

PSYCHOLOGICAL FEATURES OF INCLUSIVE EDUCATION IN THE FAMILY

University of Business and Science

Mamadaliyeva Gavkharkhon Asiljonovna

Rahimberdiyeva Marjona Athamjon kizi

gavxarmamadaliyeva5@gmail.com

ABSTRACT

This article discusses the psychological characteristics of inclusive education of children with disabilities in the family. The impact of the family environment on the child's personality, self-awareness, socialization and emotional stability is analyzed. The study reveals the role of cooperation between parents, teachers and psychologists in increasing the effectiveness of inclusive education. It also identifies the psychological conditions for creating an inclusive environment in the family.

KEYWORDS: inclusive education, family, psychological support, child with special needs, social adaptation, parental competence.

INTRODUCTION

In the inclusive education system, the family is an important socio-psychological institution for the comprehensive development of the child's personality. Especially for children with disabilities, the family is the primary safe environment, a source of social experience and emotional support. The positive psychological environment created in the family directly affects the child's self-confidence, adaptation to society and success in the educational process. Therefore, family education should be considered an integral part of inclusive education.

METHODOLOGY

The study used methods of theoretical analysis, study of pedagogical and psychological literature, as well as generalization of family upbringing experiences. The experience of families participating in inclusive education was analyzed, and factors influencing the psychological development of the child were identified. Also, the attitude of parents, the level of emotional support, and upbringing methods were

assessed.

RESULTS

According to the results of the study, when an inclusive environment exists in the family, the following positive changes were observed in children with disabilities:

- increased self-confidence;
- openness to social interaction;
- reduced stress and anxiety;
- increased motivation for learning activities.

It has been found that parents' acceptance, support, and belief in their child's abilities are important factors in ensuring a child's mental stability.

DISCUSSION

Inclusive education in the family has a strong psychological impact on the child's social identification and adaptation. If the family focuses on the child's capabilities, not on his shortcomings, then a positive "I-concept" is formed. Emotional support, patience and encouragement provided by parents increase the child's motivation to study and adapt to society. Therefore, the effectiveness of inclusive education largely depends on the family psychological environment.

CONCLUSION

The psychological foundations of inclusive education in the family are an important condition for the full development of the child. Creating a positive psychological environment in the family through the cooperation of parents, educators and psychologists ensures the success of children with disabilities in education and social life. Therefore, it is necessary to strengthen the system of psychological and pedagogical support aimed at the family in the development of inclusive education. Educators develop an individual educational plan for each child, and the cooperation of parents on this plan can create the basis for the child to receive education in general groups in the future.

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