

Integral Description Of Academic Subject Competencies Of Students With Intellectual Disabilities

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Received: 26 August 2025; **Accepted:** 22 September 2025; **Published:** 24 October 2025

Abstract: This article provides an integral description of the competencies of students with intellectual disabilities in academic subjects. The author analyzes the content of social, personal, communicative, cognitive-informational and general cultural competencies formed in students in the special education system based on a competency-based approach. Also, the types of competencies developed by N.N. Malofeyev, O.I. Kukushkina, O.S. Nikolskaya, Ye.L. Goncharova, Ye.A. Strebeleva, A.V. Zakrepina and other researchers and their interrelationships are scientifically covered. The importance of competencies in the adaptation, socialization and independent activity of students with intellectual disabilities to real-life conditions is consistently analyzed and interpreted as an integral system of knowledge, skills and qualifications formed within the framework of academic subjects.

Keywords: Mentally retarded students, special education, competency-based approach, social competence, personal competence, communicative competence, cognitive and information competence, general cultural competence, integrity, social adaptation.

Introduction: Providing education and upbringing to mentally retarded students, eliminating their intellectual deficiencies, and activating and improving their mental processes are among the main tasks of special educational organizations. It is also aimed at preparing those with physical or mental developmental limitations for independent life, developing in them the basic qualities and moral qualities necessary as members of society. Another of the main tasks of special schools in providing education and upbringing to students in need of special assistance is to correct their cognitive deficiencies. In the concept of special education for mentally retarded children, the Current educational competencies of students are determined on the basis of the relevant educational areas.

"In modern educational conditions, the transformation of the content of special education on the basis of a competent approach at the level of metadisciplines distinguishes the following important competencies of children with developmental disabilities:

- social competence (implementation of actions important for life with objects used in everyday life; interaction with people around them; ability to control behavior, etc.);

- personal competence - includes skills related to personal development, such as knowing and adhering to the basic rules of a healthy lifestyle, having an ecological culture, following the norms of etiquette, and understanding civic identity.

- communicative competence - represents skills such as the ability to correctly use oral and written speech, understanding the rules of public culture and following them in the process of communication.

- cognitive-informational competence (mastery of general education skills and qualifications, thinking operations, information-communicative competence, etc.) [1]. N.N. Malofeyev, O.I. Kukushkina, O.S. Nikolskaya, Ye.L. Goncharova noted that "the complex of basic educational competencies of children with developmental disabilities is formed in a two-stage sequence: they consist of basic and higher structural levels. The basic level includes the following competencies" [2]:

- Educational and cognitive competencies, that is, the student's ability to use generalized methods of mental activity, independently organize the cognitive process, and have the ability to carry out educational activities in a planned and consistent manner;

– Health-protective competencies, which include the acquisition of knowledge and skills related to health care, readiness to follow the rules of personal hygiene and safety. (mastery of important knowledge and methods of treatment for leading a healthy lifestyle, maintaining one's functional and psychophysiological state);

- communicative competencies (development of skills and competencies for communication, establishing constructive contacts and relationships with people around them. The content of communicative competencies for children with developmental disabilities is manifested, first of all, as the main tool that serves their mastery of dialogical speech. The higher level of structure formed for such students includes several important competencies.

- Information competencies - this is the student's possession of theoretical knowledge, the formation of the ability to generalize and abstract information, the acquisition of elementary skills for independent analysis, generalization, modeling using modern information technologies.

- Social and labor competencies - this includes skills and abilities in practical activities aimed at a specific result, self-service, as well as the ability to organize a social and household environment.

- General cultural competencies - knowledge related to national and universal culture knowledge, cultural and moral foundations of human and social life, understanding the cultural essence of family and social traditions, understanding the role of science and religion in personal life and their impact on worldview; as well as the experience of meaningful leisure time, the formation of skills in the field of cultural leisure, and the acquisition of a scientific worldview"[2].

- "Competencies for working on oneself include such personal qualities as building an independent lifestyle, organizing activities based on personal and spiritual values, self-management, control and support aimed at intellectual, physical and emotional development, as well as the formation of a culture of thinking and behavior, environmental literacy and awareness of the safety of life activities"[2]. N.V. Matveyeva "competence in the field of independent cognitive activity of students of specialized schools for mentally retarded children, competence in the field of civil society, competence in the field of social and labor, competence in the field of cultural leisure defines the competence, basic competencies" [3]. The structure of individual basic competencies and the technologies for developing these competencies in children with various psychophysical developmental disabilities are covered in the works of a number of authors. The problem of

forming life competencies in children with various developmental disabilities was studied by such researchers as Ye.L. Indenbaum, M.V. Luzik, Ye.A. Romanova, L.M. Safonova, Ye.A. Strebeleva, A.V. Zakrepina. Ye.A. Strebeleva, A.V. Zakrepina distinguish life-oriented competencies among the socio-educational competencies that activate the knowledge system of a student with a mental disability in a specialized school, which allow students not only to set goals in practical situations, but also to adequately solve them in various ways [4]. Many studies and practical research aimed at introducing a competency-based approach in the process of educating students with different levels of mental development, mainly in everyday activities, have been conducted. The issues of social adaptation and the formation of skills for independent living are highlighted. The main attention is paid to creating a basis for a person to act in accordance with real life conditions, to actively participate in society, and to live a decent life taking into account his needs and capabilities. The social competence of adolescents with mild mental retardation is highlighted in the studies of Ye.L. Indenbaum [5]. M.V. Luzik describes the specific aspects of the development of social and labor competence in students with moderate and severe mental retardation in the process of labor, social and household orientation lessons. L.M. Safonova "in the system of life competence of adolescents with moderate and severe mental retardation, operational (general and a distinguishes such components as the development of fine motor skills, the formation of self-service skills), communicative (development of speech, the formation of the simplest communicative skills), management-thinking (development of elementary skills of controlling and managing behavior and activity). The issue of social competence of students with severe mental retardation was analyzed by Ye.A. Romanova, who noted that social competence is the result of their successful socialization, and at the same time an important condition. The author defines social competence as "an integral characteristic of a person, formed in the process of socialization and reflecting the level of social development of the individual" [7]. The author classifies the socialization process of students in this category on the basis of a three-stage structure. The first level is life-oriented competencies, which include skills directly related to the daily life activities of a person; the second level is communicative competencies, which represent the ability to establish relationships with others and socialize; the third level is activity-related competencies, which are associated with participation in various activities and their practical manifestation. An analysis of the pedagogical and psychological literature conducted in this direction

shows that competence in relation to students with disabilities represents their ability to effectively apply knowledge, skills and abilities in real situations, and this aspect is considered a predetermined normative requirement for the level of educational preparation. In the adaptation of students with mental retardation to real life It was found that the integration of demonstrated academic knowledge, skills and competencies with the acquisition of life competencies as a whole is manifested as an integral description of academic subject-related competencies in students with disabilities.

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