



FACTORS AND EFFECTIVE METHODS OF DEVELOPING COMMUNICATION SKILLS OF MENTALLY RETARDED STUDENTS

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Abstract

The article discusses the education of mentally retarded children and their adaptation to society and social life, as well as the wide range of opportunities and conditions created for the education of mentally retarded children. The peculiarities of the adaptation of mentally retarded children to social life, their preparation for independent activity are described, and the views on the essence of this issue are listed. The main goals and objectives of special boarding schools, as well as the need for constant cooperation between the subjects in the formation of independent thinking skills of the mentally retarded child.

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

Аннотация

В статье рассматривается воспитание умственно отсталых детей и их адаптация к обществу и социальной жизни, а также широкий спектр возможностей и условий, созданных для воспитания умственно отсталых детей. Описаны особенности адаптации умственно отсталых детей к общественной жизни, их подготовка к самостоятельной деятельности, а также перечислены взгляды на сущность этого вопроса. Основные цели и задачи специальных школ-интернатов, а также необходимость постоянного



сотрудничества между субъектами в формировании навыков самостоятельного мышления умственно отсталого ребенка.

Ключевые слова: умственно отсталые, дети с особыми потребностями, социальные, специальное образование, клинико-педагогические, олигофрения, эндогенные, экзогенные, генетические факторы, умственная отсталость, деменция, имбецильность, идиотия.

Introduction

Significant research is being carried out around the world to create "reasonable accommodations" for the integration of people with disabilities into social life and their vocational training, to introduce a formal and informal education system, and to identify, select, and effectively implement innovative and alternative technologies. Correctional pedagogical features, methodological system, improvement of pedagogical mechanisms of preparing children with disabilities for social life, training students in educational institutions for a profession, improving them on the basis of knowledge and skills necessary for independent life, individualized, variable approaches, pedagogical, methodological, Scientific research is being conducted on the application of innovative technologies in the process of effective organization of correctional work.

In recent years, the legal and regulatory framework for the introduction of a new system of state support for children with disabilities has been strengthened in our republic. Priority tasks have been set, such as "forming an effective system of support for persons with disabilities, improving their quality of life and standard of living." As a result, the opportunities for education as a physically healthy, spiritually and mentally developed, independent-minded, loyal to the Motherland, and with a firm life outlook expand.

An individual approach, taking into account the psychological, pedagogical, social and physical characteristics of mentally retarded children, is the main condition for fully realizing their development potential. Each child is a unique individual, and it is necessary to develop an educational model that is suitable for him by identifying his abilities, interests and limitations. Such a model should be



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aimed not only at providing knowledge, but also at developing the child's skills to make independent decisions in life situations, express his needs, communicate with others, and support himself through work.

The educational process in special boarding schools is not only about teaching academic subjects. Here, increased attention is paid to life skills, labor education, social adaptation, moral values, and self-management skills. For example, children are introduced to housework, small crafts (for example, sewing, gardening, food preparation, cleaning). Through this, they not only form an attitude towards work, but also gain confidence in their own abilities, and strive to find their place in society.

The cooperation of boarding school teachers, psychologists, speech therapists, social pedagogues, and other specialists ensures the effectiveness of this process. Constant monitoring and correction work is carried out to monitor the dynamics of the child's development, encourage his success, and eliminate difficulties. Cooperation with parents is also important - they serve as a supporting factor in the child's life outside of school. Therefore, regular meetings with parents, seminars, trainings, psychological consultations are organized in boarding schools.

Adapting mentally retarded children to social life is an important issue that requires a solution not only within the walls of the school, but also in all spheres of society. Creating suitable jobs for them in the labor market, supporting their work activities, protecting their rights are among the main tasks of the state and society. In particular, it is necessary to cooperate with special vocational education institutions, create mixed jobs for mentally retarded young people, and develop legal mechanisms that encourage their involvement in labor.

In short, not just “protecting” or “taking care” of mentally retarded children, but also forming them as full members of society is the most humane and spiritual approach. Improving their quality of life, ensuring their independence, and protecting their right to be respected as human beings is the task of not only the education system, but also the entire society. In the future, the conditions created for such children should be further improved, the paths of individual development should be expanded depending on their abilities, so that they can grow into not only accepted but also respected members of society.



Mentally disabled children are not a weakness of society, but one of its unique features. Revealing their abilities, turning them into independent, respected and socially active individuals is the humanitarian duty of all of us.

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