



# THE PROBLEMS OF USING THE CASE-STUDY METHOD IN THE STUDY OF SOCIAL PROBLEMS OF CHILDREN WITH DEFICIENT MENTAL DEVELOPMENT

**F.O.Kamilov**

*Chief Specialist of the Republican Center for social adaptation of children*

## ANNOTATION

*The article reviews the literature reflecting the scientific - theoretical study of the concepts of “mental weakness”, “case-study” and scientific works of foreign and domestic scientists who conducted scientific research in this regard. The role and importance of case - study method in the study of social problems of children with mental development deficient is revealed. The author drew the main attention to theoretical and methodological approaches to the method of case study in the system of social sciences. It also comprehensively revealed the methodological problems of the case study method (general assumptions, selection, justification, generalization of the research work) in the study of the processes of social adaptation of children with disabilities in their mental development.*

**KEYWORDS:** *mental weakness, pedagogical neglect, social adaptation, social work models, research methodology, case study, in - depth interview, focus group.*

## DISCUSSION

Pollution of the environment, various diseases encountered by parents, a number of socio-economic, psychological, pedagogical and medical problems that must be solved lead to an increase in the number of children with disabilities, in particular, with defects in mental and mental development.

According to the World Health Organization, 15 percent of the Earth's population suffers from disability, of which children with disabilities in mental development account for 2,5-3,0 % of the total population.

At present, a certain base of scientific and theoretical approaches to the effective socialization of children with disabilities in the intellectual development of philosophy, pedagogy, psychology, law, medicine, sociological sciences has been formed. But at the same time, in modern sociology, the issues of social adaptation of children with a deficiency in mental development to society are poorly studied. We can see that in correctional pedagogy and special psychology, the issues of education and upbringing of children with defects in mental development are studied in detail.

The correct definition of the concept of “mental weakness” is of great practical importance

for the correct understanding of its causes. In the international classification of diseases (MKB-10), mental weakness is described as follows: “mental weakness is a state in which the psyche is left behind or developed incorrectly, which is characterized primarily by a violation of the abilities manifested during the period of development, and is a state of psyche that provides a general level of intelligence, that is, the development of cognitive, speech, motor. In this case, mental weakness is a state that is not the same; it has many causes associated with developmental disorders and has been emphasized to lead to disorders associated with cognitive functioning and social adaptation. The level of mental weakness is usually assessed using tests that determine the patient's condition. The level of mental weakness is filled with scales that assess social adaptation in the environment. According to the international classification of 10 revised diseases of the World Health Organization, the following levels of mental weakness are distinguished: F70—mild mental weakness, F71 – moderate mental weakness, F72 - severe mental weakness, F73-deep mental weakness[1].

After 1950 years the basis of a deeper, creative study of I.P.Pavlov's teaching, a narrow



understanding of mental weakness was put an end. On the basis of this doctrine, the essence of the "protector-keeper" process was revealed. The reflexive theory of the psyche clarified the violation of the ability to work as a result of the disease of the central nervous system. Children with mental weakness have a higher nervous activity characteristics the scientific work carried out by A.R.Loriya, M.S.Pevzner will have great theoretical significance. The International Council in 1962 year helped to correctly analyze the philosophical issues of the physiology of higher nervous activity.

Famous psychologist L.S.Vigotsky the teaching of was of great theoretical, practical importance. Currently the teaching of L.S.Vigotsky is becoming more relevant. Studies are being developed to involve children with disabilities in their mental development on the basis of various etymological factors in differentiated education[2].

In his work L.S.Vigotsky "Development diagnostics and pedagogical clinic of difficult childhood", published in 1936 year, gives the following opinion: "the longer the symptom lasts from the primary defect, the easier it is given to upbringing, treatment." This indicates separately that early detection of developmental defects in the arm is significant. Significant scientific work on the problem falls on the activities of M.S.Pevzner and V.I.Lubovsky. They showed effective periods in the mental development of mentally retarded children in their fundamental works called "the dynamics of the development of Oligophrene children" in 1963 year on the basis of their long-standing observations.

Foreign scientists have also studied the impact of education on mental development of mentally retarded children in specific areas. A.D.Clark acknowledged that education has not effectively affected the mental development of mentally retarded children. The author offers mainly a method of exercise when working with mentally retarded children. French scientist Clod Coler, however, recommends that more finger exercises should be used in mental development[2].

The expression "mentally weakness" is not used at the moment. In the development of reason, the phrase children with defects is used more often. In recent years, when explaining the essence of mental weakness, it is customary to show that it is not certain mental disorders, but a violation of behavior that arises on the basis of the inability to develop abilities. On the basis, expressions such as children without pedagogical care, children behind in mental development, children violating the norms of law are also included. According to experts, with children with a mild degree of mental weakness (F70 – mild mental weakness), it is possible to change the

dynamics of intellectual ability and social adaptation if they are engaged and rehabilitated on the basis of timely practical exercises, and the diagnosis of mental weakness can be removed.

The issues of social adaptation, development, education of mentally retarded children to society have been thoroughly studied in correctional pedagogy and special psychology. To a thorough study of this problem Vlasova T.A., Pevzner M.S., Lubovsky V.I., Lebedinskaya K.S., Shoumarov G.B., Mamedov K.K. and others have contributed effectively [3,4]. From pedagogical scientists L.R.Muminova, D.Nurkeldieva or Ya.E.Chicherinas studied the issue of the establishment of a first aid service for children with special needs[5,6,7], in national sociology and social work M.X.Ganieva, N.M.Latipova, A.A.Abdukhalilov's scientific activities include social work with children with disabilities, issues of social protection and support [8,9,10].

The issue of systematic study of the issues of social adaptation of children with disabilities in the development of reason in modern sociology is one of the topics to be studied as an object of separate research. In sociology, there are many research methods in the sociological analysis of a single social problem. The most common of them are survey (questionnaire, interview), expert survey, observation, focus group etc. However, the practice of studying one situation (phenomenon)separately as a whole has not yet gained popularity in Uzbekistan. In world experience, this method is called case-study.

In the study and analysis of social problems of children with mental development deficiency, the use of case - study method is important. The method of case-study was developed by well-known pedagogical scientists at Harvard University (USA) in the 20-30-ies of the XX century[11]. The method of case study is widely used in the practice of teaching social sciences, as well as legal and Economic Sciences. Case-study is not a large-scale statistical study, but an in-depth study of a particular situation. In recent years, applied research has evolved as a useful tool for studying trends and specific situations in many scientific disciplines. This method was especially widely used in social sciences, psychology, anthropology and ecology. Case-study is also useful for testing theoretical models that should be used in real situations. For example, this method can be used when testing ecosystem models of social work.

Case-study (case-study - from English) is a research method that allows you to study individual facts, phenomena or examples in a specific context as well as to obtain specific evidence[11].



This research method is aimed at a thorough and in-depth study of the social situation and problems of a particular set of case (situation, fact or phenomenon) or multiple case. Case can be understood by individuals, organizations, the public, events or processes. The composition of case is clarified during the collection of data and their analysis.

Case-study real life is a concrete situation and the environment that surrounds it, as well as the relationship between them, conventionally analyzes and studies. The case-study method is also described as an empirical study that studies a particular situation using concrete evidence and fact in the real context. The study of case allows you to learn and understand complex problems.

Especially when a holistic in-depth analysis of the problem is necessary, it can be considered a reliable method of research. The study of a particular single or multiple case allows the researcher to thoroughly study the data in a given context. The study of case will enable the researcher to deviate from quantitative statistical results and to understand behavioral conditions from the point of view of the subject. The fact that the issue of quantitative and qualitative processing and data collection remain aside worries the researchers. Both quantities allow for full clarity of the situation by studying and analyzing the case, including quality information.

Basics of selecting case to conduct the study.

The choice of case for carrying out the study will be determined based on the research strategy. If the casings under consideration on the subject matter constitute a drawback, random selection is not the right solution. Under these circumstances, targeted sorting is necessary. In most cases, targeted selection of case is used when using the case - study method. If the research objectives focus on in-depth analysis of the situation rather than on forecasting, the choice of the study participants will focus on individuals who are catalysts of conversation on their life situations and problems. Conducting conversations with close relatives (grandfather, grandmother, uncle, mountain, aunt, Emma), aries, class leader, educator will help in obtaining reliable and accurate information for a while, especially in the study of case to the situation of children who have a deficiency in their mental development, play an important role in the life of the child, either the parents or the parents of the child, or however, when choosing case, the final choice should focus on a particular problem, and the number of case should be limited. In the case-study method, there may be observations, conversations, documents related to the person, press articles, reviews, source of information provided by various social

institutions. Case-study method traditional qualitative research consists of a focus group, a deepened interview, usually involving one or more case. Unlike other research method, the method of studying case collects more information about each case based on interviews conducted with several stakeholders involved in a particular case.

Conducting an in - depth interview between children with disabilities in their mental development and their loved ones using the case study method is also critical in collecting analytical data.

Deepened interview.

An in-depth interview is a voluntary conversation between these two people, one is an interviewer who is involved in this situation as a professional researcher and she performs the role of interviewer. Quality interview technology will vary based on research objectives. All of them are part of the methods of deepening (unstructured or semi-structured) and take at least 1,5-2 hours.

In the case-study method, the work requires a thorough organization of the study of the situation, starting with the selection of case. Usually, the number of case should be up to 4-10 soles. For example, when choosing case, it is possible to obtain an equal number of successful case and unsuccessful case. In this case, contrast makes it easier to identify success factors in the report.

In the case-study method, interviews or focus groups are organized with several individuals. The study of case and the collection of data is carried out for 2-4 weeks, depending on the complexity of the case.

By its nature, case-study is inclusive, that is, it covers a whole circle of all processes involved in the problem. When conducting sociological studies among mentally retarded children, the situation of each child is studied individually, using the case - study method.

Conclusion. The case study method as a research method is used in a number of disciplines to obtain extensive coverage and in-depth data on the analysis of problems affecting the social life of the society. Although in some areas there are specific features, differences, the general aspects are obvious. With the possibility of adapting individual approaches in the study of a particular issue, a case study can cover questions that address the causes and solution of the problem. The case study method helps the researcher to investigate, explain, characterize, evaluate and scientifically-theoretical justification of complex problems. The findings of the study will lead to a deeper understanding of the behaviours and behaviors of children with developmental disabilities, the processes of social adaptation and the attitudes of society towards such children. The method of case-



study is widely used in the practice of teaching social sciences, education, health, law, management Sciences.

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