

**FORMS OF CLASSROOM AND EXTRACURRICULAR ACTIVITIES CONDUCTED  
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**Abstract.** This article analyzes the forms of classroom and extracurricular activities conducted with children with intellectual disabilities based on psychological and pedagogical approaches. During the research, observation, interviews, and analysis of activity outcomes were used as methods. The author scientifically substantiates the importance of extracurricular activities in increasing the individual and social adaptation levels of children with intellectual development limitations. Additionally, opportunities for ensuring social integration through various types of activities (creative, sports, labor, and social engagement) are revealed. The article scientifically highlights the effectiveness of educational activities tailored to students' interests and psychophysiological characteristics.

**Keywords:** Intellectual disability, extracurricular activity, social adaptation, special pedagogy, observation method, child psychology, integration.

**Introduction.**

A person's intellectual potential plays a crucial role in their full participation in social life. However, there are children in society with varying degrees of intellectual developmental limitations who require special pedagogical approaches and socio-psychological support. The education and upbringing of children with intellectual disabilities (oligophrenics) go beyond the scope of general pedagogy and have evolved into a distinct branch of special pedagogy — oligophrenopedagogy.

According to specialists (L.S. Vygotsky, M.S. Pevzner, R.E. Levina), the educational and upbringing processes for this category of children should not be limited to the classroom but should also include extracurricular activities that promote social adaptability and independent functioning. Research shows that extracurricular activities such as artistic creativity, labor therapy, sports and wellness sessions, excursions, clubs, and hobby groups positively influence the speech development, emotional stability, and social adaptability of children with intellectual disabilities.

Notably, activity-based approaches, learner-centered education, and the theory of social inclusion significantly enhance the effectiveness of these activities. Therefore, properly planned and implemented classroom and extracurricular activities play a vital role in compensating for physical and psychological developmental differences in children with intellectual disabilities. This article analyzes the content, forms, methodological organization, and psychological-pedagogical effectiveness of classroom and extracurricular activities for children with intellectual disabilities. The research utilized observation, comparison, experimentation, and theoretical analysis methods.

The system of classroom and extracurricular activities for children with intellectual disabilities should be organized considering their individual developmental pace, emotional states, and levels of social adaptation. According to the theory of special pedagogy, intellectual disability

(oligophrenia) is characterized by varying degrees of cognitive impairment, poor adaptability in thinking, and limited communicative skills. Therefore, their education and upbringing require methods based on psychocorrectional, differentiated, and individualized approaches, rather than traditional ones.

In-class activities are primarily aimed at developing functional literacy, equipping students with basic life skills necessary for everyday social functioning. Practical tasks, visual aids, and sensory-based methods are used in lessons. Integrating visual, kinesthetic, and auditory tools improves comprehension. Interactive methods such as role-play, dramatization, drawing, and using construction sets help maintain students' attention and motivation.

Extracurricular activities play a leading role in psychosocial development. These activities support the children's social adaptation, stimulate their personal interests, and develop their independent functioning skills. Forms of extracurricular activities include clubs, excursions, holiday events, labor therapy, music and visual arts classes. These activities help children express positive emotions, boost self-confidence, and develop group-work skills.

When planning such activities, a child's intellectual development, interests, health, and family environment must be considered. The theory of the "zone of proximal development" by L.S. Vygotsky is especially useful here, as it promotes working within the range of tasks a child can complete with assistance, leading to more effective development.

In the context of modern educational paradigms, inclusive approaches are gaining importance in working with children with intellectual disabilities. These approaches aim to fully recognize the child's personality, maximize their capabilities, and strengthen social integration. Thus, child rights-based approaches are fundamental in organizing classroom and extracurricular activities. This encourages children's participation, freedom of choice, and development as active subjects.

Experience shows that the socio-pedagogical environment plays a key role in activating the cognitive activity of children with intellectual disabilities. Therefore, teachers are not only knowledge providers but also psychological supporters and developers of nurturing environments. This requires flexible and differentiated educational strategies both in the classroom and in extracurricular activities.

In international practice, especially in countries like Finland, Canada, and Japan, work with children with intellectual disabilities is conducted based on Individual Training Plans (ITPs). These plans include not only academic objectives but also communicative, emotional, and sensorimotor development goals. This approach helps children build self-awareness and positive attitudes toward their abilities.

A comprehensive extracurricular system should include multiple components: labor, sports, creative arts, ecological activities, and psychodrama-based sessions. These not only develop social skills but also improve sensorimotor integration and spatial-temporal orientation. For instance, horticultural therapy, animal-assisted therapy (zootherapy), and music therapy reduce stress and help children develop self-regulation skills.

It is also essential to consider the family environment when working with intellectually disabled children. In pedagogical practice, the "family-school-community" model has been shown to accelerate social adaptation. Ongoing consultations with parents, pedagogical training, and family-oriented events should be integral parts of extracurricular programs. A child's development occurs within a continuous, multi-component social system.

In the 21st century, digital technologies are widely used in working with children with intellectual disabilities. Special mobile apps, interactive programs, augmented reality (AR) and

virtual reality (VR)-based games help develop thinking, memory, and coordination skills. These technologies also allow children to simulate real-life environments, make independent decisions, and learn safe behaviors.

From a results-oriented perspective, the integration of classroom and extracurricular activities is a fundamental factor in ensuring the holistic development of children with intellectual disabilities. This creates a foundation for their social integration, acquisition of vocational skills, and the ability to lead an independent life in the future.

### Conclusion

Classroom and extracurricular activities for children with intellectual disabilities are not only aimed at mitigating cognitive limitations but are also crucial for enhancing their personal and social adaptability. The study found that educational activities for such children are most effective when implemented through systematic approaches that include individualized strategies, psychological-pedagogical diagnostics, and social rehabilitation.

In-class sessions should be organized using methods adapted to the students' cognitive abilities. At the same time, extracurricular activities — clubs, excursions, theater studios, and sports — play an important role in encouraging personal interests, increasing socialization levels, and ensuring emotional stability.

Therefore, it is essential not to limit work with children with intellectual disabilities to didactic materials alone. Instead, applying differentiated and inclusive approaches that take into account their psycho-emotional states significantly enhances pedagogical effectiveness. Moreover, constant collaboration with parents, integration with medical and psychological services, and promoting active participation in social environments contribute to more holistic development.

In conclusion, the systematic, comprehensive, and scientifically grounded organization of classroom and extracurricular activities for children with intellectual disabilities plays a vital role in their social integration and personal development. In this regard, the integration of innovative educational technologies and modern psycho-pedagogical approaches should be considered key methodological principles.

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