

The Content of Correctional and Educational Work in The Family Upbringing of Mentally Retarded Children

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Abstract: This article comprehensively covers the correctional and educational content of the process of raising mentally retarded children (with intellectual disabilities) in the family. The study analyzes the decisive role of the family in the development of the child, the level of pedagogical literacy of parents, and the psychological characteristics of the family environment as factors directly affecting the social adaptation and personality formation of mentally retarded children. Also, problems encountered in the upbringing of mentally retarded children - such as parents' incomplete acceptance of the child, incorrect demands and expectations, excessive or insufficient control, and emotional instability - are revealed on the basis of scientific sources.

The article analyzes the scientific views of foreign and domestic scientists, and widely covers such aspects as the system of family relationships, the importance of cooperation between parents and children, and the stability of the psychological climate. The main areas of correctional and educational work are considered as the adaptation of the child to social life, the formation of independence skills, the development of speech and communication activities, emotional support, and strengthening positive motivation.

In addition, the article develops a system of practical recommendations for parents, among which such methods as encouraging the child, ensuring an individual approach, using imitation and game technologies, and creating a healthy psychological environment in the family occupy an important place. It is substantiated that the effectiveness of correctional and educational work can be increased by establishing cooperation between families and special educational institutions, and actively involving parents in the pedagogical process.

This article harmoniously covers the theoretical and practical aspects of raising mentally retarded children in the family, serving as an important scientific and practical resource for educators, defectologists, and parents.

Keywords: Mentally retarded children, intellectual developmental disabilities, family upbringing, correctional and educational work, social adaptation, psychological environment, parental pedagogical literacy, special education, defectology, family relationships, emotional development, child-parent cooperation, individual approach, upbringing methods, motivation, socialization, developing environment, inclusive education.

Introduction: Our place in society, our tasks and our culture are rooted in the upbringing we receive in the family. People with mental retardation, who live in society along with healthy people, also have their own families and are also raised by their parents. However, their approach to the upbringing process faces obstacles. At the same time, a large part of the parents of mentally retarded students are considered to be below average in terms of intellectual, cultural, educational, material and educational level. Most of

them have mental retardation. It is clear from this that parents of mentally retarded children cannot fulfill the most important task, the educational function, at the required level. This problem has also been studied by a number of scientists.

Problems related to the upbringing of mentally retarded children are always in the spotlight of educators, educators, and families. The task of educating mentally retarded students in a specialized school is of great practical importance. Mentally retarded schoolchildren

should be educated so that their independent behavior in various life situations corresponds to the social norms existing in society. It is advisable to carry out this work in cooperation with the family. The incomparable role of the family in the education of mentally retarded students can also be seen in the research work conducted by scientists. E. A. Slavina, O. B. Charova revealed a high level of failure in the group of mothers of problem children, which, according to the authors, is a negative, aggravating factor in the development of the child. At the same time, the relationship between the level of adaptation and the severity of deviations in the development of the child is significantly mediated by the nature of family relationships. Therefore, the latter can be considered one of the most important factors in the socio-domestic and emotional-behavioral adaptation of mentally retarded children, adolescents and adults. The level of psychological stress in the family increases, which leads to emotional disorders, anxiety in children and adults. The negative emotions experienced by parents disrupt the emotional stability and psychological climate in the family.

A.I. Zakharov identified factors in the relationship between parents and children that lead to family problems in raising a child with intellectual disabilities: - lack of understanding of the specifics of children's personal development. For example, parents consider them stubborn, which is associated with the preservation of a basic sense of self-esteem, or parents think that "the child does not want to", "but he cannot", etc.; - non-acceptance of children is a failure to accept the individuality of the child, his uniqueness, character traits. Rejection is manifested in disregard for such factors of mental development as love, recognition and self-esteem, constant internal dissatisfaction, resentment and anger in relationships with children, the predominance of negative assessments in the upbringing of their character, a distrustful attitude to the emerging life experience of children; inconsistency of parents' requirements and expectations with the capabilities and needs of children; Inflexibility of parents in their relationships with children is expressed in: insufficient consideration of current situations, lack of timely response, correction of problems, lack of alternatives in solutions; unevenness of relationships between parents in different years of children's lives. Lack of care is replaced by its excess or vice versa, as a

result of the changing nature of raising children, the birth of a second child and the inconsistency of the personal development of parents; inconsistency of relationships between parents. It is associated with the presence of a conflict reinforced by the opposing traits of their character; affectivity-excessive irritability of parents, discontent and anxiety, anxiety and fear; anxiety in relationships with children is expressed in: anxiety and panic for any trifles; the desire to overprotect the child, not to let him go; protection from all, mostly imaginary dangers, which is associated with the presence of anxious predictions; "attach" children to themselves, including their moods, feelings, and experiences. Some elements of formality and lack of emotional contact in relationships with children hinder this; there is a lack of confidence in the capabilities of children and their emerging life experiences.

All mistakes in raising a mentally retarded child are due not only to ignorance, but also to family relationships and the state of the parents. It is important to maintain a comfortable atmosphere in the family. It is also important to maintain contacts between the family and friends, colleagues, the world. The family should not be absorbed in its own grief, not "withdraw", not be ashamed of its sick child. This, first of all, contributes to the social adaptation of the child. Due to the positive trends that have emerged in recent years in relation to individuals with developmental disabilities, work is being carried out in various areas of special pedagogy and psychology that show the need to actively study all the problems of a family raising a child with developmental disabilities. The interest of specialists is no longer limited only to methodological issues of forming certain knowledge and skills in children. The emphasis on the corrective effect is placed on the family of a mentally retarded child. At the same time, attention is paid to the positive influence of loved ones on a child with special developmental problems, creating favorable conditions for his education not only in a special institution, but also at home.

It should be noted that for each category of children with developmental disabilities, scientific work has been carried out to one degree or another, characterizing the family environment and the influence of microsocial factors on the child's developmental characteristics. For example, I. S. Bagdasaryan, studying interpersonal relationships in a family with a mentally

retarded child, came to the conclusion that from the first years of life, mentally retarded children intuitively feel rejection from their fathers, which negatively affects interpersonal relationships in the family. A dismissive authoritarian attitude stands out as the main style of parents' attitude towards a mentally retarded child.

G. A. Mishina's research is aimed at studying and correcting various variants of cooperation in parent-child pairs. The author considers deviations in the psychophysical development of young children not only as a possible consequence of organic and functional disorders, but also as secondary manifestations due to lack of communication and insufficient methods of cooperation between parents and children. He highlights six models of cooperation of parents with a child.

Among them are the inability to create a situation of joint activity, the non-emotional nature of cooperation, the insufficient position towards the child and the insufficient style of upbringing, the insufficient need for communication with the child. The study of the reasons for the negative attitude of society to a mentally retarded child was continued in the works of O. B. Charova, E. A. Savina, A. G. Moskovkina, E. V. Pakhomova, A. V. Abramova.

O. B. Charova and E. A. Savina assess the mother's attitude towards a mentally retarded child as contradictory. The mother's usual reaction is to pity him, to take care of him, to control him. At the same time, mothers' desire to punish the child, to ignore his interests due to their primitiveness, is observed. The emotional state of mothers is characterized by depression, guilt, sadness, shame and suffering.

The results of studies of such specialists as A. G. Moskovkina, E. V. Pakhomova, A. V. Abramova confirm the point of view previously put forward by V. V. Yurtaykin and O. G. Komarova about the predominance of negative traits in the description of mentally retarded children by various categories of individuals, including their parents.

The problem of involving parents of mentally retarded children in the process of correction and upbringing. The research work of V. V. Saburov revealed the following: criteria for the readiness of parents to correct the upbringing of mentally retarded children: pedagogical

literacy, active participation in the educational process, value attitude towards the child. The technological model of interaction between school and family proposed by V. Saburov includes: individual practical classes with parents; joint activities of parents and children in classes and school-wide events, the introduction of children into the everyday life of adults; anonymous and confidential psychological and pedagogical counseling for teachers and parents; development and implementation of individual plans for joint education.

Based on the above considerations, we considered it appropriate to give the following recommendations for parents to eliminate problems in the upbringing of a mentally retarded child.

When working with a child with intellectual disabilities, parents are advised to adhere to certain conditions:

1. Praise the child often.

Praise him, hug him affectionately, or give him a small reward when he does a task well (or tries too hard).

2. Talk to your child more.

Explain everything you are doing in a simple and understandable way. Explanation works better than praise for success, swearing, or punishment for failure. If a child tries to do something, but he does not succeed, it is necessary to bypass him with silence or simply re-explain what he is doing. However, you cannot give sweets or food as a reward, especially if the child is prone to obesity.

3. Use imitation. To teach your child a new action or skill, first perform the action yourself and invite your child to imitate you and repeat it. Turn it into a game.

4. Make the exercises fun. Always look for ways to turn learning activities into games.

Children practice more when these activities bring them pleasure. Continue practicing with your child for as long as it is interesting for him. When the activity stops being interesting, stop it or make some changes to make it more interesting.

5. Let the child serve himself as much as possible. Help him only when he needs it.

Handling the child: sit on his right side. Right side - the future. When you are on the right side, you help him move in the right direction to the results that you both expect, monitor your voice and the organization of

speech (logical pauses and stresses, pitch, timbre, volume); accept the child as he is; be with him "here and now" (thinking about yourself, you lose touch with the child, and he becomes interested in what is happening); leave your mood at the threshold, do not allow yourself to be disturbed, lie, show off; be calm and friendly, open and sincere to him.

Assistance to families, raising a mentally retarded child (recommendations for parents), teachers and specialists should help parents find a method of upbringing that is appropriate for the child's condition, the main thing in which will be the necessary balance of care and the requirements for the child at different stages of his development.

The following forms of work of teachers, class teachers and specialists of specialized schools with families with children with intellectual disabilities can be distinguished.

1. Individual consultation for parents.

It is carried out in order to overcome various difficulties in the education, upbringing and communication with the child in the family. It also serves as the basis for establishing personal contact between the teacher and parents.

2. Participation of parents in thematic school-wide meetings held by specialists together with teachers and school administration.

3. Attendance of parents at individual consultations held by specialists.

4. Spending free time together (holidays, entertainment).

These events are carried out with the aim of uniting parents, children and teachers.

5. Designing information stands for parents.

6. Working with a group that includes parents: analyzing specific problems related to education and upbringing; choosing adequate forms of communication and behavior in interaction with the child; establishing constructive relationships with specialists.

This work contributes to the harmonization of family relations, the social adaptation of a family raising a child with mental retardation.

CONCLUSION

The process of raising mentally retarded children in the

family is a complex, multifaceted and continuous correctional and pedagogical approach that requires a system. The results of the study show that the personal development, social adaptation and acquisition of life skills of such children largely depend on the psychological environment in the family, the educational competence of parents and the quality of their relationships with the child.

The formation of a healthy emotional environment in the family, acceptance of the child and a correct assessment of his capabilities, and the rejection of excessive pressure and negative evaluation are the main factors that increase the effectiveness of upbringing. Also, it is important to improve the pedagogical knowledge of parents, actively involve them in the correctional and educational process, and establish close cooperation with special educational institutions.

An individual approach in working with mentally retarded children, the use of positive stimulation, methods based on play and imitation, and the gradual formation of everyday life skills contribute to the development of their independence. At the same time, strengthening the family's ties with society and overcoming social isolation are important factors in the successful integration of the child into social life.

In general, the effectiveness of correctional and educational work in raising mentally retarded children in the family depends on the combination of family cooperation, psychological support, and scientifically based pedagogical approaches.

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