

## MENTALLY RETARDED STUDENTS THROUGH READING LESSONS: ISSUES OF ADAPTATION TO SOCIAL LIFE

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### ABSTRACT

This article discusses current issues related to ensuring the effectiveness of social adaptation of mentally retarded children through reading lessons. The analysis of educational and methodological work carried out in Uzbekistan on the adaptation of students of special schools, boarding schools for children with intellectual disabilities to social life.

**Keywords:** Social adaptation, child with mental retardation, specialized school, boarding school, correction, rehabilitation.

### INTRODUCTION

In order to increase the effectiveness of measures to ensure social security of children with various developmental disabilities and in need of treatment and rehabilitation, specialized state educational institutions for children with disabilities have been established in our country.

Today, specialized state educational institutions for children with disabilities are responsible for the education, correction and treatment of children with various developmental disabilities and in need of treatment and rehabilitation, as well as their adaptation and integration into society.

Our country has created a legal framework aimed at social adaptation, protection of the rights and interests of children with various developmental disabilities.

#### **Analyze of referenced literatures**

First, let us know the content of the concept of social adaptation.

Psychologist Ergash Gaziev defines the concept of social adaptation as follows: “Social adaptation is the process of constant active adaptation of the individual to the social environment and the result of this process. Although social adaptation is continuous, it is usually associated with periods of radical change in the individual's activities and the social environment around him” [3]. The socialization of a person is the process of his adaptation to social life on the basis of the effective assimilation of socially recognized norms of behavior, knowledge and values [4].

It is known that the basis of the process of socialization is the adaptation of a person to the life of society, under the influence of which the person becomes an equal member of society. A person's social adaptation, in the process of social development, his relationship with society changes vividly, the level of response to the requirements of society increases.

### Research methodology

The problem of social adaptation of mentally retarded children to society is very relevant and important. Most students who come to a specialized auxiliary school do not have the skills to adapt to society and self-manage. Admission to a specialized auxiliary school is a new stage in the life of mentally retarded students. For them, the process of adapting to a new environment, a new environment, is difficult, even if they come from worse conditions. It is now difficult for them to adapt to educators, teachers, the student body, the school agenda, school education, and especially the inner life of a community of children developing on their own principles and laws and becoming part of that community.

The activity of working with mentally retarded students in the course of reading lessons should be aimed at the correction of speech defects as much as possible, the development of internal and external speech, self-service skills, the formation of exemplary behavior. Students' behavior should not be dangerous to others, the student should understand words such as "impossible", "not necessary", "follow the rules", have knowledge about the environment, the reading lesson should be organized based on the existing knowledge of students, they must understand, have their own personal opinions and views.

In the "Curriculum of specialized schools, boarding schools for mentally retarded children for the 2019-2020 academic year" given in Annex 10 to the Order of the Minister of Public Education No. 273 of August 23, 2019, the subject of reading in the blog "Philological Sciences" section. At the beginning of the school year (for about 2 months) in the "Curriculum on the subject" Reading "for specialized schools, boarding schools for mentally retarded children, developed by V.S.Rakhmanova and S.M.Turdieva, preparatory work is carried out. One of the reasons for this is to ensure that mentally retarded students adapt positively to the school environment and education. In reading lessons, for example, in the 1st grade mentioned in the program, students are introduced to "School, class, agenda", "Greeting etiquette", "School building and yard", "Educational equipment", "School administration, teachers, educators, cooks, cleaners etc. ", " Learning rules ", " Learning tools ", " Classroom ", " Meeting with classmates, schoolmates, peers ", " Agenda, discipline ", " Transportation, introduction of public transport " and many other topics, such as instilling in students a love for school and helping them to adapt to society [2].

### Analysis and results

In short, the following tasks should be solved in the process of reading lessons on the social adaptation of mentally retarded students to society:

1. Development of children's mental functions and cognitive activity on the basis of correction of defects in reading lessons. The main focus in this work is on mental development.
2. Formation of positive behavior in mentally retarded students during reading lessons. The main focus in this work is on moral education.
3. Explain and inculcate that people have a place in society through honest work, occupation, and hard work during reading lessons. The main focus of this work is on labor education.
4. Forming a conscious understanding that people are constantly physically active during reading lessons, which ensures that they are healthy. The main focus in this work is on physical education.
5. Develop self-service skills and competencies.
6. It is expedient to organize and conduct reading lessons and social orientation lessons in an integrated way.

## CONCLUSION

As a result of correctional educational work in the specialized auxiliary school, teachers, educators communicate with students on the basis of instruction, example, information and innovative technologies, children's interaction with peers, complex organization of school work in general, not only adapting students to school positively achieve their worthy place.

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