

Features of Developing Educational and Social Activity of Primary Grade Students with Difficulties in Intellectual Development in Modern Educational Conditions

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Abstract: The article examines the specific features of developing learning and social activity among primary school students with intellectual disabilities in the context of modern special education. It highlights the interrelationship between educational activity, social adaptation, cognitive engagement, communication, and learner independence. Particular attention is given to fostering learning motivation, integrating theoretical knowledge with practical activities, strengthening interdisciplinary connections, and individualizing pedagogical support. The article substantiates the importance of incorporating real-life and social situations into the educational process, developing communication and collaborative skills, and gradually increasing students' independence. The pedagogical potential of a three-component approach integrating cognitive development, communication, and collaboration is also discussed. It is concluded that the integrated organization of educational, corrective-developmental, and socially oriented activities is an important condition for preparing students with intellectual disabilities for independent and socially active life.

Keywords: Special education, intellectual disabilities, primary school students, learning activity, social activity, social adaptation, learning motivation, life skills, independence, communication, collaboration, cognitive development, interdisciplinary integration.

Introduction: Modern special pedagogy focuses more on how a child participates in the educational environment, how independently he or she acts, and how he or she interacts with society, rather than assessing the child's potential solely by his or her diagnosis or existing limitations. In this approach, the student's difficulties are explained not only as a characteristic of the individual, but also as a result of environmental barriers, inappropriate educational content, and the lack of sufficient pedagogical support. Therefore, the main task in educating children with intellectual disabilities is not only to equip them with specific knowledge, but also to gradually form the necessary methods of attitude, communication, choice, and practical action in everyday life. The period

of primary education is an important stage that determines the child's future life path. It is during this period that initial experiences such as attitude to learning, building relationships with adults and peers, accepting a task, planning it, and evaluating the result are consolidated. For a student with intellectual development difficulties, this process requires more targeted pedagogical organization. Because he masters some skills that his normally developing peers acquire through natural social experience through special teaching and repeated practical exercises. Separating the educational process from social experience makes it difficult for the student to transfer the acquired knowledge to a real situation. Therefore, each content in the lesson should be connected as much as possible with actions that are used in life. For example, in

mathematics, calculations are not only about performing operations on numbers, but can be combined with everyday tasks such as shopping, understanding time, and comparing quantities. Native language and reading classes expand the ability to express oneself verbally, address, ask questions, understand information, and convey one's thoughts in a simple way. In younger school-age children with intellectual development difficulties, the internal desire to learn is often unstable. If the task is long, complex, or the result is incomprehensible to the child, activity may decrease rapidly. Therefore, it is advisable for the teacher to divide the task into short, clear, and practical result-oriented parts. The child's ability to see the result of his work, understand the meaning of his actions, and receive positive feedback serves as an important incentive for his further activity. Practical activities are especially important for this category of students. In subjects such as technology, physical education, music, and visual arts, the visual appearance of the result keeps the child interested longer. This feature can also be transferred to academic subjects: object-oriented activities in mathematics, observation and experimentation in natural sciences, role-playing situations in reading, and the use of communicative tasks in the native language bring the educational content closer to the child. In special education, in addition to the volume of knowledge, its functionality is important. A student may be able to state a certain rule, but not be able to apply it in everyday situations. Therefore, the studied material should be reused in different situations, and skills within one subject should be strengthened in other activities and in extracurricular settings. This approach reduces the stagnation of knowledge and turns it into a means of movement.

Inter-disciplinary connections are also of particular importance. If the same social or practical task is repeated in different subjects in different content, a holistic picture is formed in the student. For example, the topic of "shop" can be combined with understanding the text in reading, calculations in mathematics, etiquette in education, working with products and objects in technology, and the use of question and answer forms in speech exercises. As a result, subjects become not separate blocks of knowledge, but interconnected tools serving to fulfill a

vital task. The characteristics of intellectual development can manifest themselves differently even within the same diagnosis. Therefore, teaching based on the same requirements and the same pace does not give effective results for all students. The teacher should be able to distinguish between the child's strengths, interests, activities that he can perform independently, and tasks that require assistance. Individualization is not limited to simplifying the task; it means adapting the path to it to the child while maintaining the goal. The role of the teacher should also change from a person who delivers ready-made information to a partner who organizes the activity and provides assistance when necessary. The teacher can first set an example, then perform the activity together with the child, then provide partial assistance, and finally support the student's independent activity. A gradual reduction in assistance serves to develop independence in the child, not dependence.

Social skills are not limited to knowing the rules of etiquette. They include many actions, such as expressing one's needs, listening to others, waiting for one's turn, agreeing, asking for help, accepting rejection, moving safely, behaving in public, looking after personal belongings, and performing simple household tasks. The value of these skills is determined by their independent application in real situations. From this point of view, it is inappropriate to limit social training in a special school to artificial situations within the walls of the institution. If there is a connection between the school, family, and the local social environment, the student will be able to transfer the actions learned in one situation to another. Parents also need methodological support, not to do everything for the child, but to give him time and opportunity to do actions that he can do himself. The analysis shows that in primary special education it is necessary to develop three interconnected areas as a whole. The first area is cognitive. It is associated with the child's ability to understand the surrounding situation, understand simple cause-and-effect relationships, make choices, remember information and plan the necessary actions. The goal here is not only academic results, but also to direct the ability to think to solve life tasks. The second direction is communication. It includes the child's ability to express his needs and desires, ask and answer questions, understand the

interlocutor and choose the appropriate method of communication in various social situations. Communication skills should not be the task of one subject or one correctional activity, but should be used systematically throughout the entire educational process. The third direction is collaboration, that is, the ability to work together with others. Working in pairs and small groups, sharing tasks, feeling responsible for the common result, accepting the actions of other participants and providing assistance if necessary constitute the practical content of this direction. These skills are an important part of preparation for further work and social life.

For the effective development of educational and social activity, the general work order of a special educational institution should also correspond to this goal. First, the curriculum should allocate sufficient space for practical and independent actions. Second, teachers should know the methods of increasing the child's independence and correctly dose the assistance. Third, psychological and pedagogical observation should be a means not only of recording existing shortcomings, but also of showing the dynamics of development and setting further goals. Fourth, it is advisable for the family to participate in the educational process not as an external observer, but as a practical partner. Fifth, the institution's relations with the community should expand. Organizing safe and controlled acquaintances with shops, transport, service facilities, cultural and work environments for students increases the functional significance of the skills learned. The result of modern special education should be assessed not only by how much information a student memorizes, but also by the extent to which he or she can use the acquired knowledge. The social value of education for a child with intellectual developmental difficulties is especially high: each movement learned at school can affect the subsequent level of independence. Therefore, instead of the principle of "education for its own sake", it is advisable to view education as a means of social participation, adaptation and preparation for independent life. This approach does not reduce the importance of correctional work. On the contrary, the result of correctional and pedagogical assistance must be reflected in the real activities of the student. Developmental work in the areas of attention, memory, speech, movement or emotional-volitional

development is valuable in that it expands the ability to perform everyday tasks, communicate and participate in a team. Thus, when teaching primary school students with intellectual developmental difficulties, it is necessary to organize academic content, correctional support and social preparation without separating them from each other. Stimulating interest in learning, transferring knowledge to practical situations, strengthening interdisciplinary connections, gradually reducing individual assistance, and incorporating dialogue and cooperation into the content of each lesson are important conditions for this process. A three-component approach based on the interrelated development of cognition, communication, and collaboration allows the student not only to adapt to the requirements of the lesson, but also to form the necessary foundation for his subsequent social and working life. In this case, primary education should be considered not only as a period of learning for the child, but also as an important stage in which the initial system of personal independence, social relationships, and life competencies is laid.

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