

EFFECTIVENESS OF USING INNOVATIVE TECHNOLOGIES IN THE SOCIALIZATION OF STUDENTS WITH MENTAL RETARDATION

Amirsaidova Shahnoza Mirsagatovna, Daminova Maftuna Askaralievna

¹Associate Professor, Nizami National Pedagogical University of Uzbekistan, PhD. National Pedagogical University of Uzbekistan

²Associate Professor, Nizami National Pedagogical University of Uzbekistan, PhD. National Pedagogical University of Uzbekistan, PhD

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ABSTRACT

At the present stage of human civilization, education is considered as the main factor of the well-being of society, one of the fundamental human rights and the basis for ensuring other rights, as well as an important condition for peace, tolerance, realization of human potential and sustainable development. In the modern socio-economic situation, the issues of social adaptation of children with developmental disabilities (who need special education), in particular, the formation of their social competencies, are becoming relevant. As for the issue of socialization of students with mental retardation, complex developmental disorders of the child, first of all, prevent the child from entering into full and positive relationships with people around him in accordance with the periods of development. In total, all this affects the slowdown of the child's socialization processes and, as a consequence, his full integration into society as an individual. This article discusses the effectiveness of innovative technologies in helping to socialize students with mental retardation in the process of special education.

Introduction

In our country, children's health, education and upbringing constitute one of the priorities of the humane state policy. Based on the principle that "human dignity, its rights and interests are the highest value", we have determined the creation of decent living conditions for the population of our country as a priority direction of the policy of New Uzbekistan. In this regard, first of all, we pay special attention to providing attention and practical care to youth and children, and to raising them physically and spiritually," emphasized the head of our state Sh.M. Mirziyoyev.

In Uzbekistan, the social policy pursued with the idea of "For Human Dignity", issues

of modern and unrestricted education of persons with disabilities, including children, occupy a special place.

In particular, tasks such as "improving the system of inclusive education and employment that ensures the involvement and active participation of persons with disabilities in the socio-economic life of society" and "ensuring open and high-quality education for young people, ensuring full education of young people at all stages of education, creating conditions for the development of inclusive education in the regions" are included in the country's development strategy until 2030, which, in turn, fully complies with the UN's "Sustainable Development Goals".

In particular, the Cabinet of Ministers' 2021 The "Regulations on State Specialized Educational Institutions for Children with Physical, Mental, Sensory, or Spiritual Disabilities," approved by Resolution No. 638 of October 12, establishes "the organization of differentiated and individualized education in order to ensure the most optimal development of students in the process of personal and socially oriented education" and "the upbringing of the individual by forming the most optimal model of behavior in personal, family, social life, and labor activity" as one of the main tasks of this type of educational institutions.

In specialized (special) education, teaching mentally retarded children, conducting correctional work and assisting in their socialization are activities that require mutual harmony and coherence. At the same time, education forms their basis, and the organizational, pedagogical, psychological and methodological quality of the educational process, in turn, determines the quality of education. The goal of education is to provide a high level of assistance to the active integration and socialization of the child into society at different stages of his development.

Based on the above, ensuring the effectiveness of innovative technologies in the process of special education in effectively organizing the processes of socialization of mentally retarded students is one of the important research topics.

Literature analysis. Taking the example of the great thinker Alisher Navoi, he says that "man is a very high being. In his opinion, man stands above all beings, all things in the world, and occupies a completely unique place among them. Navoi elevates man to such heights that he calls him the most priceless jewel of existence, the crown of the universe. Thus, in

Navoi's work, man is the highest of the high, the highest of the high, the most beautiful of the beautiful, the most powerful of the powerful," and in turn calls on all of humanity to mutual love, peace, generosity, and kindness. These views of Alisher Navoi fully correspond to the principles of the social approach to disabilities today.

Today, the principle of "independent life" is being actively promoted as the final result of the socialization of children with disabilities. According to him, children of this category should live in harmony with society and each of its spheres and should never be separated from them.

Education also performs a number of functions in the lives of people with disabilities. In particular, according to T. Parsons, the social function of education is "to create the basis for people's mobility and advancement up the social ladder."

The correct formation of relations between people with disabilities and society in various spheres is based, first of all, on creating the necessary conditions and opportunities for their active integration and socialization into society from childhood and at all stages of development. "Socialization is the process of a person's assimilation of social roles and cultural norms, as a result of which a person becomes a social person. It follows that socialization means a person's uniform entry into the social environment, assimilation of the accepted normative and value system of society, which, in turn, helps a person to realize himself successfully and fully manifest himself as a member of society." Education is an important condition and key link of socialization.

In recent years, in modern pedagogy and special pedagogy, the issues of "personalized education" or "socially oriented education"

have been at the center of intense scientific discussions. The personalized education is “an educational process maximally focused on the development of the individual, his or her own characteristics” and is based on the methodological recognition of “the student, his or her needs, motives, goals, abilities, activity and other individual psychological characteristics” as its organizing factors. This implies maximum consideration of the gender, age, individual psychological and status characteristics of students in the teaching process.

As is known, the main directions of education, in particular special education, are “preparing students for life”, forming knowledge, skills and abilities that provide the qualities of adaptation to various social conditions in a person. In contrast to them, in social-oriented education, the main emphasis is placed on issues such as the creation of personal development technologies and methods of the student, self-development to ensure the balance between his social and individual needs, education and self-adjustment to the changes taking place in society through a wider manifestation of his personal abilities.

Wide application of socially oriented educational principles, technologies and methods in special pedagogy is of crucial importance in ensuring their active integration into society and full socialization, which is one of the main goals of education of children with disabilities.

Main part. Today, the socio-pedagogical process based on many years of experience for social adjustment in specialized boarding schools for mentally retarded children in our Republic does not lose its importance. Today, these institutions are

performing the following tasks of social adjustment:

- student's self-determination and adequate self-evaluation;
- acquisition of communication skills;
- formation of the ability to independently solve given tasks;
- formation of self-service skills;
- formation of educational and work skills.

At the same time, the issues of upbringing, taking into account not only the individual characteristics of the person and the directions predetermined for his subsequent activity in society, but also the formation of life and development skills in accordance with the processes of dynamic changes in society, are becoming relevant.

The effective course of the socialization processes of mentally retarded students is also closely related to the following factors:

The presence of a pedagogical concept of social adaptation of mentally retarded students in primary grades;

The presence of requirements for an educational environment that promotes the social adaptation of students;

The main attention is paid to practical and independent exercises in educational programs aimed at the formation and development of the integrative qualities of the individual;

The development of mechanisms for transferring the leading role of teachers to students in organizing the educational process;

The sufficient level of knowledge and skills of teachers in developing students' independent learning skills;

The fact that psychological services have the necessary capabilities not only to diagnose the current state of development of children, but also to conduct psychological monitoring

and forecasts of future development in the process of implementing certain educational programs;

The possibilities of organizing the processes of preparing students for life and vocational training in a flexible and adaptable way to existing realities;

The introduction into practice of new methods of parental participation in forecasting the prospects of students;

The exit of educational institutions from the "closed" type of activity and the expansion of relations with the public, etc., are among them.

The main goal of innovative activity is to develop the student as a creative person, to transfer him from the reproductive type of activity to an independent search for methodological solutions, to turn the teacher into a developer and author of innovative methods, to introduce innovative means of teaching. The main functions of innovative activity include changing the components of the pedagogical process and consist in positively changing the goals, content of education, forms, methods, technologies, teaching aids, management systems, etc.

One of the directions of innovative work in special educational institutions is the introduction of effective pedagogical technologies and methods.

The following pedagogical technologies are used in working with mentally retarded children:

health protection;
differentiated education;
modeling, experimental, project methods;
game technologies.

Types of health-saving and health-preserving technologies:

1. Medical - preventive: organization of a sanitary and hygienic regime in the institution, organization and control over the implementation of the protective and health-improving regime of educational groups, preventive measures for nutrition and strengthening the health of students.

2. Physical education and recreation: morning exercises and organized physical education activities, musical and artistic events, outdoor games, walks, sports holidays, recreational gymnastics, didactic games, including dynamic pauses and logarithmic exercises in the process of corrective and developing influence, valeological orientation, finger and articular gymnastics, elements of self-massage and breathing exercises, elements of gymnastics for the eyes.

3. Technologies for ensuring the social and psychological well-being of the child - a set of measures that ensure a comfortable and positive stay of the child in kindergarten.

4. Corrective technologies: art therapy as one of the types of health-saving technologies (helps to relieve nervous and mental stress and provides aesthetic joy, positive energy that has a beneficial effect on the child's health, well-being and formation. personal qualities).

Types and methods of art therapy:

* play therapy - helps the student to understand himself as a person, increase self-esteem, respond to all negative internal emotions, reduce feelings of anxiety, guilt and worry.

* isotherapy (thematic drawing, drawing on wet paper, drawing using the paint-blowing technique to reduce emotional arousal, etc.). In isotherapy, the following methods are used in correctional work with students:

- drawing on wet paper. A drawing is made on a wet sheet of paper using watercolors, using the largest palette of colors.

In this case, it is necessary to observe how the colors mix with each other, to feel the emotions that arise during observation. Later, the patterns formed on the sheet of paper are given names.

- Monotypes. The image is created on glass using thick paints and then printed on a sheet of paper. Finally, the results are discussed.

- Paint blowing technique. Water-soluble paint with a high water content is applied to a sheet of paper using a tube and the resulting design is blown up. It is important to use the maximum possible color palette when performing the exercise. At the end of the task, the child tries to recognize and imagine the resulting image;

* laughter therapy (playing nursery rhymes, reading humorous poems, having fun, playing funny words);

* music therapy (recording on a tape recorder, listening to recordings, playing musical instruments, singing, etc.). Music therapy methods, together with other art therapy methods, can correct various emotional deviations and mental illnesses in children;

* fairy tale therapy (tales with a logo: finger, articulation, phonetic, tales for teaching literacy, tales that help to form coherent speech, lexical-grammatical tales);

Drama therapy activates the movements of the organs of the articulation apparatus, forms the lexical and grammatical structure of speech, develops general and fine motor skills of the fingers, coordination of movements, mental processes (imagination, emotional-volitional sphere, attention, perception).

* sand therapy - develops creative thinking, imagination, fine motor skills of hands, the development of cognitive processes becomes more intensive and harmonious, the

child's motivation for lessons increases significantly, and the child's psycho-emotional state is harmonized.

The combined use of these types of art therapy helps the full and comprehensive development of children, especially of primary school age.

In special educational institutions, all types of art therapy are usually used together, which helps the full and comprehensive development of children. Art therapy is used in the educational process in the form of a game.

5. Parental value education.

When working with parents, we use various forms of work:

-pedagogical conversations with parents (about the daily routine, adaptation to education, seasonal clothing, etc.);

- group parent meetings in traditional and non-traditional forms;

- consultations;

- slides, booklets, information in the parents' corner, questionnaires, exhibitions of works created by parents of children or parents themselves.

- Differential educational technologies. Differential educational technologies are based on the abilities, inclinations, learning speeds, gender differences of children and represent a wide range of activities aimed not only at identifying potential intellectual abilities, but also at solving social and communicative competences of children.

Based on the characteristic individual psychological characteristics of children, differentiation is distinguished:

- by age structure (groups, age parallels, different age groups);

- by gender (male, female, mixed);

- by area of interest (technical, natural history, artistic, social);

- by level of mental development (or level of success): children with certain talents, children included in the general development group, children requiring increased individual attention;

- by personal psychological types (type of thinking, character accentuation, temperament, etc.);

- by level of health (health group).

Differential education is not a goal, but a means of individual development.

When dividing a group into small groups, children in a strong group perform tasks independently, and in a weak small group - with the help of a teacher. The division into small groups can be based not only on the conditions created by adults for each of them to achieve success, but also on the wishes of the children themselves, which contribute to the development of the individuality and creativity of each child and contribute to self-development.

The organization of a system of stratified approaches makes it possible to determine the initial level of each child's abilities and their further development.

The implementation of the modeling, experimental and project methods is impossible without the use of research technologies.

The project method allows you to establish independence, activity, initiative positions in finding answers to questions, systematize information, apply the acquired knowledge, skills and abilities in games and practical exercises, and also helps teachers expand the child's educational field and cognitive thinking. The knowledge acquired by children during the implementation of the project becomes the property of their personal experience. Through experience, the child

develops creative abilities and communication skills.

Game technologies. Game technologies are a set of methods and techniques for organizing the psychological and pedagogical process in the form of various games.

The essence and importance of game technology is that it is entertainment and recreation, and when used effectively, it can also be transformed into learning, creativity, therapy, education and labor.

Game technologies play an important role in the formation of primary ideas of a social nature in students from the first day and their introduction into the system of social relations. One of the crucial tasks of socialization is the development of children's game activity. The implementation of game technologies requires a long-term plan, for example, for the effective organization of role-playing games, they should be divided into two stages.

Биринчи босқич: ролли ўйинга тайёргарлик ишлари.

Иккинчи босқич: сюжетли ролли ўйиннинг ўзи.

At the first stage, the main form of work is joint activity with children. Preparatory work lasts from one to three weeks, depending on the goals and content of the game. Here we use the necessary methodological methods to understand and develop the plot of specific games and game situations.

These can be purposeful walks, conversations, creating stories from personal experience, reading works of art, retelling stories and fairy tales, viewing pictures, creating a story based on a plot picture, listening to audio recordings, conducting didactic games, watching videos, and staging various situations. The content of role-playing games is closely related to the content of

thematic planning during direct educational activities, in the future, game actions are performed by children during the game based on their own experience and knowledge, but with the prospect of developing these actions based on the effective guidance of the teacher.

In general, the effectiveness of innovative activities to support socialization processes with mentally retarded students is manifested in:

- development of the emotional-personal sphere and correction of its shortcomings;
- development of cognitive activity and purposeful formation of higher mental functions;
- formation of voluntary regulation of activity and behavior;
- formation of social skills and socialization;
- ensuring emotional freedom.

Conclusion. The main principle of teaching and achieving educational effectiveness using innovative technologies is an individual approach to each child, taking into account his age, speech and psychophysical capabilities, as well as the rapid mental and physical fatigue of children with disabilities.

Thus, innovative pedagogical technologies are closely related to all aspects of the educational and educational work of an educational institution.

Innovative technologies are the introduction of new methods and tools, techniques that are the result of the intellectual activity of the teacher, increasing its effectiveness. In relation to the pedagogical process, innovation is understood as introducing new things into the goals, content, methods and forms of education, organizing the joint activities of the teacher and the child.

To this end, it is necessary to further improve curricula and educational programs, including additional and optional classes in them, along with the main subjects, improving methods of teaching the main subjects in conjunction with practice, and further optimizing and enriching the activities of social adaptation and integration in form and content.

In conclusion, socially oriented education is a modern requirement, and the use of innovative technologies for the socialization purposes of education of mentally retarded children is primarily related to their level of effectiveness.

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