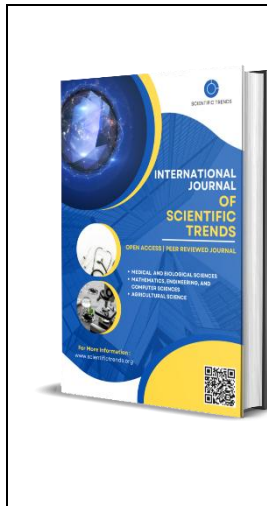


Strategies and Technologies for Preparing Mentally Disabled Children for Social Life

Abdumutal Olimovich Abdunazarov
PhD in Pedagogical Sciences, Associate Professor at
Jizzakh State Pedagogical University
ORCID: 0000-0003-0145-0954



Abstract

This article discusses the education and upbringing of mentally disabled children, focusing on their adaptation to society and social life. It highlights the wide range of opportunities and conditions created for the education of such children and elaborates on their preparation for independent activity. The peculiarities of adapting mentally disabled children to social life, along with the essence of this issue, are examined. The main goals and objectives of special boarding schools and the necessity of constant collaboration between stakeholders to develop independent life skills in mentally disabled children are substantiated.

Keywords: Mentally disabled, children with special needs, social, special education, clinical-pedagogical, oligophrenia, endogenous, exogenous, genetic factors, mental retardation, dementia, imbecility, idiocy.

Introduction

In our country, the legal framework for protecting children's rights has been established through various laws that guarantee their rights. Uzbekistan ratified the "Convention on the Rights of the Child" in 1992, which was adopted by the UN in 1989. This convention remains the most universal document on protecting childhood. Additionally, the "Law on Guarantees of the Rights of the Child" in Uzbekistan ensures children's rights, freedoms, and lawful interests, protecting their lives, health, and dignity while eliminating discrimination. Over the past five years, education reform and efforts to ensure prosperous living conditions through employment have become state-level priorities.

Global complexities and Uzbekistan's development trajectory emphasize reforms aimed at improving citizens' well-being, transforming socio-economic sectors, and ensuring human rights and active civic engagement. Among these, the preparation of children with disabilities for social life is considered a priority direction.

The "Development Strategy of New Uzbekistan for 2022-2026" outlines several objectives, including improving the quality of education services for individuals with developmental challenges and integrating innovative technologies into this process. Tasks identified for 2022 include modernizing secondary education, updating textbooks, promoting inclusive education systems, and advancing mechanisms for the social and economic participation of individuals with

disabilities. These measures aim to ensure equal opportunities and prevent discrimination against persons with disabilities.

Mentally disabled children's early education is a critical period for comprehensive development. Interaction with peers fosters organizationally complex relationships, significantly influencing their personality development. Primary school serves as a sensitive period for collective qualities to emerge, promoting human relationships with others. Without foundational development at home or school, these children face developmental barriers.

The socialization of mentally disabled children relies heavily on their ability to use speech expressions. Through verbal communication, they engage in various activities, learn object names and features, and acquire practical skills. Demonstrative methods enhance their understanding and memory, fostering connections with the surrounding world. Primary education introduces elements of logical thinking, analysis, and synthesis, allowing children to distinguish and generalize concepts. For example, they learn about animals' characteristics, behaviors, and habitats, forming basic scientific conclusions.

Psychological services play a crucial role in this process. Effective collaboration between educators, psychologists, and families enhances children's memory, attention, and emotional development. The role of correctional psychology in understanding the developmental laws and individual characteristics of these children is indispensable for directing their intellectual growth. Educational methods such as observation, experimentation, conversation, and sociometric techniques are applied to study the developmental processes of mentally disabled children. Their psychological features, including perception, memory, and communication skills, are shaped through these methods. Integrating psychological, pedagogical, and social approaches ensures effective preparation for social life.

The primary goals include:

1. Studying the psychological characteristics of mentally disabled children, such as perception, memory, and speech.
2. Identifying factors influencing their intellectual development.
3. Harmonizing physiological and psychological laws of development.
4. Enhancing learning motivation and engaging families in the process.
5. Fostering independent and creative thinking through sensory-motor approaches.
6. Disseminating knowledge about children's psychological development among educators and families to refine intervention methods.

Planning educational and developmental activities for mentally disabled children requires understanding the causes and degrees of their condition. While intellectual disabilities cannot be entirely corrected, they can be mitigated through medical, pedagogical, and psychological interventions. Integrating innovative technologies and enhancing collaboration among families, educators, and public organizations at all levels are pressing scientific and practical challenges.

REFERENCES

1. Decree PF-5270 of the President of the Republic of Uzbekistan (December 1, 2017), "On Measures to Fundamentally Improve the System of State Support for Persons with Disabilities."
2. Decree PF-5712 of the President of the Republic of Uzbekistan (April 29, 2019), "On Approving the Concept for Developing the Public Education System of the Republic of Uzbekistan Until 2030."
3. Decree PF-60 of the President of the Republic of Uzbekistan (January 28, 2022), "Development Strategy of New Uzbekistan for 2022-2026."
4. Abdunazarov A.O., "Effective Factors in Preparing Mentally Disabled Children for Social Life," "Muallim va Uzluksiz Bilimlendirish," Issue 3/1, 2022.