



# SPECIFIC SCIENTIFIC, PEDAGOGICAL AND PRACTICAL FACTORS IN THE ORIENTATION OF GRADUATES WITH VISUAL PROBLEMS TO SOCIAL LIFE

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Article history:	Abstract:
<b>Received:</b> 24 <sup>th</sup> December 2021	The scientific and pedagogical basis for the adaptation of graduates with social problems are discussed in this article, as well as the unique scientific, pedagogical, and practical variables in the orientation of graduates with visual impairments to life.
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## INTRODUCTION:

We all know that as long as a person lives in a society, he or she must interact with involuntary individuals and work for their objectives. We believe it is a natural process that no one can attain any results without interacting with others. To this end, we'd like to point out that each person has properly developed distinct interpersonal communication skills that should reflect human characteristics. We need to expand their learning activities, such as engaging in interpersonal contact, in order to develop leadership qualities in young people. We can see that if we do not develop leadership abilities in young people, they will have a tough time finding their position in independent life. As a result, we feel that, first and foremost, it is critical to properly organize education, enhance young employment and activity by efficiently coordinating spiritual and educational activities. In this regard, we would like to underline that young people with disabilities have a lot of challenges in finding work and establishing a social identity. Above all, the social adaption of this group of young people is still one of the most critical concerns facing society today.

## THE PURPOSE OF THE RESEARCH:

With a larger examination of scientific and pedagogical aspects in the structure of social adaptation to life, to train graduates with visual difficulties in professions that are convenient and suited for them. It's also about affecting life's social adaption processes for the better.

## METHOD AND OBJECT OF RESEARCH:

In the implementation of the adaptation of graduates of specialized educational institutions to life, methods such as generalization, analysis, comparison, and comparative analysis of scientific viewpoints and concepts, as well as the principles of objectivity, were applied.

The purpose of this research is to examine and evaluate the actions of specialized educational institutions in the orientation of young graduates with visual impairments to independent living.

## RESEARCH RESULTS AND THEIR DISCUSSION:

Most of us are aware that there are people with various potentials and abilities in the world we live in. The presence of persons with impairments in our midst causes us to reflect for a moment. The importance of the family, educational institution, and social environment in the adaption of children with visual impairments to the social milieu cannot be overstated. In this regard, we would like to underline that a child's healthy development is dependent on the child's gradual adaptation to the social environment, as well as the attention and principled attitude of parents and educators to this group of children.

Every child with a physical disability can move from micro-region to macro-region, enter into interpersonal communication and move towards their goals, depending on their knowledge, skills and abilities. In this regard, the great scientist L.S. Vygotsky showed that "the main and most serious consequences of blindness are, first of all, the withdrawal of a person from society, that is, a violation of social adaptation. Visual impairments disrupt a person's

interaction with the environment, resulting in difficult social connections and relationships with congenital or early-onset visual impairment, and in blind people, already established relationships are disrupted."<sup>1</sup>

There are many factors that hinder the social adaptation of visually impaired children to life. These factors create many barriers in the adaptation of children with physical disabilities to real life. These factors include:

1. Incomplete education of a blind child;
2. Neglected by his parents and family members;
3. Lack of interaction between the educational institution and the parents;
4. Absolute lack of parental interest in educating this category of children;
5. Lack of communication between a blind child and healthy children;
6. Not focused on any profession or specialty;

The above factors negatively affect the ability of a blind child to take his place in life and to enter into social relationships with individuals. In our opinion, the biggest problem is that children with various disabilities are not covered in education in the first place, which leads to a very sad situation where they stay at home. To this end, it is necessary to take serious measures to involve the child in education by properly organizing various advocacy and advocacy activities with families with children with disabilities. We believe that teachers of special boarding schools should be seriously interested in the education of children with disabilities who are not involved in education in the area where they live, and, if necessary, adequately address the task of educating these children in school. From the first day, the blind child admitted to the boarding school is adapted to a small social environment. A child who is admitted to education tries to get an education together with his peers.

"The teacher-psychologist provides psychological and pedagogical assistance to children with disabilities and their parents. Pre-school groups provide comprehensive preparation and successful adaptation of children for further education in school, the state of the students' learning environment, psychological health (features of intellectual development, especially emotional and personal areas, ie level of anxiety and level of educational motivation) and socio-psychological monitors, provides psychological support to students' families through counseling activities to prevent emotional fatigue syndrome."<sup>2</sup>

We know from our own experience that the future life of a blind child admitted to education will be bright. We must not forget that children in boarding schools with visual impairments will be trained in independent professions in the future and will be helped to take their place in independent life. In this regard, correctional classes in boarding schools, as well as career guidance clubs, have a practical positive impact on the child's social adaptation.

"Lack of opportunity for casual reading may require clear instruction in daily life skills for visually impaired students. Barraga and Erin talked about the daily life skills that need to be considered. To determine the need for guidance, teachers should directly instruct in self-care skills such as dressing, grooming, eating, and cooking, often skills such as house cleaning, safety, home maintenance, and money management. Depending on the nature of the skills, they can be taught by a teacher, a vision certified, a professional therapist, or a specialist in direction and mobility. Vocational rehabilitation consultants may be involved in planning and providing transition services for students who wish to pursue post-secondary education or who are preparing to enter the workforce."<sup>3</sup>

In addition, the graduate has a positive impact on the formation of specific life skills in learners through the organization of various pedagogical psychological activities on the adaptation of blind children to the social environment. In our opinion, the first task is to properly consider the issue of quality education for children with disabilities, with the correct organization of pedagogical activities. "Vocational training of young people starts at school age. In the context of modernization, one of the priorities of modern education is to consciously prepare students for professional choice. In fact, a school student, especially during adolescence, cannot make an independent professional choice. because he is not yet ready to fully comprehend all aspects of his future life. She needs the help of adults, psychological and pedagogical support, school, family, community interaction. It is necessary to form internal (psychological) regulators of socially significant behavior and activity of schoolchildren in connection with the choice of profession; creating external and internal conditions for socially valuable active work in determining the destiny of the professional. Professional self-determination is a process of personal development, the inner content of which is the formation of a system of knowledge about the world of work, a positive direction of work, skills of social significance. The need to develop a program of vocational guidance activities is explained by the following considerations: the importance of this area of activity in the education system, as well as the need to coordinate the activities of employees of educational institutions at different levels.»<sup>4</sup> None of us should forget that we can guide blind children to an inclusive life through the organization of various training seminars, meetings, as

<sup>1</sup> Baskakova Yu.V. postgraduate student of the Department of Psychological Rehabilitation of the Faculty of Clinical and Special Psychology, Moscow State University of Psychology and Education, Moscow, scientific adviser - Shcherbakova A.M. All-Russian Journal of Scientific Publications № 2(12) 2012 p-49

<sup>2</sup> ADAPTED EDUCATIONAL PROGRAM FOR CHILDREN WITH VISUAL IMPAIRMENTS Togliatti 2017. p-19

<sup>3</sup> Effective Classroom Adaptations for Students with Visual Impairments\\ Penny R. Cox Mary K. Dykes\\TEACHING EXCEPTIONAL CHILDREN ■ JULY/AUGUST 2001 \\74

<sup>4</sup> MOSKALEVA O. A., Candidate of Economics, Associate Professor of the Kursk branch of the Financial University "ON THE NEED TO CREATE A PROFESSIONAL ORIENTATION PROGRAM FOR SECONDARY SCHOOLS STUDENTS" XII International scientific and methodological conference Innovative technologies in the educational process (Dedicated to the 250th anniversary of the VEO of Russia) Kursk – 2015\\ C-204

well as correctional events for the gradual systematic adaptation of blind children to real life. Unfortunately, we can see that boarding school graduates are unable to find work among the blind youth and find it difficult to find their place in society. Governmental and non-governmental organizations need to provide practical assistance to this category of young people. Only then can graduates meet their personal needs only if they get a job.

“An important factor that determines the specificity of a person’s attitude towards his or her disability is social support, which includes a wide range of sustainable social relationships. Social support is characterized by living together and spending free time with other people, making friends, being members of hobbies or community associations.”<sup>5</sup>

Summarizing the above, we would like to note the following. In order for young graduates with vision problems to take their place in society, and to achieve their goals in a healthy social environment, we educators need to provide practical support and attention to this category of young people. In addition, it is necessary to study the issue of training this category of graduates in the necessary modern professions that interest them. In this regard, we believe that it is expedient to develop a classification of professions suitable for blind graduates, to establish cooperation between governmental and non-governmental organizations.

«Successful employment of graduates is primarily the result of a balanced (in line with the needs of the regional economy and its development prospects) public policy in the field of education, which involves the establishment of normative and economic links between management, the regional higher education system, the creation of economic incentives for the training of specialists in the most demanding specialties, as well as coordination between universities and enterprises in the field of vocational guidance, training and retraining.»<sup>6</sup>

### CONCLUSIONS AND SUGGESTIONS:

We would like to emphasize that in the implementation of social adaptation of graduates with visual impairments in life, regular research is conducted, taking into account their level of learning, ability and interest in professions. After all, in a market economy, the protection of the labor of people with disabilities is a complex process of creating comfortable jobs for them. Therefore, we believe that this category of young people should be given serious attention so that they can firmly take their place in society. Only then will we appreciate the work of people with disabilities.

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