



EQUIPPING A SOCIAL AND DOMESTIC ORIENTATION ROOM IN SPECIALIZED BOARDING SCHOOLS FOR MENTALLY RETARDED CHILDREN WITH DEVELOPMENTAL DISABILITIES

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Abstract

The article substantiates the need to comply with safety, functionality, flexibility and correctional and pedagogical requirements when organizing a socio-domestic orientation room. The results of the study are important in ensuring the social adaptation of mentally retarded children, preparing them for independent life and integrating them into an inclusive society.

Keywords: Mentally retarded children, specialized boarding school, socio-domestic orientation, equipment, independent life skills, correctional pedagogy, pedagogical conditions, life skills.

Introduction

The importance of the technical base in the process of developing students' imagination is very great, and it is manifested as an important pedagogical factor in increasing the effectiveness of the educational process. Technical base means special equipment, teaching aids, technological devices, and a learning environment that is closer to everyday life. It is these factors that contribute to the conscious and active assimilation of socio-domestic experience by students. In students with developmental disabilities, cognitive processes, especially perception and thinking, may be underdeveloped. Therefore, technical means and visual equipment play an important role in the formation of socio-domestic ideas. Through household appliances (electric kettle, washing machine, gas stove, vacuum cleaner), hygiene products, kitchen utensils and models, students directly get acquainted with everyday objects, learn their functions and rules for proper use in the process of practical



activity. The technical base allows you to bring classroom and extracurricular activities closer to life. The social and household orientation room is a special pedagogical environment that serves to form practical skills necessary for everyday life in students. This room serves as an educational and practical laboratory and brings the educational process closer to real life.

The main purpose of this room is to ensure the readiness of students for independent living, to form household and social skills in them.

When organizing a room, a number of pedagogical and hygienic requirements are taken into account. First of all, the room should be divided into functional zones. This will allow students to study each activity separately. Because such students acquire knowledge and skills related to everyday life mainly through direct practical activities, demonstrations and repeated exercises. Therefore, the educational environment should be organized in accordance with their needs and psychological characteristics. A specially equipped room creates an environment close to real life for the formation of socio-domestic ideas in students. The presence of a kitchen corner, a section for hygiene products, shelves for organizing clothes, and necessary household utensils in the room will allow students to practically study the processes of everyday life. In such an environment, students gradually master such skills as simple elements of cooking, cleaning the room, observing personal hygiene, dressing and maintaining order. Special attention is paid to safety, comfort and ergonomic requirements when equipping the room. The suitability of the equipment for the age and capabilities of students creates conditions for their independent movement. The precise placement of objects serves to develop order, responsibility and spatial imagination in students. The technical base plays an important role in the development of socio-domestic imagination. The kitchen area is one of the most important parts. Here, students learn to prepare food, properly store products, and follow hygiene rules. This zone must be equipped with modern and safe equipment. Through household appliances (electric kettle, gas stove, washing machine, vacuum cleaner, etc.), visual aids, models and didactic materials, students get acquainted with everyday objects and learn how to use them correctly. Information and communication technologies, including video and multimedia presentations, help to demonstrate household processes in an understandable and memorable way.

The dormitory zone teaches students personal discipline. Here, skills such as making beds, arranging clothes, and storing personal belongings are formed. The hygiene



zone teaches the basics of personal hygiene and a healthy lifestyle. Processes such as washing hands, brushing teeth, and clothing hygiene are taught in a practical way.

The recreation area serves to meaningfully organize students' free time. Here, reading, playing board games, and cultural leisure skills are formed.

When equipping the room, special attention is paid to safety issues. It is necessary that electrical equipment be protected, sharp objects be kept under control, and sanitary and hygienic rules be strictly observed.

The socio-domestic orientation room is one of the most important elements in the pedagogical infrastructure of specialized boarding schools and boarding schools for children with developmental disabilities, which is a specially equipped learning environment designed to form practical skills that ensure the adaptation of students with special educational needs to everyday life. The proper equipment and effective use of this room directly affects the social integration of students.

In world practice, such rooms are called by different names: in the USA, “Life Skills Room”, in Germany, “Übungsküche” (training kitchen) or “Alltagstrainingsz Socio-domestic skills” (everyday life training room), in Finland, “Elämistaitojen tila” (life skills room), in Russia, “Kabinet sotsial'no-bytovoy orientireki” (social and domestic orientation cabinet). The structure and equipment of each of them are determined in accordance with national and cultural characteristics, climatic conditions and legal requirements.

IMYX is also specifically listed in the standard equipment lists for special educational institutions approved by the Ministry of Education of the Republic of Uzbekistan. However, practical studies show that many schools and boarding schools still lack sufficient guidance or financial resources to create and properly equip such rooms.

The pedagogical concept of IMYX is based on several scientific theories. L.S. Vygotsky's idea “The environment is a tool of education” (среда как инструмент обучения) shows that students learn through the environment that surrounds them. Therefore, each element of IMYX, each object must be pedagogically purposeful.

J. Dewey's concept of pragmatic education also served as a theoretical basis for the organization of IMYX. According to Dewey, real education occurs in the process of solving life problems. From this point of view, IMYX is a space that gives children experience in solving social and everyday problems in an artificially created, but similar to real life environment.



M. Montessori's theory of prepared environment is of particular practical importance in the equipment of IMYX. In the Montessori method, creating a comfortable environment for the child's independent activity is the basis of the teacher's activity. The same is true in IMYX - each item should be placed in a place where the child can reach it, in his hands, in his eyes; items should be safe, bright, suitable for the child's capabilities and understandable.

The first developments of Russian defectologists A.N. Graborov and V.P. Kazhdan-Rudzite on the organization of the environment for specialized educational institutions laid the foundation for all subsequent IMYX concepts. Later, these ideas were further developed in the works of A.A. Dmitriev, E.A. Kovalyova, M.V. Mazur. The following general architectural and pedagogical requirements must be observed in the construction and equipment of the IMYX. First, the volume requirements: the room allocated for the IMYX should be at least 40-50 sq.m., since sufficient space is required for the effective functioning of various zones (kitchen, washing, dressing, recreation, etc.). According to the regulatory documents of the Russian Ministry of Education, at least 2.5 sq.m. of space for classes must be allocated for each student in boarding schools for children with special educational needs.

Secondly, the lighting requirements: the IMYX must comply with the requirements of natural and artificial lighting standards (sanitary standards). It is recommended that the lighting be at the level of 300-500 lux, especially in the kitchen and sewing zones. Places near the fence are preferable, but direct sunlight should be limited.

Thirdly, safety requirements: All electrical appliances, hot surfaces, cutting tools should be placed in a child-proof manner or provided with special covers. The floor should not be slippery, all corners should be rounded, and windows and doors should be safe. These requirements are especially critical for children with problems with coordination of movements.

Fourthly, hygiene requirements: All surfaces should be made of easily washable and disinfectable materials. The water supply, sewage and sanitation system must be in working order. The ventilation system must meet the standard exchange rates.

Modern IMYX is usually divided into several functional zones. Each zone has its own purpose and equipment features.

The first zone is the cooking and eating zone. This zone is the central part of the IMYX, which includes a gas or electric stove, a refrigerator, dishes and kitchen equipment. According to the recommendation of the Russian methodological expert



A.A. Dmitriev, since this zone is intended for children, children's-level models of equipment or smaller analogues are used. For safety reasons, the stove and hot surfaces are equipped with special protective devices. Dishes, pots, spoons, forks, knives are selected in accordance with the age and level of development.

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