



Organizing the Education of Primary Class Students as An Educational and Social Activity

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Abstract: This article discusses the importance of organizing the education of mentally retarded students in primary grades on the basis of educational and social activities in providing a child with quality education and upbringing and effective socialization.

Keywords: Mental retardation, education, socialization, special education, special pedagogy, educational and social activities.

Introduction: In the new Uzbekistan, the noble idea of "For the dignity of man!" forms the foundation of the state's social policy. "The principle rule in our updated Constitution that "Uzbekistan is a social state" also requires the transformation of social assistance to the population, leaving no one out of love and attention, into a constantly functioning system" [1].

The reforms implemented in recent years in the field of providing quality education to children with disabilities have created the basis for the development of both traditional and inclusive education. In such conditions, the introduction of innovations in form and content into the activities of specialized state educational institutions for mentally retarded students has become a requirement of the times.

As is known, the social model of disability is at the heart of the modern approach to disability, which considers all problems to be the result of society's attitude to the specific needs of persons with disabilities. According to the social model, disability is a social problem. At the same time, limited opportunities are not "part of a

person" or his fault. A person may try to reduce the consequences of his illness, but the feeling of his limited capabilities is not associated with the illness itself, but with the presence of physical, legal and other barriers in society" [3].

The correct formation of relations between persons with disabilities and society in various spheres is based, first of all, on the creation of 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 is understood as a person's uniform entry into the social environment, the assimilation of the accepted system of norms and values of society, which, in turn, helps a person to successfully realize himself and fully express himself as a member of society" [6]. Education is an important condition and the main link of socialization.

The school education period has great opportunities for mentally retarded children and adults to find their place in society as individuals and citizens, to actively participate in various economic and social relations, and to live a prosperous life while being busy with work. It is precisely for these children that the organization of individual diagnostic-oriented educational and social activities in specialized state educational institutions helps to form students' motivation to study, adapt to the environment, and develop self-expression skills.

I.V. Krupennikova, in her study "Learning motivation of younger schoolchildren with mental retardation during the transition to primary school", studies students' learning motivation in the context of educational activities, and emphasizes that the leading activity in primary education is educational activities. On the one hand, in the process of educational activities, the student gets acquainted with the tools that allow him to study human experience, and on the other hand, he enters into social relations with teachers and peers [4]. We agree with the scientist's views, supporting the orientation of the educational process in primary grades to the goals of socialization and the formation and improvement of educational and social activity.

In modern pedagogy, two main and fundamentally different approaches to the problem of socialization of children have been formed: adaptation and activity. The polarity of these approaches is associated with the internal contradiction inherent in the process of socialization between a person's need to adapt to society and his need for independence (the need to have his own views, interests, make independent

decisions, build a social environment around himself) [5].

Today, in specialized institutions, socialization is carried out in accordance with the tasks of specialists working with mentally retarded children:

- the process of a student's integration into society and the acquisition of knowledge, values, social skills and social "sensitivity" that will allow him to adapt to it;
- the process of state control over the provision of education to a mentally retarded person in the interests of all members of society;
- the process of learning to adapt to social norms and roles by a new member of society;
- the process of improving any of the above processes based on the relevant results [2].

Educational and social activities of students with mental retardation in primary grades are based on the following pedagogical and psychological aspects:

- to awaken social activity;
- to foster self-respect;
- to maximally individualize classes;
- to form the desire to determine one's own destiny;
- to form the ability to choose a life position;
- to form the desire to actively participate in changes aimed at improving the life of society;
- to form the skills of correct behavior;
- to prepare for labor and the types of work that can be performed;
- to develop creative abilities.

In organizing the process of training and educating mentally retarded students in specialized educational institutions in a socially oriented manner, the following important aspects can be identified:

- to organize the educational process of the student as a person, taking into account factors such as the state of society at a certain time or its certain traditional values, but not its variability, constant development and the independent manifestation of the individual in this;
- in the educational process, based on the individual psychological and physical capabilities of students, to apply new mechanisms of "student-teacher" relations, that is, to give more freedom to the student's independent cognitive and learning activities;
- based on this, to approach the student, not the teacher, as a mechanism that determines the quality and result of the educational process, and to place the main emphasis on the pedagogical environment creating broader conditions for student independence;
- education is carried out not only in the interests of the

student, based on his personal capabilities, subsequently formed life principles, ideals, attitudes, values, etc., but also in the interests of society as a whole, that is, the student should not be limited only to certain knowledge and skills, but should enter society, finding himself, ready to live as equal as possible with others in the conditions of a changing society;

- in the educational process, a person should first of all understand his life needs, development motives, interests, ideals, values, etc., and he should not take his future life path in the form of a "ready-made template", but, on the contrary, taking the example of the need to choose a profession in the future life of mentally retarded students, he should be formed in a state of readiness for it in terms of spiritual and primary skills and abilities;

- in terms of the spiritual and moral aspects of the educational process, it is advisable for a mentally retarded student to become a socially oriented subject with a general cultural, value-worldview, creative-cognitive, professional and information-communication competence complex before adulthood, and as a subject freely participating in all relations of society, he should be able to protect himself from negative characteristics: isolation from society, a tendency to delinquency, aggression, egocentrism, exposure to foreign ideas, etc.

Based on the above, the formation and improvement of the educational and social activities of mentally retarded children in the primary education process is carried out on the basis of the following factors:

- harmonization of educational and socialization goals in disciplines and interdisciplinary integration;
- organization of educational activities on the basis of programs aimed at improving the child's independent development opportunities based on the characteristics of the child's psychophysiological development;
- active use of modern educational technologies and methods aimed at active development of the child's personality;
- development and stimulation of students' independent learning abilities, while the teacher mainly performs the "organizational" task in the implementation of educational programs;
- a unique approach and additional programs have been developed to strengthen the knowledge acquired in class in extracurricular activities of students in unusual conditions and artificial pedagogical environments;
- effective establishment of social cooperation

in turning the knowledge and skills acquired by students into practical activities.

As is known, primary education, as well as specialized education, lays the foundation for the development of the child's personality, spirituality and physical capabilities. Therefore, educational and social activities in it today consist of supporting, encouraging and improving the child's efforts towards socialization through independent and internal aspirations, while integrating educational, social adaptation and correctional processes.

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