

**FORMING THE MENTAL STATE OF STUDENTS IN NEED OF HELP AND THEIR
LIFE SKILLS AT SCHOOL: A DEFECTOLOGICAL PERSPECTIVE**

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Annotation: This article examines the critical role of defectology in shaping the mental state and life skills of students with special educational needs. It explores how defectological principles can be applied in educational settings to foster their academic, social, and emotional well-being. The article emphasizes the importance of individualized support, compensatory strategies, and the development of adaptive skills that enable students to navigate challenges and participate fully in the learning process. The article provides information about the role of the science of defectology in the treatment of children in need of help and improving their life skills and the work being done in Uzbekistan.

Key words: Defectology, special educational needs, mental health, life skills, individualized education, compensatory strategies, adaptive skills, inclusive education, psycho-pedagogical support, well-being, defect, shortcoming, psyche.

Introduction

Defectology, a field of study dedicated to understanding and addressing the needs of individuals with developmental disabilities, holds significant value for educators working with students who struggle at school. This article explores how defectological principles can be applied to foster the mental state and life skills of students with special educational needs, enabling them to navigate academic challenges, develop resilience, and lead fulfilling lives.

We cannot ignore such children in education, we must not stop giving them love and motivation. In general, the science of defectology is a science that studies the characteristics of the psychophysiological development of children with disabilities in physical and mental development. In defectology, children with disabilities in physical and mental development are called anamol children. The word "anamol" is derived from Greek and means "unusual", "defective". Nowadays, in foreign countries, such children are called "children in need of special assistance". The task of the science of defectology is to study the causes and types of anomalies, the characteristics of the psychophysiological development of anomalous children, to organize differential and integrated education based on them, to deal with their education. The purpose of the science of defectology is to study the conditions necessary for the organization of differential and integrated education with anomalous children, to eliminate their defects and deficiencies, to make their defects as invisible as possible.

Main Part

At the current stage of the development of school education, there is a negative trend of increasing the number of children with intellectual disabilities, which is, first of all, an unfavorable microenvironment for the development of the child himself, and on the other hand, insufficient specialists of predetermined educational institutions is relevant due to the fact that it is not sufficiently prepared. The most urgent and important problem of correctional pedagogy is the teaching and learning of schoolchildren with developmental disabilities. The number of high-risk group indicators is mentally retarded children. Correction of disabled children in such classes is possible if two conditions are met: firstly, if there is information about how "correct" mental

action should be performed, that is, about the normal manifestation of mental action. if available. mental function; secondly, if there is a statement about a possible diagnosis, disorder, defect, developmental gap using mental diagnostic methods.

When learning occurs by itself, there is a need to eliminate defects, for example, some schoolchildren have unformed mental operations, which at a certain stage of learning prevents the deep and complete absorption of knowledge.

The student cannot understand the reasons for the failure; a feeling of powerlessness appears, self-esteem decreases. A diagnosis is needed that will identify the causes of the difficulty and help to eliminate them. Therefore, psychodiagnosis of the current state of mental function is the basis for correction.

A distinctive feature of psychological correction is the implementation of an individual approach at the level of diagnosis and planning of specific measures for the formation of psychological characteristics. The implementation of an individual approach is related to the concept of "personal achievement" and compares one's own success not to the results of other people, but to previous results.

Tasks of remedial and developmental education:

1. Enriching children's worldview, forming clear, diverse ideas about the objects and events of the surrounding reality, allowing them to consciously perceive the educational material;
2. Formation of social and moral behavior of children, ensuring their successful adaptation in school conditions;
3. Formation of educational motivation;
4. Development of personal components of cognitive activity, elimination of intellectual passivity characteristic of children with learning difficulties;
5. To improve the current level of students' development and correct individual development deviations based on the speed of activity and readiness to learn new educational material.
6. Protecting and strengthening the child's somatic and psychoneurological health;
7. Systematic, comprehensive monitoring of the child's development by specialists.

Also, such students have deficits in the development of memory, which is manifested in poor memorization of poems, limited vocabulary, and incorrect memorization of individual formulas. The teacher must conduct memory-building exercises and games with such children.

When determining the form and content of the activities created within the framework of inclusive education, it is necessary to pay particular attention to their compatibility during the educational process and during extracurricular activities. That is, the knowledge and skills provided in the above educational direction should be theoretically absorbed into the content of academic subjects, as well as practically strengthened in extracurricular activities.

Defectological Principles in Educational Settings:

Individualized Education: Defectology emphasizes the importance of individualizing educational interventions based on each student's unique strengths, weaknesses, and learning style. This approach recognizes that students with special needs require tailored support to overcome learning obstacles and reach their full potential.

Compensatory Strategies: Defectology utilizes compensatory strategies to help students overcome specific learning difficulties. These strategies may involve using assistive technology, adapting learning materials, or developing alternative methods for accessing information.

Adaptive Skills Development: Defectology aims to equip students with adaptive skills that enable them to function independently in various settings. This includes developing social skills, self-care abilities, and strategies for managing emotions and challenging behaviors.

Defectology emphasizes the importance of nurturing a positive self-concept in students with special needs. This involves promoting their strengths, celebrating their achievements, and providing opportunities for them to experience success in different areas. Defectology recognizes the need for helping students with special needs to manage their emotions effectively. This can involve teaching strategies for identifying and expressing emotions, developing coping mechanisms, and building resilience in the face of challenges. Defectology promotes the social inclusion of students with special needs within mainstream educational settings. This involves creating a supportive classroom environment that fosters acceptance, respect, and collaboration among students from diverse backgrounds.

Defectology focuses on developing students' communication skills, both verbal and nonverbal, to enable them to interact effectively with others. This includes teaching strategies for expressing needs, listening attentively, and engaging in cooperative learning activities. Defectology equips students with the skills to approach problems systematically, break down complex tasks into smaller steps, and make informed decisions. This can help them navigate academic challenges, solve personal issues, and build confidence in their abilities. Defectology encourages students to develop self-advocacy skills so that they can communicate their needs and rights effectively. It also emphasizes the importance of fostering independence, enabling students to make choices, take responsibility for their actions, and navigate their lives with confidence.

Conclusion

In conclusion, Defectology provides a valuable framework for understanding the unique needs of students with special educational needs. By integrating defectological principles into educational settings, educators can foster the mental state, life skills, and academic success of these students. The importance of individualized support, compensatory strategies, and the development of adaptive skills cannot be overstated. By embracing the insights of defectology, we can create a more inclusive and supportive educational environment that empowers all students to thrive.

One of the aspects that should be given special attention is the study of the above issues with the effective use of modern research methods of such disciplines as sociology, psychology, pedagogy, defectology, medicine, taking into account the unique characteristics and problems of children in need of special assistance. opens up new conditions and opportunities for solving. The results obtained from scientific research naturally serve to strengthen the scientific-methodological and practical-methodological foundations of preparing children with special needs from the initial stages of development to kindergarten, school and family life in the community environment.

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