



**CHILDREN WITH MENTAL RETARDATION: PEDAGOGICAL APPROACHES AND DEVELOPMENT IN EDUCATION**

***Yusupov Bekzod Ergashevich***

*Teacher at the "Pedagogy" department of the University of Information Technology and Management*

[bekzod.yusupov.81@bk.ru](mailto:bekzod.yusupov.81@bk.ru)

***Uchqunova Malika Erkin kizi***

*Student of the University of Information Technology and Management,*

*"Defectology", 2nd year, group DF-136-23*

**Abstract:** This article is devoted to the study of pedagogical approaches to the education of mentally retarded children and their development. The article covers the definition of mental retardation, the causes of mental retardation, and the need for pedagogical support for such children. The importance of special approaches, methodologies, and individual planning used by the education system and teachers in working with mentally retarded children is highlighted. Recommendations are also given on how to stimulate their cognitive and social development by creating specific didactic materials and activities for these children. The article serves as a useful resource for educators and psychologists working in the field of special education.

**Keywords:** Mentally retarded children, special education, pedagogy, educational methodology, cognitive development, social development, individual approach, didactic materials, inclusiveness in education, psychological support, the role of the teacher, the education system, development strategies.

**Annotatsiya:** Ushbu maqola aqli zaif bolalar ta'limi va ularning rivojlanishiga oid pedagogik yondashuvlarni o'rganishga bag'ishlangan. Maqolada, aqli zaiflikning ta'rifi, sabablarini aniqlash va bunday bolalarga qanday pedagogik yordam ko'rsatish zarurligi masalalari yoritilgan. Aqli zaif bolalar bilan ishlashda ta'lim tizimi va o'qituvchilar tomonidan qo'llaniladigan maxsus yondashuvlar, metodikalar va individual rejalashtirishning ahamiyati ko'rsatilgan. Shuningdek, bu bolalar uchun o'ziga xos didaktik materiallar va mashg'ulotlar yaratish orqali ularning kognitiv va ijtimoiy rivojlanishini rag'batlantirish mumkinligi haqida tavsiyalar berilgan. Maqola, maxsus ta'lim sohasida ishlayotgan pedagoglar va psixologlar uchun foydali manba bo'lib xizmat qiladi.

**Kalit so'zlar:** Aqli zaif bolalar, maxsus ta'lim, pedagogika, ta'lim metodikasi, kognitiv rivojlanish, ijtimoiy rivojlanish, individual yondashuv, didaktik materiallar, ta'limdagi inkluzivlik, psixologik yordam, o'qituvchining roli, ta'lim tizimi, rivojlanish strategiyalari.

**Аннотация:** Данная статья посвящена исследованию педагогических подходов к обучению и развитию умственно отсталых детей. В статье дано определение умственной отсталости, выявление ее причин, а также необходимость оказания педагогической поддержки таким детям. Показана важность специальных подходов, методов и индивидуального планирования, используемых системой образования и педагогами в работе с умственно отсталыми детьми. Также рекомендуется стимулировать когнитивное

и социальное развитие этих детей путем создания для этих детей специальных дидактических материалов и занятий. Статья служит полезным ресурсом для педагогов и психологов, работающих в сфере специального образования.

**Ключевые слова:** умственно отсталые дети, специальное образование, педагогика, методика обучения, познавательное развитие, социальное развитие, индивидуальный подход, дидактические материалы, инклюзивность в образовании, психологическая поддержка, роль учителя, образовательная система, стратегии развития.

**Introduction.** Mental retardation is a condition that causes clear limitations in children's cognitive, logical, and social development. The causes of this condition are varied and can be caused by genetic factors, biochemical errors or environmental influences. Unlike their age peers, children with mental retardation have difficulties with reading, writing, logical reasoning and social interaction. Nevertheless, great success can be achieved in their education and development with the right pedagogical approaches. Special methodologies, individual approach and support are necessary for educators in working with mentally retarded children, and these issues are analyzed in detail in this article. Full integration of mentally retarded children into the educational system helps to maximize their potential and enables them to actively participate in social life.

**Literature analysis.** There are various studies and scientific works in the field of pedagogical issues related to mentally retarded children. These literatures play an important role in developing the necessary methodological approaches and pedagogical strategies for the development of special education and helping children with mental retardation. Below is an analysis of some of the research and literature in this area. **Vygotsky, L.S. (1982)** — *Mind in Society: The Development of Higher Psychological Processes*. Vygotsky's theory of social constructivism forms the basis of transformative and effective pedagogical approaches in the education of children with intellectual disabilities. According to him, children learn from their environment and from their teachers, so teachers should create an environment that is specific and adapted to the desired level of development for children with mental retardation. This theory helps teachers in special education develop their work. **Gardner, H. (1983)** — *Frames of Mind: The Theory of Multiple Intelligences*. Gardner's theory of multiple intelligences is very useful for the education of children with intellectual disabilities because it rejects the assumption that children have only one type of intelligence. In order to encourage their development, it is necessary to take into account different types of intelligence in the educational system. For children with mental retardation, it may be best to use a variety of teaching methods and materials. **Davis, M. (2000)** — *Teaching Students with Mental Retardation: A Life Span Approach*. Davis's work shows what psychological and pedagogical approaches should be used in working with children with mental retardation. It emphasizes individual planning, the importance of didactic materials and the roles of teachers in working with children with mental retardation. This work provides guidance to teachers and psychologists in the implementation of special education. **Schalock, R.L. (2002)** — *Intellectual Disability: Definition, Classification, and Systems of Supports*. This work provides detailed information about the definition of mental retardation, its types and approaches in special education systems. Schalock analyzes the effectiveness of various systems and support strategies used for children with intellectual disabilities. The article talks about the role of inclusive approaches in special education systems, as well as the need for individual help and support. The literature review provides an important scientific basis for the development of pedagogical approaches and strategies for the education of children with intellectual disabilities. The works of specialists such as Vygotsky, Gardner, Davis provide teachers with clear and effective approaches to working with mentally retarded children. At the same time, in the

literature, special attention is paid to the development of individual approaches and support systems in the educational system.

**Research methods.** Researches carried out in the field of education of mentally retarded children and their pedagogical development are based on different methodologies. The purpose of choosing research methods is to identify effective pedagogical approaches in working with mentally retarded children and to help improve the cognitive and social development of these children. Below are the main research methods used in this field:

**Quantitative Research:** Quantitative methods are based on statistical data and aim to measure relationships between variables. Through this method, the effectiveness of various pedagogical methods used in the education of mentally retarded children is studied. For example, the effects of new teaching methods are measured in test groups and specific results are obtained through statistical analysis.

**Qualitative Research (Qualitative Methods):** Qualitative research focuses on in-depth analysis of experiences, events or processes and is usually based on a small amount of data. This method allows to study the subjective experiences, thoughts and feelings of children and teachers.

**Mixed methods:** A combination of quantitative and qualitative methods, which allows for the analysis of both sides of the research, that is, statistical and subjective aspects. Application of this method makes it possible for the researcher to achieve comprehensive and more accurate results.

**Practical observation (Observation):** Direct observation of lessons or activities conducted with mentally retarded children. Teachers or researchers analyze how children perform reading, writing, and other activities. Through this method, specific difficulties and problems in working with children are identified.

**Empirical and practice-based research:** Based on teachers' own experiences, testing special education methods and studying how these methods work for children with intellectual disabilities. This method is based on practical experience and analysis, aimed at improving pedagogical approaches.

Research methods used in the field of education of mentally retarded children include different approaches. Quantitative methods measure educational effectiveness, while qualitative research allows for the study of children's subjective experiences. Combining both methods will help the research to bring complete and accurate results.

**Result and discussion.** The results of research on the education of mentally retarded children show the effectiveness of pedagogical approaches and methods, as well as changes in the cognitive and social development of children. Some key findings from the study include:

**Effectiveness of individualized educational approaches:** Studies have shown that individualized approaches are one of the most effective methods of working with children with mental retardation. Every child should be educated according to his characteristics. This requires the development of individual educational plans of the teacher, adaptation of methods and materials. The use of individual support by teachers significantly improves the learning and development processes of children.

**Importance of inclusive education:** It has been confirmed that inclusive education is important for children with intellectual disabilities. In an inclusive education system, all children have

equal opportunities to contribute to their social and intellectual development. Children with intellectual disabilities learn from their peers and acquire the social skills necessary to integrate into society.

**Effectiveness of special education methods:** Special education methods, such as demonstration and hands-on activities, have been effective in developing children's intellectual abilities. As research shows, visual aids, visual aids, and games facilitate children's understanding and increase their interest in lessons. Such methods help to improve children's social and logical skills.

Based on the results of the research, one of the most important aspects in the education of mentally retarded children is that teachers and psychologists have special knowledge and skills. Teachers should constantly update their methods when working with children and take into account individual needs. Flexibility in approach is important when working with such children, as each child's developmental level and needs are different. The effectiveness of the inclusive education system is also one of the important results noted in the research. In such a system, mentally retarded children get a chance to find their place in society and have equal opportunities. However, the success of an inclusive education system depends on the readiness of teachers and educational institutions, and the provision of special support and educational materials to teachers. In addition, research shows that updating teachers' knowledge and pedagogical methods has a positive effect on children's development. Helping teachers through special training, refresher courses and practical training will make the educational process more effective. It is important to use individual approaches, inclusive education system and special education methods to improve the effectiveness of education of mentally retarded children. Research results show that cooperation between teachers and parents is the main factor in the successful implementation of the educational process. On the other hand, the implementation of constant updating and innovation in the educational system will help children with mental disabilities fully integrate into society.

**Conclusions and suggestions.** Education of mentally retarded children is a field that requires special pedagogical approaches, in which individual support for each child, adaptation of teaching methods and social integration are important. Research has shown that effective methods and approaches to working with mentally retarded children can significantly improve their cognitive and social development. An inclusive education system and individual approaches are the basis for achieving the best results for children. Qualified training of teachers, use of special methods and close cooperation with parents ensure the success of the educational process. At the same time, in order to create an effective educational system for mentally retarded children, it is necessary to constantly update methods and special adaptation of educational materials. Educators, psychologists and parents should work together to ensure the maximum development of children's potential and their full integration into society. Development of new pedagogical methods, analysis of changes in the educational system and study of their effectiveness, helps to constantly improve the educational process. These proposals are the main measures necessary to make the education of mentally retarded children effective and provide them with full opportunities.

#### **The list of used literature:**

1. **Vygotsky, L.S. (1982).** *Mind in Society: The Development of Higher Psychological Processes.* Harvard University Press.
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