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## IMPROVING MECHANISMS OF PREPARING CHILDREN FOR SOCIAL LIFE IN DISABLED FAMILIES

**Abstract:** *The article describes the pedagogical mechanism of preparing children from disadvantaged families for social life creates.*

**Key words:** *flawed family, gerantopedagogy, competency approach, social life, man-made factors, activity, method, hermeneutic, psychotherapeutic, adaptive.*

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### Introduction

In our country, special attention is paid to improving the system of preparation of orphans and children from orphans for social life, the introduction of innovative educational technologies based on national and international experience. At the same time, the program requires the gradual development of a preventive system for the prevention of social orphanhood, the improvement of pedagogical conditions for the preparation of children raised in single-parent families for independent living.

The Decree of the President of the Republic of Uzbekistan dated February 7, 2017 "On the Strategy of further development of the Republic of Uzbekistan" PF-4947 sets important tasks such as "Protection of the rights of children from orphans and low-income families, increasing social activity, improving living conditions." . This shows that the development of a system of social support for children from disadvantaged families is a topical issue.

The family is the creator, preserver, modernizer and enricher of the national values of its family tree in the process of its socio-cultural development. The perfect fulfillment of such human duties by each family determines its importance as a social institution that embodies our national spirituality.

Our nation considers the family as a "hearth of education" and emphasizes that the upbringing of children's spiritual and moral qualities in the family is

an important factor in ensuring the effectiveness of national education. In particular, "National feeling is natural for a person because it is inherited from the parents and is expressed from the first word that the child says to his parents, to the whole world. Without cultivating love and respect for one's own people, its traditions, language and culture, it is impossible to cultivate a real person, a devotee of his homeland, who perceives the nation of his people as one of the equal in the world community. These ideas are also reflected in other sources that reflect the spiritual and enlightenment reforms.

In particular, in the booklet "The idea of national independence: basic concepts and principles" "The family is one of the most important social factors of ideological education. Because the family is the foundation of society and has centuries-old strong spiritual foundations. The first concepts inherent in our national ideology are first and foremost absorbed in the family environment. This process is carried out through the fertilization of the ancestors, the example of the father, the love of the mother. A healthy family environment is the most important source of forming a healthy ideology. Ensuring the stability, well-being, mutual respect and harmony of every family is the basis for the realization of the goals of the national ideology.

In recent years, special attention has been paid to the study of human socialization (here it is not the

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person, but the person, and therefore the person is formed in the process of social relations, that is, only the socialized person is manifested as a person) and the elimination of negative social influences.

The socialization of a person is a long-term, continuous, multifaceted and complex process that covers his entire life, and in the process he develops certain knowledge, skills to adhere to social ethics, respect for national and universal values. According to MA Galaguzova, LV Kolomiychenko, MA Kovalchuk, although the socialization of a person

occurs throughout his life, the most favorable period in this process is the years of childhood and adolescence. After all, it is during these periods that a person acquires social norms, acquires the skills to follow them, enters into social relations and acquires the experience of their successful organization.

To clarify these pedagogical conditions, the following pedagogical mechanism for preparing children for social life in single-parent families has been proposed.

**Table 1. Pedagogical mechanisms of preparing children for social life in single-parent families**

<b>Objective and result:</b> to improve the pedagogical mechanisms of preparing children from disadvantaged families for social life and to form a positive attitude to social life		
<b>Principles of preparing children for social life in single-parent families</b>		
the humanity of upbringing; the principle of cultural compatibility of education; the principle of variability of education;	the principle of community of social education; the principle of joint action of social education; the principle of continuity of education.	
<b>Pedagogical conditions for preparing children for social life in single-parent families</b>		
<ul style="list-style-type: none"> <li>- communication with the wrong family;</li> <li>- - to establish a relationship with a child brought up in a single-parent family;</li> <li>- - study the family's lifestyle, aspirations, interests and future plans;</li> <li>- - organization of effective cooperation between family, community and educational institutions, as well as the media and other social structures</li> </ul>		
<b>The content of preparing children for social life in single-parent families</b>		
<b>Socio-domestic direction</b>	<b>Cultural and aesthetic direction</b>	<b>Sports and fitness direction</b>
<b>Technology of preparation of pupils for social life</b>		
<b>By field of application:</b> global; regional technologies. <b>By objects:</b> group, individual technologies. <b>Depending on the nature of the tasks to be solved:</b> organizational; information; innovative; social modeling technologies.	<b>According to the field of methods:</b> socio-psychological; socio-pedagogical; socio-pedagogical support; technologies of socio-pedagogical correction of social situations. <b>In the areas of social work:</b> social protection of childhood; socio-pedagogical rehabilitation of children; social adaptation; social counseling.	
<b>Evaluator-result block</b>		
Monitoring the process of preparing children for social life in single-parent families (observation, questionnaires, development of registration tables), diagnosing the mastery of social norms of behavior		
<b>Components and indicators of preparing children for social life in single-parent families</b>		
<b>Component</b>	<b>Indicators</b>	
<b>Introduction to social relationships is a cognitive component focused on building skills and competencies.</b>	expansion, deepening of knowledge, development of spiritual and moral skills and abilities; - Encourage the desire to express themselves in action;	
<b>A component of activities focused on striving for success, self-confidence, analyzing the situation, and making optimal decisions.</b>	-strengthening the motivation to strive for success as a priority of the individual; - broadening the horizons of professions, interest in the profession and work; -training in self-assessment;	

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**Participation in group activities is a component focused on the formation of communicative skills, emotional values.**

- the emergence of social motivations for cooperation with adults and peers;
- formation of age-appropriate personal qualities required in the process of socialization;
- Enrichment of the experience of spiritual and moral relations with peers.

Based on the results obtained on the pedagogical mechanisms of preparing children for social life in single-parent families, the following was achieved.

Defining the structure of the process of preparing children for social life in disadvantaged families, optimizing the educational impact of close adults, ensuring the compatibility of person-centered, hermeneutic and psychotherapeutic approaches to the educational process, pedagogical and prophylactic features of preparing children for social life on the basis of secondary school and community cooperation. Improving the practical component of the gerontopedagogical model of preparing children for social life in single-parent families, intergenerational cooperation, transformation of spiritual and moral characteristics, ensuring the sustainability of the impact of national educational methods on everyday life.

On the basis of a competent approach, scientific and methodological recommendations have been developed for the systematic organization of cooperation between the class teacher, school psychologist, social worker and specialists of the regional departments of the Center for Spirituality and Enlightenment in preparing children for social life in single-parent families.

The mechanism developed in the course of the research allows to ensure the interconnectedness of several types of knowledge, their integration into a single form or system, enriching the studied information with valuable content, and thus preparing children for social life in disadvantaged families. Through the development of educational resources of gerontopedagogy, attention was paid to the issues of practical application of the life experience of the elderly, the role and status in society. In this regard, the importance of the principles of mutual kindness, high level of culture, humanity in the development of relations with the elderly, parents and children, generations in the spirit of our national values has been scientifically substantiated.

The role and importance of gerontopedagogy in preparing children for social life in single-parent families is very high. It analyzed the example of gerontopedagogy in the preparation of children for social life in single-parent families, ways to effectively use the experience, folk pedagogy, its criteria, technologies, pedagogical capabilities.

It is known that the family is the main criterion in the formation of moral values, and the family, school, community and community organizations.

It is expedient to carry out their activities in unison.

The upbringing of children on the basis of national values is a pedagogical process carried out through traditions and practices that meet both national and modern requirements. The pedagogical process in the family is an important factor in fostering a sense of humanity, national identity, commitment to national values in the younger generation, the appropriate use of the basics of education based on national values, gerontopedagogical (pedagogy of the elderly), parental reliance on the lifestyle and characteristics of the older generation.

The solution of such pressing problems shows, first of all, the need to update the content of the education system in the context of national independence and its further development in the new social environment. Its development is based on two principles. The first is to use the spiritual heritage and national values accumulated during historical development in the implementation of socio-economic reforms, taking into account the psyche of our people, its historical and national characteristics, traditions and customs, and the second in thinking

and social practice. is to make effective use of the rich experience gained. It is natural that these principles will be the socio-spiritual basis for the new development of our society.

A person is formed in a social environment and under its influence. Depending on its content and essence, the social environment can have both positive and negative effects on the formation of an individual. The positive and negative effects are the mutual solidarity, support, as well as psychological closeness and unity of life goals and beliefs in the relationship between the subjects, or vice versa, misunderstanding, inability to accept each other, denial of each other, intolerance of each other (lack of a sense of tolerance) is due to the contradiction between personal views, life goals, and beliefs.

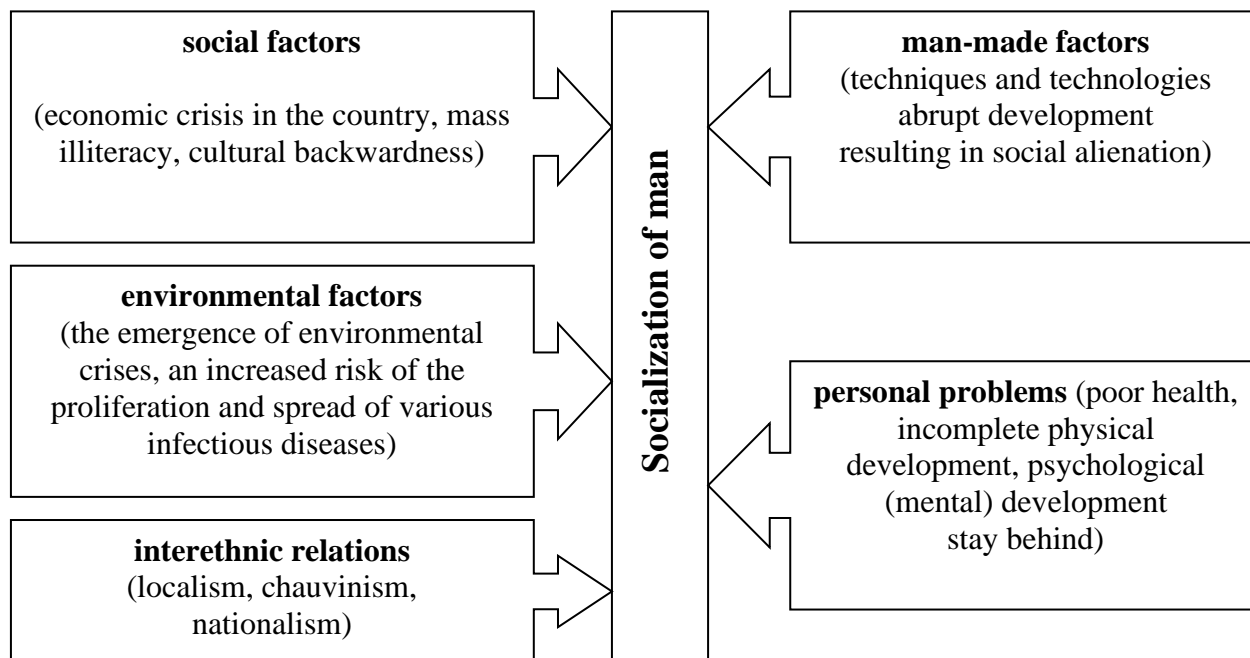
Based on the views expressed, it can be said that the socialization of a person is the result of his acquisition of certain scientific knowledge and criteria of social morality, the ability to apply them and certain social experience, ie social pedagogical activity aimed at socialization.

In the process of socialization of a person, it is expedient to form immunity against external and internal influences of a negative psychological, medical, legal and material nature, to bring up children to be resistant to them. Today, the following factors have a significant negative impact on human

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physical and mental development, including socialization, worldwide.



**Figure 1. Influence on human socialization negative factors**

Ensuring that a person is resistant to negative influences and immune to them, in short, the effective use of play, labor and educational activities in his socialization, as well as biological factors (heredity), social factors (micro (Latin "micro" "small"), It is important to take into account the meso (Latin "mesos" "medium") and macro (Latin "macros" "large") factors [46].

The environment plays a special role in the socialization of a person, and it is expedient to pay attention to the organization of socially healthy relations. At the same time, achieving the priority of mutual understanding, pedagogical and psychological cooperation and assistance in the relations of social institutions - family, educational institutions and the community (neighborhood, human groups) guarantees the success of pedagogical activities aimed at socialization.

At all times, there were young people (children, adolescents, adolescents) in the community who were left without parents or lost contact with them. Social attention to them varied in different societies and states. In Islamic teachings, however, treating such individuals based on humanistic ideas is considered to

be the highest quality. In the history of the Uzbek people, these ideas have been adhered to. This was especially evident in situations where hostilities were taking place. The admission of thousands of orphaned or bereaved children to Uzbek families during the Second World War and the care provided to them with food, clothing and shelter in extreme conditions is a shining example of high humanity. In single-parent families, it is advisable to prepare children for social life effectively, to create the necessary family conditions for their spiritual development to the extent that they can withstand fierce competition, and to identify measures for the rational use of available opportunities. After all, only then will they be able to be active subjects of social relations in independent life and achieve a meaningful life.

This means that the socialization of a person is a complex, multifaceted and long-lasting process, in the process of which he acquires scientific knowledge, moral standards and social experience, acquires the skills to apply them. The strong influence of biological and social factors on the process of human socialization must be taken into account.

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