



SKILLS OF TEACHING METHODS OF SEWING CLOTHES TO STUDENTS WITH DISABILITIES

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Abstract: *Information is provided on the skills of teaching sewing methods to students with disabilities.*

Key words: *locomotor impairment, technology, prosthesis - clothing, hand defect, cerebral palsy, hemiplegia, special device, comfortable clothing.*

Today, in our country, the idea of "For the dignity of man" and the main principle of the current reforms, the approach of "Man - society - state" is deeply embedded in the essence of innovations in all spheres.

Comprehensive reforms defined in the development strategy of New Uzbekistan, approved by President Shavkat Mirziyoyev, are being implemented in a logical sequence and with efficiency. All this, in turn, serves to glorify human dignity in our country, human interests, including support of the population in need of social protection.

1. To inform the students about images and modern clothes.
2. Teaching comfortable methods of throwing and sewing clothes.
3. Teach students how to choose clothes.
4. To teach about the first steps and basic operations in sewing clothes.
5. To provide information about intended, wild and washable materials for sewing clothes.
6. Teaching the use of different techniques and tools in sewing clothes.
7. Organizing practical exercises for students in sewing clothes.
8. Educate yourself about your personal style, emerging trends and fashion concepts.

Through these skills, you can help students develop their knowledge and skills in clothing, challenge their personal style, and take an important step towards their development in the fashion industry.

It is especially important that the social protection of the poor, people with disabilities, young people, women and the elderly is defined as a priority direction of the state policy in the field of human rights and freedoms. The provisions of the UN Convention on the Rights of Persons with Disabilities, ratified on June 7, 2021, are being consistently implemented in Uzbekistan[1].

in order to ensure the rights and interests of citizens with disabilities, to improve working and living conditions, a number of laws and more than 25 other regulatory legal documents were adopted in the country in the following years, and a solid legal base was created.



The 66th goal of the development strategy of New Uzbekistan is called: "to form an effective system of support for persons with disabilities, to increase their quality and level of life." At the same time, the priority tasks specified in this programmatic document are deeply implemented in our lives [1].

It is noted that there are 4 specialized educational institutions for disabled and speech impaired children, 14 blind and visually impaired children, 18 deaf and hard of hearing children and 50 mentally retarded children, as well as 22 sanatorium-type educational institutions. 8,668 children with disabilities are educated individually at home by these institutions. In 2021, a total of 101.2 billion soums have been allocated from the state budget and sponsors to strengthen the material and technical base of educational institutions. In 2018-2021, construction and repair works worth 28.9 billion soums were carried out at the expense of the state budget in 9 educational institutions [2]. The numbers also show that in our country, attention is also paid to children with disabilities.

Difficulty and often impossibility of independent use of ordinary clothes by disabled people with anatomical defects and functional disorders of the locomotor system makes them completely or partially dependent on external assistance and limits life activities. To solve this problem, it is necessary to create special clothes as a technical means of rehabilitation and organize a system of mass supply of such clothes to all those in need. As of January 1, 2019, about 710,000 persons with disabilities were officially registered in Uzbekistan. 101,000 of them are children with disabilities under the age of 16 [3]. It is necessary to test remote technology for the production of functional and aesthetic clothes for children with disabilities and the provision of clothes in the place of residence of people with disabilities. Information from literary sources shows that solving this problem attracted the attention of both domestic and foreign researchers during the 20th century. Some proposals were published after the events of the First (1914-1918) and Second (1939-1945) World Wars, which resulted in a large number of disabled people with amputation defects of the upper and lower extremities. Special attention was paid to disabled people.

A man in clothes is a multifunctional biotechnical system (BTS) "man - clothes", its operation should be considered as a biokinematic interaction, coordinated and important by the upper limbs, especially the hand requires action. Therefore, the main contingent who need assistance in using clothing and are more dependent on the services of others are those with disabilities who have impairments or absence of both upper limbs [4].

For reference, historically, options for solving the problem of rehabilitation of people who have lost upper limbs with the help of clothing can be divided into 3 stages.

Phase I (from 1919 to 1946) was concerned with the modification of regular clothing by providing fastening and unfastening devices.

Phase II (from 1964 to 1972) is characterized by the development of special devices and devices for putting on and taking off ordinary shoulder clothing at home.

Phase III (from 1972 to the present) "disabled - prosthesis - clothing" reflects a systematic approach based on the development of special clothing as part of BTS. This approach is proposed in our country, that is, in LNIIP. He was the founder of this scientific



and practical direction, where the concept of clothing for the disabled was first formulated as "functional-aesthetic clothing" (FEK).

The term "functionality of clothing" should be understood as a constructive solution to its separate elements and units, the combination and interaction of which should provide the maximum possible independence to the disabled in the process of self-care at home and in public places (in schools, hospitals, work, theater, etc.), especially during physiological functions. The concept of "aesthetic" includes the artistic design of clothing in general, including fashion requirements.

Cerebral palsy, more specifically cerebral palsy (CP), is another common disability in children, and is a disorder in motor skills and postural maintenance caused by non-progressive damage or abnormalities of the brain in the fetus or newborn. neurological disease that occurs with development.

Such scale of the disease requires serious attention from the society in relation to all spheres of life of children with disabilities. An important issue of solving the problems of social adaptation of children of this category is the issue of providing them with ergonomic, functional and aesthetic clothing. Ordinary clothes are not suitable for this, children, it makes movement difficult, puts unnecessary pressure on the body and can disrupt blood circulation.

The specifics of choosing clothes for children with cerebral palsy depends on the severity of the disease and the child's lifestyle. Due to the lack of regulatory and technical documents for clothing for this category of children, scientifically based requirements have not been developed that would allow for the design of ergonomic clothing.

The requirements for clothing for children with cerebral palsy should take into account the specific characteristics of the disease, which justifies the ergonomic design of clothing items. Clothing should be comfortable in all respects, should match the morphological, physiological and psychological characteristics of children [5].

According to the results of a sociological study, the characteristics of the disease and children's vital activities were studied, and clothing requirements were developed for children with cerebral palsy. Clothing should meet high ergonomic requirements: it should be comfortable and convenient, hygienic, should match the size, proportions, shape and structural features of the child's figure, and the nature of movements[6]. The silhouette of products should be flat or semi-adjacent (for children with mild forms of cerebral palsy).

clothes for children with disabilities should be comfortable to put on and take off. Products with a central fastening are recommended to be designed with a large plastic band zipper or large buttons and loops, because they are easy to use and contribute to the development of fine motor skills of the child's hands.

Children with cerebral palsy have high skin sensitivity, so the number of stitches in clothes should be minimal to avoid damaging the body parts. It is necessary to avoid getting stitches on the child's elbows and knees. It is not recommended to use high collars that fit tightly around the neck.



Sleeves and bottoms of pants should be fastened with bracelets, strings and cuffs to prevent injury to the child. the most convenient for children with disabilities - patch and side pockets are installed without fasteners.

When designing clothes for children with cerebral palsy, it is necessary to take into account the mobility characteristics of the child. I'm crawling

According to statistical data, it was possible to determine the actual needs of children with disabilities for the range of clothing, its composition and design, the materials used depending on the gender of the child and the form of the disease. Jeans are more popular due to the high reliability of the material and ease of wearing. Sports pants provide maximum freedom of movement for the child while playing. For boys with severe forms of cerebral palsy, most parents preferred sweatpants and a sweater. The choice of clothes was made depending on the form of the child's illness. The assortment of advantages for parents when visiting a kindergarten (school) for boys is as follows:

- jeans and sweaters (about 30% of respondents) - without taking into account the division by forms of cerebral palsy;
- jeans and knitwear, overalls and shirts alike (50 percent of respondents) - for hyperkinetic form of cerebral palsy;
- pants and sweater; jeans, jacket and shirt (40% of respondents each) - for atonic-astatic form of cerebral palsy;
- jeans and shirts (100% of respondents) - with bilateral paralysis;
- jeans and a shirt (more than 40% of respondents) - identified for spastic diplegia.

CONCLUSION

The analysis of the problem of rehabilitation of disabled children with the help of special clothing showed its high medical and social importance and prospects for further development of this field using remote technologies of technical and economic material production. Materials used for clothing should have a high level of reliability and hygiene. If possible, clothes for children with disabilities should not differ in appearance from clothes for healthy peers, it should be fashionable, modern, taking into account the current color scheme, which should contribute to the child's psychological comfort.

A set of models was created based on the requirements for clothing for children with cerebral palsy. Collections of clothes were made from this collection and the products were tested for wear. When using these clothing samples, good results were achieved in terms of product fit and positive feedback from children with disabilities, their parents and teachers.

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