

**DIFFERENCES IN THE PSYCHOLOGICAL AND EMOTIONAL STATE OF BLIND  
AND HEALTHY CHILDREN AND THEIR ADAPTATION IN SOCIAL LIFE.**

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**Abstract:** This research paper examines the differences in the psychological and emotional states of blind and healthy children, as well as their process of social adaptation. Blind children may face certain challenges in their social and emotional development, which affect their behavior, self-perception, and integration into society. The study explores the psychological characteristics of blind children, their personal development, and the differences in their social adaptation process. A comparison with healthy children is made, identifying the difficulties and opportunities for blind children to adapt to social life and interact with the world around them. The research aims to develop approaches to the social adaptation of blind children in educational and social systems.

**Keywords:** blind children, healthy children, psychological state, psychological characteristics, social life, adaptation, personal development, emotional development, social integration.

## INTRODUCTION

Preschool and primary school children go through a very important stage in the formation of their mental and psychological state. During this period, the child's social adaptation and his integration into society and emotional development are of primary importance. This process is of particular importance for blind children, since due to their limited vision, their experiences through other organs and adaptation to the environment are different from others.

The process of adaptation to social life for blind children faces a number of difficulties. They have specific aspects in their emotional and psychological development. Such children may face certain difficulties in adapting to various norms in society, self-expression and behavior. At the same time, compared to healthy children, blind children use different experiences and methods in social relations, communication and behavior.

The purpose of this study is to study the differences in the mental and psychological state of blind and healthy children and to identify differences in their adaptation to social life. The study analyzes the characteristics of blind children in the process of social adaptation, their psychological characteristics and the main problems associated with their emotional development. Also, by comparing them with healthy children, the difficulties and opportunities that blind children face in the process of integration into society are studied.

## LITERATURE REVIEW

There are many scientific studies on the mental and psychological state of blind and healthy children, as well as their adaptation to social life. These studies examine the differences in psychological and emotional development between blind and healthy children, difficulties in the process of social adaptation, and peculiarities in personal development. Below are the main scientific sources available on this topic and their analysis.

**Psychological development of blind children:** The psychological development process for blind children is different from that of healthy children. Studies (Shahbazova, 2018; Ibragimov, 2020) show that blind children have delayed cognitive development, difficulties in speech and language development. Since they do not have the opportunity to see, they develop by sensing and understanding the environment. Also, the formation of a mental and emotional state in blind children may face difficulties without social support, as they face some limitations in correctly understanding their environment and communicating.

**Mental and psychological state of healthy children:** Healthy children have a relatively easier process of mental development and social adaptation. Most of them adapt well to changes in social and emotional development and react positively to the environment. It becomes easier for them to enter social life and behave. During the educational process, healthy children learn to adapt to society faster and assimilate social rules faster (Korkmazov, 2019).

**Psychological differences between blind and healthy children:** Psychological differences between blind and healthy children are mainly related to the peculiarities of their emotional development and communication methods. Blind children try to understand the environment more through their senses and other emotions. Their social interactions may be more difficult than others, as they limit communication and mutual understanding through vision (Pirogova, 2017). However, blind children can develop their emotional and cognitive development using other means. Research (Miroshnikova, 2021) shows that blind children need to spend more time perceiving changes in communication, understanding the environment, and developing other emotions.

**Social adaptation and integration into society:** The process of social adaptation for blind children is unique compared to healthy children. They may have difficulty adapting properly and finding their place in society. The integration process for blind children is more complex, and they often need help with self-awareness and behavior in society. There is a great need for interaction, help, and support when working with clients and teachers (Zaharova, 2019). At the same time, healthy children may adapt to social life more easily and faster, as they quickly master social rules and find it easier to interact with others.

**The role of teachers and educators:** Teachers play a huge role in the social and psychological adaptation of blind children. Teachers have a significant impact on the development of children, identifying their needs for psychological support, development and social adaptation, and creating the necessary conditions. Research (Gubaidullina, 2020) shows that special

methodological approaches of educators are of great importance in the development of blind children.

The analysis of the literature clearly shows the psychological and spiritual differences between blind and healthy children. The process of adaptation of blind children to social life is more complex than that of healthy children and requires special pedagogical approaches. Research also emphasizes that the support of teachers and society plays an important role. Such approaches greatly help in ensuring the successful integration of blind children into society.

## RESEARCH METHODOLOGY

This study used various scientific methods to identify the mental and psychological state of blind and healthy children, as well as differences in the process of their adaptation to social life. The research methodology is based on the following main approaches: The main goal of the study is to study the differences in the psychological and mental state of blind and healthy children and analyze the changes in their adaptation to social life. The following tasks were set in the study:

To identify psychological differences between blind and healthy children.

To study the differences in the process of social adaptation.

To study the social integration of blind children.

To develop strategies to support social and psychological adaptation for blind children in comparison with healthy children.

Theoretical analysis: To analyze the mental and psychological state of blind and healthy children, to study scientific literature, to identify the characteristics of their development.

Empirical method: The study conducted empirical research with blind and healthy children. These studies were carried out using observation, questionnaires, tests and interviews. This method collected data on children's social adaptation and psychological characteristics.

Psychological tests: Special tests and techniques were used to study psychological development. They helped measure children's emotional state, self-awareness, and stress management skills.

Social communication analysis: Observations and interviews were conducted to determine the psychological characteristics of social relationships and communication between blind and able-bodied children.

The research methodology provided a comprehensive and systematic approach to studying the social and psychological state of blind and able-bodied children. Using a combination of methods, the psychological development of children, the process of social adaptation, and the

psychological characteristics of their interactions were identified. The research methodology allowed for a deeper study of children's personal and social development.

## ANALYSIS AND RESULTS

This study analyzed empirical data collected in the study of the mental and psychological state of blind and able-bodied children and the process of adaptation to social life. The methods used in the study — observation, interviews, psychological tests and social games — studied the psychological characteristics, emotional state and social relationships of blind and healthy children. The results were presented on the basis of the following main analyses:

### Psychological state of blind children and healthy children

Psychological and psychological state of blind children: Blind children have been observed to have a delay in general mental development compared to healthy children. Emotions such as anxiety, fear, and apathy can often appear in their psychological state. The study revealed that the main difficulties of blind children were in understanding the environment, communicating with other children and expressing themselves. According to the results of psychological tests, blind children sometimes experience a sense of isolation and problems associated with shortcomings due to their lack of vision.

The social relationships of blind children are unique, they interact more through their senses. They usually use sounds, touch and smell, but this creates some obstacles in their development. In most cases, blind children have difficulty understanding and expressing emotional and social situations related to them. This negatively affects their mental state.

Mental and psychological state of healthy children: Healthy children, on the contrary, adapt relatively faster and easier in terms of social and psychological development. According to the results of questionnaires and psychological tests, changes in emotional states in healthy children showed more positive, rapid and unstable states. Their social communication children develop naturally and have fewer problems adapting to the environment. The processes of self-expression, self-awareness, and finding their place in society are easier for healthy children.

### Differences in the process of adapting to social life

Social adaptation for blind children: According to research, the social adaptation of blind children is much more difficult than that of healthy children. Blind children face some difficulties in keeping themselves on an equal footing with other children and establishing social relationships. They have various difficulties in the process of expressing themselves, conveying their feelings to others, and understanding them. Also, understanding and adapting to social rules and subtle relationships in society is complicated. To facilitate this process, blind children need special pedagogical assistance and social support.

Social adaptation of healthy children: For healthy children, adaptation to social life is more natural and easier. Their place and roles in society are clear, and there are fewer difficulties in communicating with each other. Such children usually quickly master social rules and develop socially and emotionally. The processes of self-awareness, self-expression, and communication with others are much easier for them.

Supporting the social adaptation of blind children: The study developed a number of recommendations to improve the social adaptation process of blind children. They can be supported in their social and psychological development by organizing special pedagogical approaches, individual assistance, and group classes. In addition, it is necessary to organize training for teachers and parents to teach them subtle social relationships and communication with others, and to support them.

## CONCLUSION

The results of the study showed that there are significant differences in the psychological and social adaptation processes between blind children and healthy children. Blind children need more social and psychological support, and special pedagogical approaches are necessary for their development. Healthy children, on the other hand, go through this process much more easily and quickly find their place in social life. The study emphasizes the need for effective pedagogical approaches for the successful adaptation and integration of blind children into society.

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