

**DEVELOPMENT AND IMPACT OF EMOTIONAL SUPPORT SYSTEMS ON
CHILDREN WITH DISABILITIES AND THEIR FAMILIES**

Rimbayeva Ozoda Bazarbayevna

Student of the Nukus State Pedagogical Institute

Annotation: This article will talk about the development of emotional support systems for children with disabilities and their families, as well as what results can be achieved through it.

Keywords: Emotional, system, specialist, therapy, resource, program, psychological assistance, consultation.

Аннотация: В этой статье рассказывается о разработке систем эмоциональной поддержки детей с ограниченными возможностями и членов их семей, а также о том, как с их помощью можно достичь таких результатов.

Ключевые слова: эмоциональный, системный, специалист, терапия, ресурс, программа, психологическая помощь, консультация.

It is important to develop emotional support systems for children with disabilities and their families, since these systems have a significant impact not only on the development of children, but also on the well-being of families. Below is a broader overview of the process of developing such systems and their effects.

DEVELOPMENT OF EMOTIONAL SUPPORT SYSTEMS

1. Support groups for parents and families

Mutual aid groups: groups specially created for parents and families that can share their experiences and problems and help each other.

Teachers and professionals help: groups are recruited by defectologists, psychologists, social workers and other professionals who provide advice and support.

2. Psychological consultations and therapy

Individualized therapy: providing psychological consultations and therapy services for children and their parents.

Family therapy: conducting family therapy sessions to improve the relationships of family members.

3. Providing information and resources

Information centers: establishing special Information Centers for children with disabilities and their families, these centers provide useful materials, tips and guides for parents.

Online resources: supporting materials and resources on the Internet such as blogs, forums, video lectures and webinars.

4. Social activities and activities

Social events: Organization of special social events, festivals and sports competitions for children with disabilities and their families.

Recreational camps: organizing recreational camps and special events for children and their families.

5. Education and training programs

Seminars and trainings: conducting special seminars and trainings for parents, these trainings provide information on the care and education of children with disabilities.

Training programs: training programs for parents and professionals, through which it is possible to obtain information about new approaches and methods of therapy.

INFLUENCE OF EMOTIONAL SUPPORT SYSTEMS

1. Psychological Development Of Children

Self-confidence: emotional support increases children's self-confidence. This, in turn, develops their social skills and helps them communicate effectively with others. Self-confidence increases children's independent activities and initiative.

Stress and anxiety levels: children with disabilities often experience various difficulties, which can increase their stress and anxiety levels. Emotional support systems can help reduce these problems. Through psychological support and counseling, children learn to control their emotions and adapt to stressful situations.

Good relationships: support systems improve children's relationships with family, friends and teachers. This, in turn, expands the network of social support and improves the social integration of children.

2. Well-being of the family

Family dynamics: relationships between family members with a child with disabilities often face difficulties. Emotional support systems can help improve these relationships. Through family therapy and support groups, parents and children learn to understand and support each other.

Stress reduction: having a disabled child can be a great stress for parents and family members. Psychological counseling and support groups help reduce parental stress, which in turn allows them to communicate more effectively with their children.

Mutual aid and cooperation: mutual aid groups give parents the opportunity to support each other and share their experiences. This, in turn, increases their well-being and helps them respond better to the needs of their disabled children.

3. Education and development

Educational integration: emotional support systems help children with disabilities successfully integrate into the educational system. Through support and special education programs, children are educated to their specific needs and successfully thrive in the school environment.

Educational achievement: emotional support increases children's educational achievement. Through psychological stability and social support, children achieve high performance in their studies, which improves their academic success.

Individual approach: educational programs and techniques for children with disabilities are adapted to their individual needs. This, in turn, facilitates the learning process of children and increases their level of learning.

4. Social integration and public participation

Community support: emotional support systems help to more closely identify the public with disabled children and their families. This, in turn, improves the attitude towards disability in society and enhances the social integration of children with disabilities.

Active participation: through the organization of social activities and activities for children with disabilities and their families, they actively participate in public life. It develops the social skills of children and gives them the opportunity to demonstrate their capabilities.

The development of emotional support systems for children with disabilities and their families significantly improves their quality of life. These systems enhance the psychological development of children, the well-being of the family, educational achievements and social integration. Through them, children fully reveal their potential, while families ensure their well-being and support. The expansion and development of such systems serves to create a more accessible and supportive environment for children with disabilities and their families.

LITERATURE USED:

1. Social Psychology-N.Islamova, D.Andullayeva Tashkent-2013
2. General psychodiagnosics S.X.Jalilova, N.A.Gaibova Tashkent-2018
3. Pedagogy. J.Hasanbayev, X.A.To 'raqulov, I. S. Alqarov, N'O'.Usmanov-Tashkent "publisher" 2011
4. <https://cyberleninka.ru>
5. <https://pedagoglar.uz>
6. <https://parliament.uz>
7. <https://daryo.uz>