

Pedagogical and Correctional Opportunities for Improving Adaptive Didactic Training of Future Oligophrenopedagogues

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Abstract: This article analyzes the pedagogical and correctional opportunities for improving adaptive didactic training of future oligophrenopedagogues from a theoretical and methodological perspective. The role and importance of adaptive didactic approaches in correctional and pedagogical activities with children with intellectual disabilities are substantiated. Also, pedagogical opportunities such as an integrative approach, differential education, designing individual educational trajectories, and creating a correctional and developmental environment in the development of professional competence of future specialists in higher educational institutions are revealed. Modern forms and methods of organizing the educational process, ways to improve adaptive didactic training through the use of special pedagogical tools are scientifically and theoretically substantiated.

Keywords: Adaptive didactics, oligophrenopedagogue, pedagogical-correctional opportunities, professional training, integrative approach, differential education, corrective-developing environment, special education, inclusive education.

Introduction: Modernization of the education system in the Republic of Uzbekistan, in particular the development of special and inclusive education, is one of the priority areas of state policy. The Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030 sets the tasks of expanding the opportunities for children with special educational needs to receive quality education, increasing the professional competence of pedagogical personnel working with them. The implementation of these tasks directly depends on the level of professional training of oligophrenopedagogues.

The increasing number of children with intellectual disabilities, their special needs in the educational process impose new requirements on the professional training of special educators, in particular oligophrenopedagogues. Today, there is a growing need for specialists who are able to carry out correctional and developmental work based on the principles of humanity, equality and cooperation in

special and inclusive educational institutions, who can use flexible and innovative approaches.

Adaptive didactic training is understood as training aimed at adapting the educational process of a future oligophrenopedagogue to the individual characteristics, psychophysical capabilities and needs of learners, as well as forming the ability to quickly respond to a changing educational environment. Revealing the essence and content of this training, identifying pedagogical and correctional opportunities for its improvement is an urgent scientific problem.

The problem of training future oligophrenopedagogues has been studied by many scientists at different times. In particular, the Ukrainian scientist O. Kapustina in her research deeply analyzed the role of an integrative approach in the development of professional competence of oligophrenopedagogues. In her opinion, an integrative approach serves to form a competent specialist by ensuring the mutual harmony of various fields of knowledge, the unity of theory and

practice. An integrative approach strengthens interdisciplinary connections by ensuring the interrelation of psychological-pedagogical, medical, anatomical-physiological and other knowledge. This will help future specialists form a holistic view of children with intellectual disabilities.

Uzbek researcher M.Y. Pardayeva highlighted the importance of the competency-based approach and modern pedagogical technologies in developing the methodological training of future oligophrenopedagogues. She noted that the competency-based approach involves redefining learning goals and outcomes in organizing the educational process, modernizing the content of the curriculum, radically changing pedagogical practice, and introducing innovative technologies.

I.G. Eremenko's scientific school in the field of oligophrenopedagogy and oligophrenodidactics made a great contribution to the development of differentiated teaching methods. His ideas on adapting educational strategies to the individual needs of students currently serve as the theoretical basis of adaptive didactics. Methodologically, this article uses systematic-analytical, comparative and generalization methods. Within the framework of the study, scientific literature, dissertations and periodicals on the topic were analyzed. The mutual harmony of various methodological approaches is of great importance in improving adaptive didactic training. In particular, the integrative approach plays a special role in the development of professional competence of future oligophrenopedagogues. The integrative approach strengthens interdisciplinary communication by ensuring the interconnection of psychological-pedagogical, medical, anatomical-physiological and other knowledge. This serves to form a holistic image of children with intellectual disabilities in future specialists. The competency-based approach focuses on the results of education, that is, what competencies are formed in the future specialist. The methodological competence of an oligophrenopedagogue is manifested in his ability to solve various methodological tasks when working with students with special educational needs. This directly corresponds to the essence of adaptive didactics. Also, the systematic approach allows us to consider adaptive didactic training as a holistic pedagogical system. In this case, all

components of the educational process - goal, content, methods, means and forms - are analyzed in their interrelation.

Improving the adaptive didactic training of future oligophrenopedagogues includes a wide range of pedagogical and correctional opportunities. These opportunities serve to harmoniously develop theoretical knowledge, practical skills and personal qualities of future specialists.

The possibility of implementing differential and individualized education is one of the main areas of adaptive didactic training. It is important for future oligophrenopedagogues to develop skills in developing educational strategies that are appropriate for the individual characteristics of each child. This is achieved by diagnosing the psychophysical development characteristics of students, designing individual educational trajectories, developing a system of differential tasks, and establishing assessment criteria that are appropriate for each child's capabilities.

1. The ability to create a correctional and developmental environment is an important component of adaptive didactic training. Developing skills in organizing a correctional and developmental environment in future oligophrenopedagogues includes organizing specially equipped classrooms, using sensory and gamification tools, creating a developing subject-spatial environment, and providing a psychologically comfortable environment.
2. The ability to use special pedagogical technologies serves the mastery of correctional and developmental technologies, technologies for using compensatory tools, alternative and additional communication tools, and sensory and gamification methods by future specialists within the framework of adaptive didactic training.
3. The possibility of ensuring interdisciplinary integration through adaptive didactic training ensures the integration of psychological, pedagogic, medical knowledge, the mutual harmony of special methodologies, the unity of various areas of correctional work, and the interrelationship of theory and practice.
4. The possibility of developing reflexive and prognostic skills forms the abilities of future oligophrenopedagogues to analyze and evaluate

pedagogical activities, predict the effectiveness of correctional work, quickly change methods and tools, and introduce and adapt innovations.

The issue of improving the adaptive didactic training of future oligophrenopedagogues is one of the most urgent problems of the theory and practice of special education today. There are various approaches and views on this issue, each of which has its own significance.

Supporters of the integrative approach emphasize that by ensuring the mutual integration of various disciplines in the educational process, it is possible to achieve an expansion of the worldview of future specialists, the formation of systematic thinking and the development of professional competencies. The implementation of the integrative approach is carried out through the integration of various knowledge, the use of integrative methodological support, the unity of theory and practice. This approach creates the basis for the oligophrenopedagogue to have a holistic understanding of the personality of a child with intellectual disabilities, to be able to take into account his medical, psychological and pedagogical characteristics. The methodology of differentiated education was founded by I.G. Eremenko, and his ideas currently serve as the theoretical basis of adaptive didactics. Eremenko's views on adapting educational strategies to the individual characteristics of students, increasing their cognitive activity, and structuring the educational process are also relevant for modern oligophrenopedagogy.

Also, practice-oriented education is of great importance in the training of future oligophrenopedagogues. In this regard, the development of courses that include such areas as the technology of designing the educational process in a special school, providing psychological and pedagogical support to students with developmental disabilities in general education institutions, and using Montessori pedagogy is of great importance.

Another important area of improvement in adaptive didactic training is the development of reflexive skills in future specialists. An oligophrenopedagogue must be able to analyze his activities, evaluate the effectiveness of the methods and tools used, and quickly change them if necessary. This is one of the main requirements

of the adaptive approach.

Improving the adaptive didactic training of future oligophrenopedagogues is a complex, multifaceted and systematic process that serves to implement the following pedagogical and correctional opportunities: implementing differentiated and individualized education, creating a correctional and developmental environment, using special pedagogical technologies, ensuring interdisciplinary integration, and developing reflexive and prognostic skills.

Adaptive didactic training, organized on the basis of an integrative approach, forms the ability of future specialists to use psychological and pedagogical, medical and special methodological knowledge in an interconnected manner, to carry out effective correctional and developmental activities in working with children with intellectual disabilities.

Improving the adaptive didactic training of future oligophrenopedagogues is one of the priority tasks of the modern special and inclusive education system. This process requires not only deepening theoretical knowledge, but also the formation of practical skills, mastering innovative pedagogical technologies, and adopting a person-oriented approach. Therefore, it is advisable to develop this training on a comprehensive and systematic basis.

First of all, the modernization of curricula and programs is of great importance. It is necessary to introduce special courses in adaptive didactics, strengthen the integration between correctional pedagogy, special psychology, speech therapy and inclusive education. Special attention should be paid to the development of individual educational directions in curricula, the creation of individual development programs (IDP), and the teaching of differential and individual approach methodologies. Also, strengthening the independent educational activities of students based on the credit-module system, the widespread use of case studies, analysis of problem situations and reflective tasks will develop adaptive thinking.

Improving methodological support also increases the effectiveness of training. It is important to create modern educational and methodological manuals, electronic textbooks, video lectures and interactive platforms on adaptive didactics. It is necessary to form a bank of correctional and developmental exercises,

develop a system of tasks suitable for different levels of intellectual development, and clarify assessment criteria. At the same time, the introduction of digital pedagogy elements, the use of distance and hybrid forms of education will increase the professional flexibility of future specialists. In the process of strengthening practical training, it is necessary to expand cooperation with special schools, specialized boarding schools and inclusive educational institutions. It is important to create opportunities for students to independently organize long-term pedagogical practice, observation, diagnostics and correctional training. Trainings on the use of adaptive didactic approaches, seminars, master classes with the participation of experienced defectologists and oligophrenopedagogues will strengthen professional competencies. It is also necessary to form the skills of decision-making in real pedagogical situations, cooperation with parents and work in a multidisciplinary team.

Strengthening the material and technical base also requires special attention. Providing special pedagogical tools, didactic materials, sensor-integrative equipment, developmental games and information and communication technologies increases the effectiveness of adaptive teaching. The organization of sensor rooms, speech therapy and psychological laboratories in higher educational institutions will allow testing innovative educational technologies. At the same time, the introduction of diagnostic programs based on artificial intelligence, interactive assessment tools and electronic portfolios is one of the promising areas.

In addition, the development of a professional-reflexive culture, the formation of empathy, tolerance and inclusive values in future oligophrenopedagogues is an important pedagogical condition. Their involvement in research activities, participation in small scientific projects and experimental work will further deepen adaptive didactic competencies.

The harmonious and consistent implementation of these pedagogical and correctional opportunities will bring the adaptive didactic training of future oligophrenopedagogues to a qualitatively new level. As a result, they will be formed as creative, professionally flexible and competitive specialists who can meet the requirements of modern special and inclusive

education. This will serve to ensure the rights of children with intellectual disabilities to receive quality education, their social adaptation and successful integration into society.

CONCLUSION

Improving the adaptive didactic training of future oligophrenopedagogues is of great importance in increasing the efficiency of the modern special and inclusive education system. By modernizing curricula and programs, enriching methodological support, strengthening practical training and strengthening the material and technical base, students will master not only theoretical knowledge, but also practical skills. In this way, they will be formed as creative and flexible specialists who can apply an individual approach. As a result, children with intellectual disabilities will have greater access to quality education, their successful integration into society will be ensured, and the effectiveness of the inclusive education system will increase.

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