

# Modern Approaches To Preparing Children With Disabilities For Family Life (Example Of Mentally Weak Children)

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*Abstract. In our country, a huge work is underway to provide comprehensive support for children with disabilities. The gradual preparation of children in the process of lifelong education for their future family life, based on the characteristics of their mental and physical development, is one of the most important factors in their socialization. This article deals with modern approaches to preparing children with disabilities for a future family life on the example of children with mental retardation.*

*Key words: Disabilities, mental retardation, child, family, educational institution, preparation for family life, socialization, curriculum.*

## 1. INTRODUCTION

In Uzbekistan, as one of the spiritual values and social principles of the state and society, constant attention is paid to creating favorable conditions for children with disabilities to live a full life, actively integrate and adapt to society.

In the nearly 30 years since independence, more than 80 laws and regulations have been enacted that express the rights of persons with disabilities, including children.

In the words of the head of our state Shavkat Mirziyoyev, "Protection of human rights and interests has been recognized as a priority of the state policy in our country, and ensuring equal rights for citizens has become a priority" [1].

Strengthening state support for people with disabilities is one of the priorities in the development of the social sphere in the "Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021", approved by the Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No PF-4947 selected.

## 2. THE MAIN RESULTS AND FINDINGS

The Decree of the President of the Republic of Uzbekistan No. PF-5270 of December 1, 2017 "On measures to radically improve the system of state support of persons with disabilities" raised the issue of "strengthening the interaction of persons with disabilities with family, society and the state." appropriate tasks have been identified in this regard.

Improving the quality of educational services for children with disabilities, including the provision of educational institutions for children with disabilities in the "Concept of Development of Public Education of the Republic of Uzbekistan until 2030", approved by the Decree of the President of the Republic of Uzbekistan dated April 29, 2019 No PF-5712 The gradual provision of boarding schools with special equipment for the adaptation and integration of such children has been identified as one of the main goals and directions of development of the public education system.

According to the new Law of the Republic of Uzbekistan "On Education", children with physical, mental, sensory or mental disabilities, as well as children in need of long-term treatment should be educated in public specialized educational institutions, general secondary and secondary special educational institutions inclusive or at home "(Article 9), "training of persons with physical, mental, sensory or mental disabilities shall be carried out on the basis of special curricula "(Article 34). Also, Article 55 of the law is fully devoted to the issues of "education and upbringing of children with physical, mental, sensory or mental disabilities." In short, the strengthening of the family in accordance with the provisions of the UN Universal Declaration of Human Rights and the Convention on the Rights of the Child; aimed at protecting the rights of each of its members, creating opportunities for them to fully enjoy their rights and freedoms in family relations "[2, p. 273].

This can be seen in the work of preparing this category of children for family life in specialized public educational institutions for children with physical or mental disabilities in Uzbekistan.

Preparing children with disabilities for family life is one of the important factors and conditions in their socialization and active integration into society. Therefore, we will try to find an answer to the question of whether it is possible to prepare children with disabilities for family life in the example of mentally retarded children.

Today, in the world of modern special pedagogy and psychology, the growing importance of the social approach to the concept of "disability" is in stark contrast to the fact that this category of individuals not only need the help of others to form a separate category of society. It is recognized that it is necessary to study the possibilities of their active integration into society and socialization, to help them develop as a person who is able to meet their needs in various fields through correctional and pedagogical technologies and methods [3, p. 176].

L.S. Vygostkiy, S.L. Rubinstein and A.N. Well-known psychologists such as Leontev, based on theoretical and practical research, have found that in the process of ontogeny, the human psyche, unlike the individual development of the animal psyche, has its own characteristics and developmental conditions. There are two types of experience in the development of the animal psyche: genetic and individual (learned through study). Along with them, a special type of experience - social experience - emerges and begins to play a leading role in the development of the child's psyche [5, p. 408].

Including L.S. Vygotsky, in advancing the theory of the two stages of a child's development, distinguishes between active, that is, his activity based on his own activity and under the influence of others, that is, in the "immediate sphere of development." Socialization is an activity related to a child's "immediate developmental area." It is this circle that makes the

child a participant in the process of "cultural development" put forward by the scientist [5. p. 656].

L.I. According to Akatov, social experience "includes knowledge, skills and abilities acquired in the process of personal experience through education and upbringing ... The formation and mental development of the child's personality, which acquires social experience, is not automatic, but actively interacts with the environment" [6. p. 212].

The emergence and improvement of social experience in children with disabilities is more complex than in normally developing children. The reason is that physical and mental disabilities prevent them from acquiring knowledge, skills and abilities in various areas of life in accordance with their age and have free access to socio-cultural relations.

For this reason, we note that Professor L. Muminova said, "Currently, the problem of education, social adaptation and inclusive education of children with developmental disabilities is one of the most pressing and complex theoretical and practical problems. On the one hand, the increase in social attention to people with disabilities, regardless of their physical, mental and intellectual abilities, on the other hand, the need to protect the dignity and rights of a democratic, civil society - determines the urgency of psychological and pedagogical activities of this group. we agree [7. p.386].

Today, the principle of "independent living" is promoted as a final result of the socialization of children with disabilities. According to him, this category of children should live in society and never be separated from it [9. p.96]. The reason is that family life is a complex stage of socialization of a person, including people with disabilities, and at the same time the result of previous stages. There is no denying that education is more important than other social institutions.

- In particular, it is important to prepare children with disabilities for family life by:
- they cultivate the idea that the family is one of the highest values, that the family as a pillar of our society is fully respected and legally protected, and a sense of respect for the family;
- acquires knowledge, skills, abilities, as a whole, social experience related to family life and activities in various spheres, as healthy children, from the earliest stages of development;
- As a result of the formation of reproductive culture, the chances for the birth of healthy children and the healthy growth of children born in this category of families will increase;
- they prevent the commission of various offenses and crimes, first sexual intercourse and then family life;
- Ultimately, as a result of the strength of families with disabilities, the stability of society will be further strengthened.

Research over the years has given us the impression that preparing mentally retarded children for family life is a process with its own complex, unique pedagogical and psychological solutions.

One of the classic defectologists, E. Segen, while studying children with mental retardation, said, "Physically he cannot do it, mentally he does not know it, and mentally he does not

want it. If he wanted to, he could have done it and he could have known. The tragedy is, first of all, he doesn't want to. " [10, p.59].

The complexity of education and upbringing of mentally retarded children is associated with a number of other psychophysiological defects, such as lack of willpower, heaviness of attention distribution, rapid fatigue and high levels of distraction. Children in this category prefer methods that do not require as much willpower as possible when performing certain behaviors, and are more prone to imitation.

Compared to healthy peers, the formation of interpersonal relationships is more difficult in mentally retarded students. These children are usually not enterprising enough, for them the inadequacy of reactions, lack of deep understanding of the nature of relationships with others is also a characteristic feature. In addition, complete or partial loss of perception, information, movement, etc., negatively affects the formation of high mental functions in them.

Such factors delay the development of the child as a person and prevent him from understanding his "I". In general, delays in psychological development as an individual also hinder the full assimilation of social experience.

At the same time, for children with mild mental retardation, correctional and pedagogical processes do not cause complications, ie rapid adaptation to the correctional learning environment, adequate expression of emotional attachment to family members, peers and educators, orientation to the environment and events (orientation) ) have also been studied to make it relatively easy for certain behavioral skills to be mastered. The fact that the majority of this category of children have sufficient social experience and are able to self-manage and live independently as adults has been proven in practice.

We should not forget the opinion of LS Vygotsky: "We feel the particles of defects, we ignore the huge, rich aspects that children with disabilities have." [10. p.35].The availability of such opportunities allows mentally retarded students to look with confidence to the solution of the problem of preparing them for future family life.

It should be noted that while the scientific and practical research of foreign and domestic scientists on the problems of families with children with disabilities is significant, the pedagogical and psychological problems of preparing this category of children for family life have not yet been studied in detail.

Based on research on the general issues of preparing mentally retarded children for family life, we can identify the following modern approaches as a methodological basis.

In special pedagogy today, the first stage in the formation of certain knowledge and skills in mentally retarded children is dominated by the idea that it consists of arousing and strengthening the child's interest and desire to acquire these skills through various methods and means.

Programs for this category of children's educational institutions should focus on "reducing the impact of deficiencies, prevention and shaping the child's personality based on existing positive qualities, as well as the formation of his worldview, socially significant knowledge, skills and abilities, and corrective activities based on them. a prerequisite is its practical orientation" requirements are increasing [11].

In accordance with these requirements, the gradual formation and development of knowledge, skills and abilities related to family life in mentally retarded children is one of the

primary and important tasks in education. Learning the rules and norms of behavior, rights and responsibilities will make a child's life in society easier. Learning to live in a society and finding one's place in it is recognized as one of the most important conditions for independent living [12, p.139].

It should be noted that to date, the issue of sex education has been a major factor in preparing children with disabilities, including mentally retarded children, for family life.

Scientific sources state that this type of upbringing is "directly related to the physical, mental, spiritual and aesthetic development of the individual" and that its main task is to promote the good growth of the younger generation, the formation of the reproductive function, marriage and family. [13, p.156].

Mentally retarded children are less aware of gender issues than their healthy peers. This is because parents are reluctant to inform their children about gender issues, so they get limited information mainly from their peers. As a result, mentally retarded children are easily succumbed to immoral behavior. Once married, they often find it difficult to adjust to family life. A. Smirnova argues that "taking into account the psycho-physical characteristics of mentally retarded children, based on the positive example of adults, these children should be taught to control their desires as soon as possible." [14. p.104].

Based on the above, most of the research has been related to the problems of proper implementation of curricula, programs and projects in the family and in special education institutions, which contain elements of sexual education that require an individual and differential approach, taking into account the age of mentally retarded students. .

But it is also natural to ask whether preparation for family life consists only of sexual education or whether this issue is of paramount importance.

Current pedagogical and psychological research reveals the importance of providing children with information on the moral, legal, psychological, physical, hygienic and economic aspects of the family in preparing them for family life, which includes the following goals and objectives (DN Sokolova classification on) [15. p.285].

- upbringing a child as a full-fledged person and citizen with his own rights and responsibilities in the family;
- The formation of a system of needs and special qualities necessary for the child to enter the complex socio-economic world and processes of the family;
- to create a structure of development as a whole person, ready for family relations, based on the psychological characteristics of the child's age, while looking at him as a subject of self-improvement;
- Development and improvement of methods and technologies of the social rehabilitation process aimed at the formation of the child as a person who is able to freely express their willpower in different situations and situations of family relations.

IP Lotova conditionally divides the preparation of children with disabilities for family life into three areas. These are:

- "formation of knowledge and skills necessary for a full life in the family;
- Specially organized work on the development of skills necessary for independent life, as well as family life;
- Expert assistance in the development of the child's perception of family life" [16].

NM Galimova scientifically analyzes the issue of preparing mentally retarded students for family life, noting that the readiness for family life is based on the "existence of ideas about family life, self-esteem as a future family owner, the presence of knowledge about the moral and psychological foundations of family life, family relationships, their management and control, the existence of appropriate moral feelings that ensure the stability of the marriage" highlighting the criteria [17]

In Uzbekistan, due to the developmental characteristics of mentally retarded children, preparation for family life is considered to be important for their education, vocational training, as well as their active integration into society and socialization. That is, "In today's era of radical changes in the productive, social and spiritual spheres of society, the level of preparation of students for professional and family responsibilities plays a crucial role in ensuring the consistency of socio-economic development, development of individual potential, effective social adaptation Identifies the socio-economic need to prepare mentally retarded children for family life in order to make them real members of society [18. p.15].

In addition, modern psychological research suggests that mental health is "the criterion for a person to realize his social and biological nature, to be an active subject of his personal life in a changing world," and that mental health is applied to the individual in a broad sense. In addition to the mechanisms, it also includes the spiritual world of man as a higher being [19, p.31].

Family life, as an integral part of social experience, gradually prepares children with disabilities for it, which in turn serves to strengthen the psychological health of the child.

Research in Uzbekistan has identified a number of problems in preparing mentally retarded students for family life and the scope and direction of work to address them.

Studies have shown that there are a number of problems associated with preparing mentally retarded children for family life:

It is known that the family is the first link in the socialization of children with disabilities. Observations show that in such families, although they have a constructive attitude towards the child (striving to form and develop the necessary skills in the child through the correct acceptance of problems) [4], the lack of necessary knowledge and skills to prepare children for family life can not be ignored.

Parents (relatives) of children with disabilities try to eliminate the physical and mental developmental defects in their children as much as possible with the participation of specialists at different stages of development. However, they are almost uninterested in their potential opportunities to start a family and have children in the future. In our opinion, the possibility of marrying children with disabilities should be identified in the early stages of development with the participation of specialists using the achievements of modern medicine and psychology. Providing families with basic and scientifically based information about their children's chances of getting married in the future provides the basis for the following:

- The family develops the right vision and attitude to the future family life of children with disabilities;
- The responsibility for preparing the child for family life in the family and the need for knowledge and skills in this area is growing;
- Preparation for family life from the earliest stages of a child's development is carried out on

a systematic basis;

- Prevents a variety of problems (including problems with sexual satisfaction) that occur in the later stages of a child's development.

It should be noted that sex education is only part of this process in preparation for family life. The problem can be solved only if it is based on the spiritual, moral, legal, physical and economic aspects of family life.

Education is the next level of human socialization after the family. Its importance is enhanced by the fact that social experience is more regulated than other institutions and is presented on a scientific-theoretical and practical-methodological basis. In particular, the education of the individual through the formation of the most optimal model of behavior in personal, family, social life and work is one of the main tasks of specialized educational institutions for more than 80 children with physical and mental disabilities in our country.

Due to the fact that the education of children with disabilities is carried out mainly in specialized institutions, we found it necessary to make some comments on the preparation of students for family life.

At present, a number of activities related to the preparation of students for family life are being carried out in these institutions, and positive experiences are being accumulated. But there are also problems, the solution of which directly serves to further improve the existing situation:

- there is a need to improve the practical and methodological support for the preparation of students for family life in the existing specialized educational institutions, based on the characteristics of psycho-physiological development;
  - insufficient organization of practical strengthening of theoretical knowledge and skills to prepare students for family life;
  - cooperation with other social institutions is below the current level of need and the existing opportunities are not used properly and effectively;
  - the need to increase the knowledge and skills of teachers and psychologists of educational institutions to prepare students for family life is not met in a timely manner, etc.
- Faced with these and similar problems, the following areas have been identified for their solution, which should be implemented through the social partnership of institutions that promote the socialization of children with disabilities, and the first practical work has begun.:

*At the family level:*

- Early detection of family opportunities for children with disabilities using effective methods of medical and psychological diagnosis;
- Improving the knowledge and cultural level of families to prepare children with disabilities for family life (consulting, methodological assistance).

*At the level of education:*

- While there are different educational institutions by specialization, each of them has a special program to prepare children with disabilities for family life;
- In determining the form and content of activities, pay special attention to their compatibility in the educational process and in the implementation of extracurricular activities;

- Creation of new series of teaching and methodological manuals for students, teachers and psychologists, reflecting new problems and their solutions, extensive use of advanced pedagogical and information technologies;
- organization of short courses, seminars and trainings on short-term, distance and other modern methods for professional development of teachers and psychologists.

*At the level of public and non-governmental organizations:*

- Development and implementation of projects and programs for the organization of medical, legal, social, pedagogical and psychological assistance to families raising children with disabilities;
- Cooperation in the organization of the educational process and extracurricular activities related to the preparation of students of specialized educational institutions for family life, training of teachers and psychologists.

As a practical result of research on preparing mentally retarded children for family life, a curriculum on the subject "Preparation for Family Life" for grades 9-10 of auxiliary schools and boarding schools for mentally retarded children was created and is currently being used in practice.

The main goal of the program is to prepare mentally retarded students for future family life in a special educational environment, based on their physical and mental development characteristics, in this regard, the relationship of the family with the state and society, the social responsibilities of the family. and the formation and development of a number of important skills, competencies and social experiences, such as family health, child rearing, family economics, home culture, entrepreneurship, family spirituality, relationships with relatives and the community, and achieving psychological balance and stability in the family marked as.

Based on the principles of scientificity and comprehensibility, the selected topics range from simple to complex. Theoretical knowledge is intended to be formed in harmony with practical skills. The content of the lessons is shaped according to the age and psychological characteristics of the students.

The program also takes into account the following:

1. Relying on the results of foreign and national research in the field of pedagogy, special pedagogy, sociology and other sciences related to the preparation of families with disabilities and this category of adolescents for family life in the selection and placement of topics.
2. Incorporate national features, in particular, trends in socio-economic development, the principles of national and local social context into the content of the block-module structure.
3. Types of work to focus on the trajectory of advanced pedagogical, correctional, methodological and technical goals and objectives and conditions of teaching science.
4. It was taken into account that the topic and teaching materials can be easily combined with the tasks of the educational process in the institution.
5. In preparing students for family life, pay attention to the fact that some topics are taught separately for boys and girls, and on the basis of the principles of gender equality.

Based on almost 6 years of practical experience, methods and technologies aimed at forming, systematizing and expanding knowledge and skills on family and marriage issues in mentally retarded adolescents have been improved. The following rules were followed:

- Preparation for family life should allow adolescents to successfully adapt to the future family community, improve their cognitive processes and form a holistic adolescent personality;
- The existence of the system can be achieved if the joint activities of teachers and students in the classroom and extracurricular activities on the formation of a culture of family life and a healthy lifestyle are based on a single set of requirements;
- It is easier for students to successfully acquire special knowledge and skills if the lessons are conducted using role-playing games, which reflect the various aspects of family life, the real, real-life problem situations;
- The results of correctional and educational impact will be high if the activities of students in cooperation with parents are effectively organized.

1. The following principles of preparing mentally retarded children for family life in specialized state educational institutions for children with disabilities have been identified and work is being carried out on this basis:

1. Orientation to the formation of an integrated developed personality, reflecting the interplay of personal and social interests;
2. Integrity, which serves as a part of the system of upbringing, socialization and spiritual-educational work, planning and evaluation of specific measures for the formation of future family members;
3. Comprehensibility of the study material, scientific based on taking into account the mastery of mentally retarded adolescents;
4. Not to encourage sexual intercourse in the formation of sexual education in students (sexual education should not reflect the motivation for sexual intercourse.);
5. Diversity of forms of educational work;
6. Divide senior students into groups based on their level of readiness to build a private family life, and a diagnostic approach that requires an individual and differential approach to individual students and groups of students;
7. Take into account the combination of different sources and factors of education (family upbringing, environment, communication, society, media).
8. Consideration of age characteristics: At each age, a person's psychological development reflects not only quantitative but also qualitative changes. For this reason, special attention is paid to the development of norms of interaction in adolescence, the understanding of sexuality, the rapid formation of value orientation in the field of family and marriage, the expansion of the social environment.

A number of pedagogical conditions are met in order to have an integrated system of exposure to mentally retarded students. These are lessons on preparation for family life, extracurricular activities, spiritual and educational activities, each of which has its own characteristics and goals.

The main components of the current curriculum are identified as follows. These are: Family-society-state, social bases of family, family and reproductive health, family economy, family spirituality, psychological bases of family.

Each component is also designed to provide students with the knowledge, skills, and competencies they will need in practical life.

In general, today's educational programs related to the preparation of mentally retarded children for family life differ from the previous ones with the following positive aspects.

- The development of an integrated system of preparation of mentally retarded children for family life;
- serve to improve the form and content of work in this area in specialized public educational institutions for children with intellectual disabilities;
- The ultimate goal of preparing students for family life is to promote their socialization and active integration into society;
- Consistent improvement of professional knowledge, skills and abilities of teachers in this area, improvement of methodological support;
- The widespread use of non-traditional forms and methods of education in education, extracurricular and spiritual-educational activities;
- accuracy of components of preparation for family life, ease of mastering and practical necessity in life;
- The relevance of all established pedagogical activities to the age and developmental characteristics of students;
- The combination of theoretical and practical aspects of education;
- the existence of a differential and individual approach to the personality of the student;
- The effectiveness of the cooperation of students, parents, teachers and professionals;
- Theoretical and practical formation of social experience in the classroom, the breadth of opportunities for practical testing of knowledge, skills and abilities acquired in the classroom;
- Scientific and theoretical and practical substantiation of a special direction of preparation for family life, combined with extracurricular and spiritual-educational work;
- Criteria and methods of assessment are developed in accordance with the characteristics of children;

Based on the above, preparation for family life is important in promoting the socialization of children with disabilities, and the gradual transfer of existing social experience in this area. This process is, of course, more complicated than in children with normal development. But it can be done effectively using the modern achievements of pedagogy, psychology, medicine and other similar fields.

In this process, the problem of pedagogy is the creation and implementation of special technologies and methods of education and upbringing. Technology and methods should serve, on the one hand, to form in children a correct and positive image of the family, knowledge and skills, and, on the other hand, to apply them in their future daily life, especially in family relationships.

In turn, there are general and specific principles and methods of preparing mentally retarded children for family life. In contrast to general principles, specific methods are defined based on the characteristics of the psycho-physiological development of categories of children with disabilities. With the existence of various types of specialized educational institutions in Uzbekistan today, the content of the information in the above areas can be further improved based on the specifics of the institutions.

## **Conclusion**

Based on the characteristics of their development in children with disabilities, we consider it necessary to make the following recommendations to prepare them for family life as an important part of social experience, to help them acquire the necessary knowledge, skills and abilities in this regard:

In the process of preparing this category of students for family life:

- formation and development of feelings of respect and esteem for the existing values, principles and norms related to the family in society;
- correctly explain the meaning and significance of relationships in different areas of the family and prepare them to participate as actively as possible in them, based on the specifics of these relationships;
- Further improvement of the environment, model, technology and methods of preparation for family life, which correspond to the developmental capabilities of the child and are gradually improving;
- Ensuring close cooperation with various institutions of society (family, community, public organizations, etc.), which are the creators and consumers of social experience in the development of personal qualities necessary for family life;
- creating the necessary conditions for children to practice, understand and learn the family-related social experience through their own activities;
- Improving the knowledge, skills and abilities of educational subjects (parents, teachers, social workers, etc.) that teach children the social experience of the family in relation to the set pedagogical goals and objectives, including their pedagogical support.

In the full integration and socialization of children with disabilities, education has greater power, as well as responsibility, than other social institutions. One of the aspects to be considered is the problems of preparing this category of children for marriage, which should be studied in depth and in detail with the effective use of modern research methods in such disciplines as sociology, psychology, pedagogy, defectology, medicine. The results of scientific research serve to strengthen the scientific-methodological and practical-methodological basis of the process, to ensure quality and efficiency.

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