

An effective model of cooperation between school, family, neighborhood and public organizations in the implementation of social adaptation of young graduates with visual impairments

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Abstract: This article talks about the mutual model of cooperation of family, neighborhood and public associations of blind youth. It was noted that mutual cooperation is essential for every young person to find a place in his family, to study well in an educational institution and to occupy a worthy place in society.

Keywords: graduating youth with visual impairment, school, family, neighborhood and public organizations, cooperation, social adaptation, model, pedagogue, special education, concept

The issue of applying the most advanced innovative technologies in the educational process is widely implemented around the world. The implementation of the most convenient and effective teaching technologies is rapidly improving around the world. However, in the introduction of each educational technology, it is necessary to pass its own trial and testing stages. A unique model of management and teaching has been developed in the educational system, and many pedagogues are using these innovations. First of all, let's explain the concept of model, "model" is a direction that helps to manage certain systematic and general activities.

It would not be wrong to say that the model is a systematic form of the implemented projects. The concept of a model is also used in many networks. We want to dwell on the tasks that the model we are talking about includes educational activities aimed at teaching. Specifically, in the special education system, in the education of students with disabilities in physical and mental development, it is focused on increasing their social learning activity by choosing educational technologies that are suitable and convenient for them. In this regard, the creation of a suitable environment for children with health and developmental disabilities is also noted in the "National Program of Personnel Training" of the Republic of Uzbekistan [1].

Each training model that is put into practice should have the following features.

First - the existence of a clear goal plan and object of the educational project being put into practice; Secondly, the cases of impact of the educational project being put into practice on the thinking of the student's mind and his worldview are clearly analyzed;

Thirdly, the model being put into practice focuses on the mental potential, learning ability, and age of students;

Fourthly, the effectiveness of the teaching model being put into practice has been fully studied on the basis of pedagogical experience.

By analyzing the results of the research, we found out the following: we found out that there are many problems in social adaptation of young graduates with visual impairments in life. In particular, the lack of interaction between the boarding school, family, neighborhood and public organizations prevents disabled students from finding a place in an independent life. These obstacles are socio-economic, spiritual-political and psychological influence factors, which make it extremely difficult for young graduates to adapt to society in life.

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The cooperation of school, family, neighborhood and public organizations is a very important and necessary task in the implementation of social adaptation of young graduates with visual impairments to life. The necessity of this is that when each learner steps into an independent life, first of all, the health of the environment in the family requires special attention to be paid to the upbringing of children. If the school-family cooperation is not established in the first place, all other cooperations at the remaining stage will be ineffective. For this, the school, family, neighborhood and public organizations should perform the following tasks in order to cooperate.

1. Establishing interaction with young graduates with disabilities;
2. Distribution of responsible tasks of school, family, neighborhood and public organizations in the implementation of social adjustment of young graduates in life;
3. To interest every graduating young person in their future life activities and give necessary advice and guidance;
4. Development and implementation of programs and plans in mutual cooperation between school, family, neighborhood and public organizations aimed at realizing the social adaptation of graduating young people in life;
5. Drawing up a cooperation map for the coming years that defines the cooperation of school, family, neighborhood and public organizations;
6. Establishing legal relations with state bodies by establishing purposeful relations between school, family, neighborhood and public organizations in guiding visually impaired graduates to independent life.

O.A. Karimova's work entitled "Family, child and society" fills in the above-mentioned considerations. Establishing legal education in family conditions, the obligations of parents to children and their parents, the positive effect of a morally healthy environment formed in the family in ensuring the development of children, as well as the negative impact of the relations established between its members in unhealthy families on children's education, in the implementation of legal education special emphasis is placed on the benefits of establishing a strong relationship between the family and educational institutions. [2]

In order to increase the interaction between school, family, neighborhood and public organizations, we believe that the board-school community for the visually impaired needs to take the first step to this problem. For this, it is necessary for special educational institutions to develop specific programs and plans for the coming years for the implementation of social adaptation of graduating young people with visual impairments and to implement these tasks step by step. We believe that it is important to develop the concept of school, family, neighborhood and public organizations based on the scientific study of this activity, to include goals and tasks in independent life, future plans of each graduating student. If the above-mentioned conceptual activities are not put into practice, it will be difficult for young graduates with visual impairments to find a place for independent life. We refer to the concept that connects the mutual activities of school, family, neighborhood and public organizations in the table below.

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| 1 | School: |
| | The program for social adjustment of young graduates with visual impairments in life. Information about young people graduating from the program, providing pedagogical and psychological support in acquiring a profession. |
| 2 | Family: |
| | Orientation to independent life, training of vocational skills, inculcation of family life skills, orientation to building an independent family. |



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| 3 | Neighborhood: |
| | Acquaintance with visually impaired young people, guide them to vocational training, help them build an independent life |
| 4 | Public organizations: |
| | Acquaintance with young graduates with visual impairments, legal assistance in finding a job and acquiring a profession, providing practical assistance in ensuring the employment of young graduates, making proposals and solving problems of state bodies in implementing the social adaptation of young graduates with visual impairments in life. |

A number of tasks that must be done in the implementation of the social adaptation of young graduates with visual impairments to life on the topic indicated in our research work remain transverse to us. For this, we believe that it is necessary to form the feelings of interest in vocational training in preparing young graduates for independent life through pedagogical and psychological influence. We should never forget that education plays an important role in educating young graduates in the spirit of self-confidence. Therefore, the concept of school, family, neighborhood and public organizations in the implementation of practical tasks will practically help today's graduating youth to unite and step into an independent life.

In conclusion, every educational program and project that is put into practice will not prove itself in practice if it does not give its effective result. That's why we need to enrich theoretically and apply each educational technology in practice. Then each of our pedagogical activities will be successful.

References

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