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PEDAGOGICAL POTENTIAL OF THE EDUCATIONAL PROCESS IN DEVELOPING SOCIAL ADAPTABILITY SKILLS OF "MEHRLI MAKTAB" STUDENTS

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Abstract: This article deeply analyzes the theoretical and practical necessity of a special pedagogical program aimed at supporting the social and educational development of students in hospital school environments, which are established for children undergoing long-term medical treatment and hospitalized care. The study scientifically substantiates the positive impact of continuous education in a clinical environment on students' psychological state, emotional stability, and social adaptation to society and the school environment. Furthermore, mechanisms for integrating advanced international practices and modern approaches into national educational practice are highlighted.

Keywords: hospital school, social pedagogy, social-emotional development, pedagogical program, inclusive education, rehabilitation, person-centered approach.

Introduction. Mehrli maktab is not merely an educational institution; it is a hospital school that serves as a beacon of hope and a source of knowledge for children undergoing long-term medical treatment. By alleviating the psychological pressure of the clinical environment and bringing education directly into hospital wards, this institution strengthens the child's confidence in the future. Beyond providing a familiar school-like environment for young students battling illness, it creates a safe and supportive platform for their social-emotional development. Consequently, "Mehrli maktab" harmonizes medical treatments with the educational process, becoming an essential socio-pedagogical value that ensures not only the child's academic achievement but also their spiritual recovery.

Hospital schools are vital socio-pedagogical institutions that enable children in long-term treatment to continue their education without interruption. Such educational spaces provide students with the opportunity to stay connected to the learning process even during periods of illness. In Uzbekistan's current education system, the development of hospital pedagogy through initiatives like "Mehrli maktab" holds particular significance. This system plays a monumental role in ensuring not only the academic progress of students but also their social-emotional stability [1]. The integration of modern medicine and education is unveiling new and promising directions for child development. Experiments confirm that the convergence of education and medical treatment has a profoundly positive impact on the mental state of hospitalized patients.

In international practice, particularly in the experiences of the United Kingdom (GOSH, UCLH) and the United States (CHOP, UNC Children's), the role of hospital schools is incomparable [2, 3, 4]. The experience of these advanced countries demonstrates that hospital schools create all the necessary conditions for a student's personal development. These institutions effectively function as centers that facilitate a smoother transition for students returning to their

regular schools. Adapting the educational process to the hospital environment serves as a crucial guarantee that children do not become disconnected from society. Foreign experiences have scientifically substantiated the positive results of adapting curricula to clinical conditions. The collaboration between educators and medical professionals is one of the primary factors in the successful operation of such schools.

The development of hospital pedagogy encompasses not only academic achievements but also an individual approach tailored to the personal needs of every child. Through the educational process, children develop the confidence and willpower to overcome their illnesses. It is indisputable that expanding the network of hospital schools in the future will serve to further strengthen the social integration of students. Any pedagogical program developed for a hospital school student must be fully adapted to their state of health. In this process, it is appropriate to make extensive use of modern information technologies and remote learning opportunities. Ultimately, hospital schools serve as an important step toward hope, knowledge, and the future for children.

Methodology. During the research process, modern and effective scientific-pedagogical approaches were extensively utilized. In particular, the theoretical foundations of the problem were studied in depth through analytical-pedagogical methods. Furthermore, the international standards of advanced hospital schools were analyzed comprehensively. By utilizing comparative study methods for educational curricula, the most optimal approaches were selected. The research methodology served to ensure the accuracy of the scientific conclusions. The indicators identified during this stage served as a foundation for subsequent analyses.

Successfully adapting the educational process to the unique environment of a hospital is considered a crucial task. To achieve this, particular attention was paid to the principles of "person-centered education." At the same time, in order to support the personal development of students, "Social-Emotional Learning" (SEL) methodologies were effectively utilized [2, 5]. These methodologies are of significant importance in stabilizing the psychological state of students. Organizing the educational process based on these advanced methods yields high results. For children in a hospital environment, these approaches are considered the most optimal solution.

Each stage of the pedagogical process was improved based on the needs of the students. Methods based on international experiences were successfully applied in practice. The obtained results fully confirmed the accuracy of the chosen methodology in practice. Relevant recommendations for further enriching these methods in the future have been developed. All methods used throughout the research were conducted in close interconnection with one another.

Results. The results of the research show that the integration of an educational curriculum in hospital schools brings about very significant and positive changes in students. The indicators identified during the process of this scientific research fully demonstrated how effective the educational process is in medical institutions. Classes organized in hospital settings have a direct positive impact on the general condition of children. The analysis of the obtained data clearly revealed the significance of the educational process in the lives of the students. Every pedagogical approach serves to improve the mental and physical condition of the children. The results recorded during the research serve as a solid foundation for future scientific studies.

One of the most important results of the conducted analyses is the significant decrease in the level of stress and anxiety among students. Fears and mental strain arising due to illness are gradually eliminated through the educational process. Organizing the lessons in an interesting and meaningful way helps to distract the children's attention from pain and worries. The care of teachers and special pedagogical programs create an atmosphere of tranquility for the students. This situation prepares the ground for them to recover faster and undergo medical procedures more easily. Ensuring mental stability significantly accelerates the overall rehabilitation process of the children.

At the same time, the hospital educational process leads to an increase in self-confidence and the development of social skills in students. Mutual communication among ill children ensures that they do not become disconnected from society and do not feel isolated. The stabilization of students' academic performance facilitates their future return to a regular school. The continuity of the learning process further strengthens feelings of hope and confidence in the future among children. Each small achievement serves as an important step in the student's personal development. These obtained positive results scientifically confirm the necessity of further expanding the activities of hospital schools.

Discussion. In effectively organizing the educational process in a hospital setting, it is strictly required that the developed pedagogical program is seamlessly integrated with the student's medical condition. The mutual coordination of education and medical treatment procedures is considered very important for the child's daily routine. The close cooperation of teachers with medical staff allows for a comprehensive and accurate assessment of the student's current psycho-emotional state. This collaboration necessitates taking into account the child's physical capabilities for learning. As a result, a flexible and safe learning environment is formed for each student. Such a comprehensive approach is the primary factor in fully adapting the educational process to the hospital environment.

The educational system in a hospital is not limited solely to imparting academic knowledge, but also opens up broad avenues for the student's personal development. The reliance of the pedagogical program on medical guidelines helps to keep the educational process free from excessive strain. The participation of experienced educators in clinical cooperation makes it possible to keep the psychological state of the students under constant control. This interconnection plays an important role in increasing children's motivation during the treatment process. Final analyses show that the integration of medicine and education is of decisive importance in children's rehabilitation. It is advisable to further improve this effective model and implement it on a wide scale in the future.

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