

ORGANIZATIONAL, PEDAGOGICAL, AND PSYCHOLOGICAL CHARACTERISTICS OF ORGANIZING EDUCATION FOR MENTALLY DISABLED CHILDREN

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Abstract

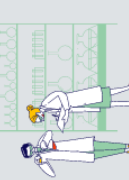
This article explores the organizational, pedagogical, and psychological characteristics of organizing education for mentally disabled children. In the process of effectively organizing special education for these children, individual approaches, the creation of a developmental environment, and the formation of knowledge based on special methodologies are critical issues. The article extensively highlights the organizational foundations of this type of education, the technologies used in establishing the pedagogical process, and the consideration of students' psychological states.

Keywords: Mentally disabled children, special education, pedagogical approach, psychological characteristics.

Introduction

Worldwide, significant scientific research is being carried out to ensure the integration of persons with disabilities into social life and to train them in vocational skills. This includes the creation of "reasonable accommodations," the implementation of formal and informal education systems, and the identification, selection, and practical application of innovative and varied technologies. Efforts are focused on improving the correctional pedagogical characteristics, methodological systems, and pedagogical mechanisms for preparing children with disabilities for social life. These efforts aim to enhance students' vocational training in educational institutions and provide essential knowledge and skills for independent living. The process involves person-centered and varied approaches to preparing mentally disabled children for social life in the initial stages of education through effective pedagogical, methodological, and correctional activities using innovative technologies.

In our country today, as in all fields of education, enhancing the content of special education and introducing innovative technologies into practice are considered pressing issues. Special education addresses the tasks of teaching, educating, and preparing children with developmental challenges for life. Children with intellectual deviations due to organic brain dysfunction are educated in specialized institutions. Globally, such children constitute 3% of the population. The education of mentally disabled children and adolescents is based on international and national legal norms. For example, the Decrees of the President of the Republic of Uzbekistan, including PF-5270 (December 1, 2017) on "Measures to



Fundamentally Improve the System of State Support for Persons with Disabilities" and PF-5712 (April 29, 2019) on "Approving the Concept for Developing the Public Education System of the Republic of Uzbekistan Until 2030," emphasize creating adaptive education services for vulnerable groups and implementing systems based on differentiated approaches. The inclusion of mentally disabled children in quality education is accompanied by positive changes. For instance, educational plans for schools for mentally disabled children are optimized, and curricula incorporate varied approaches considering students' levels of mastery. Strengthening the material and technical base of educational institutions to prepare these children for specific professions is also noteworthy.

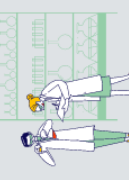
The "New Uzbekistan Development Strategy for 2022-2026" sets a specific goal (Goal 66) of ensuring full participation in life for individuals with various developmental challenges through quality education services, integrating innovative technologies into this process. As part of this strategy, tasks for 2022 included adapting the general secondary education system to modern requirements, implementing textbook renewal programs, and advancing inclusive education systems that ensure active participation of persons with disabilities in social and economic life. These efforts are aimed at fostering equality, avoiding discrimination based on disability, and ensuring equal opportunities for individuals with disabilities.

Psychological services play a significant role in the socialization of children with developmental challenges. Research by D.Y. Makhmudova on providing qualified psychological services to students in special education institutions has resulted in developing models of psychocorrectional work. These models aim to prepare children for social life by preventing psychological stress and depression. The system outlines methods, tools, and forms for achieving these goals in a consistent and interconnected manner.

In conclusion, planning educational and developmental activities for mentally disabled children necessitates understanding the causes and degrees of their conditions. While intellectual disabilities cannot be entirely eliminated, they can be mitigated or rendered less noticeable through medical, pedagogical, and psychological interventions. Therefore, significant attention is given to teaching medical modules in the training system for defectology specialists.

Regardless of the age at which intellectual challenges manifest, a comprehensive set of measures is required to alleviate their effects. In contemporary conditions, the social protection of mentally disabled children is no longer solely a medical issue but a broader societal responsibility. Preparing these children for social life involves systematic, interrelated impacts aimed at optimizing the sociocultural environment. Collaboration among families, schools, and other institutions in creating a suitable environment for these children is a crucial factor in their readiness for social life. Additionally, leveraging support across all fields, including medical and psychological-pedagogical services, is essential for the socialization of mentally disabled children.

Therefore, identifying and implementing innovative technologies for preparing mentally disabled children for social life and enhancing the preparedness of educators and families in



collaboration with various public organizations at all levels is a pressing scientific and practical issue.

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