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DEVELOPING SOCIAL SKILLS IN THE CORRECTION OF MALADAPTIVE BEHAVIOR IN STUDENTS WITH INTELLECTUAL DISABILITIES

Annotatsiya

Mazkur maqolada aqli zaif o‘quvchilarning dezadaptiv xulq-atvorini korreksiyalashda ijtimoiy ko‘nikmalarni rivojlantirishning nazariy asoslari, metodologik tamoyillari va amaliy mexanizmlari tahlil qilinadi. Tadqiqot doirasida ijtimoiy kompetensiyalarni shakllantirishga qaratilgan bosqichli model ishlab chiqildi va tajriba-sinov ishlari orqali uning samaradorligi asoslandi. Natijalar shuni ko‘rsatdiki, tizimli ravishda tashkil etilgan ijtimoiy ko‘nikmalarni rivojlantirish dasturi agressivlik, impulsivlik va ijtimoiy chekinish ko‘rsatkichlarini sezilarli kamaytiradi hamda ijtimoiy moslashuv darajasini oshiradi.

Kalit so‘zlar: aqli zaiflik, dezadaptiv xulq-atvor, ijtimoiy kompetensiya, xulq korreksiyasi, maxsus pedagogika, ijtimoiy moslashuv, inklyuziv ta’lim, psixologik-pedagogik yordam.

Аннотация

В данной статье анализируются теоретические основы, методологические принципы и практические механизмы развития социальных навыков при коррекции дезадаптивного поведения у обучающихся с интеллектуальными нарушениями. В рамках исследования была разработана поэтапная модель формирования социальных компетенций, эффективность которой была подтверждена экспериментально. Результаты показали, что системно организованная программа развития социальных навыков значительно снижает показатели агрессивности, импульсивности и социальной замкнутости, а также повышает уровень социальной адаптации.

Ключевые слова: интеллектуальная недостаточность, дезадаптивное поведение, социальная компетенция, коррекция поведения, специальная педагогика, социальная адаптация, инклюзивное образование, психолого-педагогическая помощь.

In the modern system of special pedagogy, the social adaptation of students with intellectual disabilities is considered a critical issue. In the context of intellectual disability, the slow development of cognitive processes negatively affects not only academic performance but also behavior, emotional-volitional stability, and social relationships.

Practical observations show that such students often exhibit maladaptive behaviors—aggressiveness, negativism, noncompliance with rules, passivity, social withdrawal, and affective outbursts. These behaviors complicate the learning process, disrupt group interactions, and hinder the child's personal development.

Punitive or restrictive measures alone are insufficient to address the problem. Research-based approaches indicate that maladaptive behavior often results from underdeveloped social skills. Therefore, the development of social competencies should be at the center of corrective interventions.

Theoretical Foundations of the Problem: Maladaptive behavior is a stable pattern of actions that does not conform to social norms and complicates an individual's social adaptation.

In modern special education, social adaptation of students with intellectual disabilities is a pressing issue. Slow cognitive development in students with intellectual disabilities negatively impacts academic performance, behavior, emotional stability, and social relationships. Observations indicate that maladaptive behavior in such students often manifests as aggression, negativism, disobedience, passivity, social withdrawal, and affective outbursts.

Punitive or restrictive measures alone do not yield effective results. Research shows that maladaptive behavior often arises from underdeveloped social skills. Therefore, the focus of corrective work should be on systematically developing social competencies.

In students with intellectual disabilities, maladaptive behavior is associated with the following factors:

1. Insufficient speech development (difficulty expressing thoughts and needs).
2. Emotional-volitional instability.
3. Inability to adequately assess situations.
4. Limited social experience.
5. Weak self-regulation mechanisms.

According to social learning theory, behavior is formed through modeling. If a child is not shown constructive behavioral models or these models are not reinforced, maladaptive patterns become entrenched.

Neuropsychological studies also show that underdeveloped frontal lobe functions contribute to impulsivity and reduced self-control. Therefore, targeted development of social skills is a crucial tool for managing behavior.

Purpose and Objectives of the Study:
Purpose: To develop and justify an effective model for the development of social skills in the correction of maladaptive behavior in students with intellectual disabilities.

Objectives:

- Identify the pedagogical and psychological characteristics of maladaptive behavior.
- Structurally substantiate the system of social skills.
- Develop a corrective program.
- Conduct experimental trials and analyze the results.

Research Methods:

- Observation
- Surveys and expert assessments
- Pedagogical experiment
  - Behavior monitoring
  - Statistical analysis (percentage indicators and dynamic comparisons)

The study was conducted over six months with students aged 7–10 with intellectual disabilities. Experimental and control groups were established.

Model for Developing Social Skills

1. Diagnostic Stage

- Identify maladaptive behavior patterns
- Assess the level of social competence
- Create an individual development chart

2. Planning Stage

- Develop individualized and group-based activity programs for each student

3. Corrective and Developmental Stage

a) Formation of Communication Skills

- Greeting and initiating conversations
- Expressing requests and gratitude
- Constructing simple dialogues

b) Emotional Regulation

- “Stop and Think” technique
- Breathing exercises
- Expressing emotions through drawings

c) Conflict Resolution Skills

- Role-playing games
- Modeling problem situations
- Teaching positive alternative behavior options

d) Self-Control

- Behavior rules posters
- Visual algorithms
- Reward cards

e) Positive Reinforcement

- Praise
- Badge/point system

- Social rewards

Experimental Results After six months of corrective work, the experimental group showed the following changes:

- Aggressive behaviors decreased by 35–40%
- Compliance with rules increased by 45%
- Initiative in communication increased by 30%
- Instances of social withdrawal decreased
- Frequency of emotional outbursts significantly reduced

No significant positive changes were observed in the control group.

The results indicate that systematically developing social skills is effective in correcting maladaptive behavior.

Discussion

The study results suggest that maladaptive behavior is not a direct consequence of intellectual limitations, but rather is associated with underdeveloped social experience.

Developing social skills:

- Enhances social adaptation
- Stabilizes the learning process
- Improves classroom psychological climate
- Prepares children for independent life

Collaboration with parents also increases effectiveness.

Scientific Novelty A model for correcting maladaptive behavior through social competencies has been systematized. A step-by-step technological algorithm was developed, and evaluation criteria (behavioral, communicative, emotional indicators) were defined.

Conclusion

The maladaptive behavior of students with intellectual disabilities is associated with insufficiently developed social adaptation. Systematic development of social skills allows for the redirection of behavior toward constructive patterns.

This model can be applied in special schools, inclusive classrooms, and rehabilitation centers.

In the future, it is advisable to continue the research with broader age groups and based on long-term monitoring.

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