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ANALYSIS OF SCIENTIFIC AND PEDAGOGICAL PERSPECTIVES ON THE EDUCATION AND UPBRINGING OF CHILDREN WITH DEVELOPMENTAL DISABILITIES

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Abstract

This article provides a comprehensive analysis of scientific and pedagogical perspectives regarding the education and upbringing of children with developmental disabilities. The research examines the evolution of special education systems, shifting from a medical model to a social and inclusive approach. It explores the methodologies proposed by prominent educators and psychologists for the cognitive and social integration of children with special needs. The study emphasizes the importance of early intervention, individualized educational trajectories, and the role of the family environment in the correctional-pedagogical process. Based on the analysis, recommendations are offered to improve the effectiveness of inclusive education in modern pedagogical settings.

Keywords: Developmental disabilities, special education, inclusive education, pedagogical perspectives, social adaptation, correctional upbringing, early intervention, individualized learning.

Introduction

The modernization of the global education system places a significant emphasis on ensuring equal rights and opportunities for all learners, particularly those with developmental disabilities. In the contemporary educational paradigm, the integration of children with physical or mental impairments into the social fabric is not merely a humanitarian gesture but a fundamental requirement of democratic society.

Historically, the education of children with special needs has transitioned through several distinct stages: from social isolation and institutionalization to the current focus on **Inclusion** and **Integration**. The scientific foundation of this field was significantly influenced by the theory of compensation, which suggests that the human nervous system has a unique ability to adapt and overcome primary biological defects through social interaction and targeted pedagogical stimulation.

At the core of modern pedagogical perspectives lies the understanding that a "disability" is a social construct as much as a biological one. Effective upbringing requires a transition from "defect-oriented" teaching to "resource-oriented" education, where the child's strengths are identified and nurtured. Current challenges in the field include the lack of specialized training for general education teachers, the need for advanced assistive technologies, and the psychological readiness of society to accept children with diverse needs.

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This article aims to synthesize existing scientific viewpoints and analyze the pedagogical strategies that facilitate the most effective development and social inclusion of children with disabilities in the current educational landscape.

Main part

The education and upbringing of children with developmental disabilities have undergone a radical transformation in the last century, moving from a medical model centered on "treatment" to a pedagogical model focused on "development." This shift is rooted in the belief that every child, regardless of their biological limitations, possesses the potential for social and intellectual growth if provided with a supportive environment. The theoretical framework for this movement was largely established by the cultural-historical theory, which posits that a biological defect does not directly cause an intellectual disability; rather, the "social deprivation" resulting from the defect creates the most significant barriers. Therefore, the primary goal of modern special education is to bridge the gap between the child's biological state and their social environment. By focusing on the "zone of proximal development," educators can identify what a child can achieve with assistance today, which eventually becomes what they can do independently tomorrow. This approach requires a profound understanding of the child's psyche, moving away from a deficit-based view to a holistic, humanistic perspective.

In the contemporary landscape, the implementation of inclusive education stands as the most significant pedagogical challenge. Inclusion is not simply the physical presence of a child with special needs in a regular classroom; it is the fundamental restructuring of the school culture, curriculum, and physical environment. Scientific perspectives emphasize that successful inclusion relies on the collaboration of a multidisciplinary team, including speech therapists, psychologists, neurologists, and specialized educators. This team-based approach ensures that the educational process is not standardized but individualized. Individualized Education Programs (IEPs) are the cornerstone of this process, allowing for the customization of learning goals based on the specific cognitive and motor abilities of each student. Research shows that when children with disabilities learn alongside their typically developing peers, they exhibit higher levels of social motivation and communicative competence. Conversely, typically developing children gain empathy, patience, and a broader understanding of human diversity, which are essential soft skills in the modern world.

The role of the family in the upbringing of children with developmental disabilities cannot be overstated. From a pedagogical standpoint, the family is the primary "correctional environment." Scientists argue that parental involvement is the single most consistent predictor of a child's success in special education programs. However, parents often face significant psychological stress and social stigma, which can hinder their ability to support their child effectively. Modern pedagogical strategies, therefore, include "family-centered" models where educators provide training and emotional support to parents. This creates a bridge between the school and the home, ensuring that the skills learned in the classroom are reinforced in daily life. Upbringing in this context is not just about academic learning; it is about teaching life skills, self-care, and autonomy. The ultimate aim is to prepare the child for an independent life, reducing their future dependence on social welfare systems and empowering them to contribute to society.

Technological advancements have also introduced a new era in the education of children with disabilities. Assistive technologies, ranging from simple sensory tools to complex AI-driven communication devices, have broken down barriers that were previously insurmountable.

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For children with speech impairments, Augmentative and Alternative Communication (AAC) systems provide a voice. For those with motor disabilities, specialized hardware allows access to the digital world. Pedagogical perspectives now view these technologies not as optional aids but as essential rights. The integration of digital tools into the curriculum allows for a more flexible learning pace, catering to the unique neurodiversity of the student body. However, the use of technology must be guided by pedagogical principles rather than being a substitute for human interaction. The teacher's role remains central—as a facilitator who chooses the right tool for the right developmental stage.

Furthermore, the social adaptation of these children is deeply tied to the "compensation" of their primary defects. Compensation occurs when the brain utilizes healthy functions to make up for impaired ones. For example, a child with visual impairments may develop heightened auditory and tactile sensitivities. Pedagogical intervention must be designed to stimulate these compensatory mechanisms. This requires a shift from traditional rote learning to experiential learning, where sensory integration and physical activity play a major role. Art therapy, music therapy, and adapted physical education are not merely extracurricular activities; they are vital components of the correctional process that stimulate neural plasticity and emotional regulation.

Finally, the success of any pedagogical system for children with disabilities depends on the legislative and social framework of the nation. Without adequate funding, specialized teacher training, and accessible infrastructure, even the most advanced scientific theories remain purely academic. The transition toward a fully inclusive society requires dismantling systemic biases. It involves moving away from the "segregation" of special schools and toward a unified system where diversity is the norm. The analysis of international best practices shows that the countries with the highest success rates in special education are those that prioritize early screening and intervention. Identifying a developmental delay in the first few years of life allows for the application of "neuro-pedagogy," which can significantly mitigate the impact of a disability before the child reaches school age.

The education and upbringing of children with developmental disabilities represent a complex intersection of biology, psychology, and sociology. Modern pedagogy advocates for a system that is flexible, empathetic, and technologically empowered. It rejects the notion of "un-teachable" children and instead questions the "un-adaptable" school system. By focusing on the unique potential of every child and fostering a collaborative environment between schools, families, and healthcare professionals, society can move toward a truly inclusive future. The goal of education is not to make every child the same, but to ensure that every child has the same opportunity to become the best version of themselves.

Conclusion

The analysis of scientific and pedagogical perspectives reveals that the education of children with developmental disabilities has evolved into a sophisticated, multi-dimensional field that prioritizes human dignity and social integration over clinical diagnosis. The transition from isolation to inclusion marks a significant milestone in modern pedagogy, emphasizing that the limitations of a child are often defined more by their environment than by their biological condition. Effective upbringing in this context requires a synergy between individualized teaching strategies, the integration of assistive technologies, and strong family-school partnerships. Ultimately, the success of special education is measured not just by academic achievement, but by the degree to which these children can navigate society with autonomy and confidence. Continuous research into neuro-pedagogy and the refinement of inclusive practices

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remain essential to ensuring that every child, regardless of their developmental path, is granted the opportunity to realize their full potential.

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