

**FEATURES OF SOCIOLOGICAL RESEARCH IN CHILDREN WITH DISABILITIES****Sherboyeva Muqaddamxon Xusanboyevna**

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**Annotation: Childhood is a special period in a person's life. The formation of his self-awareness, self-esteem, the path of further development depends on how the first stage of entering life is developing, how comfortable it is for the child. And for children with disabilities, this stage is more difficult: their childhood is limited by narrow social boundaries, separated from a wide society, full of constant psychological discomfort from the realization that they are not like everyone else. And in ordinary children, today's lifestyle contributes to the onset and exacerbation of mental disorders.**

**Key words: children , Friedrich Engels , student , secondary school.**

The child, in fact, does not live childhood, in our century he grows up early, sometimes even hardens, which complicates and impoverishes his further development. Children are mentally lonely.

According to official statistics, 85% of students of general education schools need help of a psychological or corrective-pedagogical nature. One of the acute social problems of modern Russia is the deterioration of children's health and the growth of disability. According to statistics of the Ministry of Education of the Russian Federation, 1.7 million children living in Russia are disabled.

There is also a large group of children who do not have the official status of disabled people, but are not accurately photographed, but due to chronic diseases, their chances are limited. Children of this category Need Special Care, Society is obliged to provide them with conditions for comprehensive social adaptation, including the possibility of comprehensive development, training, education and professional development.

At the 1st International Congress dedicated to the problems of complex rehabilitation of children, held at the end of 2013. In Moscow, scientists, famous foreign scientists, specialists from different departments emphasized the importance of interaction between educational institutions, culture, health and social protection. Famous Russian psychologist L.S. statement of. Vygotsky: "mankind will sooner or later overcome blindness, deafness and dementia. But it overcomes them not from a medical and biological point of view, but socially and pedagogically."

To carry out remedial work with such students, especially activities outside the educational institution will be effective.

The problem of general rehabilitation of people with disabilities local scientists E.D. Ageev, S.N. Wanshin, G.P. Diyanskaya, A.M. Kondratov, A.E. Shaposhnikov, F.I. Shoev. In their works, they analyze the psychological and pedagogical features of rehabilitation work with people with disabilities in different conditions.

Research problem: lack of conditions for socialization of children with disabilities in the conditions of SKD.

The purpose of the work was to create conditions for the socialization of children with disabilities in the conditions of the SKD.

Object of study: socialization of children with disabilities.

We all know that children grow up with different experiences. We've also heard about the idea of the social construction of childhood. But how do sociologists view childhood? Sociological perspectives of childhood are theories that examine structural elements of the society the child lives in, and the background of the child, e.g. gender, ethnicity, and culture. Such theories can help us explain why and how children have such different experiences throughout their childhoods.

We will start by looking at the sociology of child development and the types of sociological perspectives of childhood. These include the functionalist and Marxist views of childhood.

We will then look at the social construction of childhood and consider contemporary sociological perspectives on childhood, which includes the theories of Postman, Palmer, Pugh and Ariès.

We'll be looking at the sociology of child development and how it has changed over time.

Psychological developments dominated childhood studies for most of the 20th century. Child developmental psychologists are concerned with how certain behaviours develop, how and when they develop and to some extent, the influence of the environment on development. Much of the psychology of child development was built upon what was seen as 'normal' expectations within Western societies (Woodhead, 1999). Woodhead (2011) developed this position by exploring how children were increasingly defined in terms of age-related competencies.

Let's now go through the sociological perspectives of childhood.

Types of sociological perspectives of childhood

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Children come in a variety of ages, genders, and ethnicities, and experience different socioeconomic circumstances. As a social group, children need to be understood in relation to other groups. Many sociological perspectives depart from Talcott Parson's view of socialisation, which is a functionalist view.

Functionalist view of childhood

Functionalists (think Talcott Parsons, George Murdock, Émile Durkheim) see the family as one of the building blocks of society. They argue that through the family, children learn social order.

George Murdock (1949) compared 250 societies and claimed the nuclear family was a universal type. Murdock argued that one of the main roles of the nuclear family is to socialise future members (children) of society. Within the family, children experience primary socialisation, which prepares them for integration into wider society.

If children are not socialised effectively, they may struggle to establish what Émile Durkheim called social solidarity. This makes people feel as though they are part of something bigger than themselves.

Functionalists ultimately believe the family benefits all of those who comprise it. The family as a unit provides economic, social, and emotional support. Talcott Parsons would argue that one of the main roles of the family was to maintain the health of its members. Therefore, a child within a family could be sure their health issues would be identified, treatments received, and their health prioritised to reduce the likelihood of a health scare in the future.

Talcott Parsons' view of socialisation

The functionalist Talcott Parsons (1954) viewed the family and education system as bridges for socialising children into the dominant norms and values of society.

Primary socialisation refers to the socialisation process which takes place within the family. It is worth noting that the dominant family structure during the time of Parsons's writing was the traditional nuclear family.

Toilet training is an excellent example of primary socialisation. The caregiver teaches the toddler how to control their bowels and release waste into the toilet. In most societies, the toilet is the only acceptable place to release waste.

Secondary socialisation occurs within the education system, through religion, the media, and peers. Parsons argued that within schools, children learn to accept unequal distributions of reward and status.

#### Marxist view of childhood

The Marxist position on childhood ignores the positive sides of the nuclear family pushed by functionalists. Marxists argue the family performs an ideological function. They argue the nuclear family pushes the values necessary to reproduce capitalist society.

Eli Zaretsky held that through the family, proletariat men were given something they could control; a place where the man could be 'boss' over his woman and children. Within capitalism, this served a function whereby individuals would accept exploitation, as they could exploit it at the end of the day.

That said, not all Marxists agree. Take Louis Pierre Althusser as an example. For him, the family acts as part of the ideological state apparatus.

Althusser argued ideological state apparatuses contribute to the reproduction of inequality in capitalist society. For him, the family would teach children how to submit to the bourgeoisie and accept hierarchy and inequality. The most important role of the family was to reproduce what the capitalist system needed most, a submissive workforce. At home, the child learns how to be a worker by, for example, learning to accept authority and wearing a uniform. These traits will be replicated once they enter the workforce.

Friedrich Engels (1884) argued the family was created for the sole purpose of private inheritance. The bourgeoisie wants to ensure that wealth stays in their hands. They can ensure their wealth and private property will be passed to the next of kin by establishing a family. For most of history, the next of kin would have been a male heir.

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