate that this is due to the reasons for the immature development. At the

same time, the importance of the relationship between the sexes is extremely important. On top of that, special school students do not have certain knowledge about the physiology and psychology of sex and sexual life, starting a sexual life. For PRS eighth-grade children, who are at the upper grade level of family schools for their age, the authors recommend that the subject "Ethics and Psychology" of family life be included. In their research, the authors come to the conclusion that it is necessary to improve the conditions for activating the scientific study of the family problem, to focus the attention of the school and the community on the factors of the unpleasant and difficult situation.

These conclusions, in our opinion, are the main content of preparing mentally retarded children for family life. Ethical standards are a very important factor in preparing for family life. Mentally retarded children are especially characterized by their insufficient understanding of moral and moral norms. Labor lessons create labor skills and qualifications, biology lessons include knowledge about sanitation and hygiene, physiology of male and female body, daily routines, eating equipment, introduce the harm of smoking and alcohol. Mother tongue and some moral concepts of literature cover the culture of mutual relations between young men and women. The science of state and legal foundations covers knowledge about the family (family and marriage to society, their moral foundations, rights and duties to formalize marriage). The analysis of the general and defectology literature related to the research problem allows us to come to the following conclusions.

1. Having in mind families with mentally retarded children, most of whom are in a difficult social situation, first of all, it is necessary for the auxiliary school to solve the task of training this contingent in close cooperation with the family and the community.

2 It is necessary to pay special attention to the family education of families in unpleasant and difficult situations.

3 The general education program of the auxiliary school has many possibilities for preparing mentally retarded children for family life, but it needs to be improved in accordance with the level of today's demands.

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