

IDENTIFICATION OF MENTALLY RETARDED CHILDREN

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Annotation: The article discusses education issues with a special corrective direction, organized taking into account the positive opportunities for children for the general development of a mentally retarded child, the acquisition of knowledge, skills and abilities.

Key words: mentally retarded child, knowledge, skills, qualification, dementia, correctional and educational work, special school, boarding school, social, sensory development.

Significant shortcomings are observed not only in the cognitive activity of mentally retarded children, but also in the manifestation of their personality. They note the weakness of the development of volitional processes.

These children are mostly involuntary, entrepreneurial and independent, and it is difficult for them to resist the will of others. However, it may be difficult for some children to take purposeful actions using techniques to achieve their desired outcome.

Characteristics of mentally retarded children:

- Mental retardation;
- Insufficient discrimination;
- Feeling - emotional instability;
- A limited range of emotional experiences;
- The nature of the manifestation of joy, happiness, resentment is disproportionate and comes last.

Only the sum of the complex defects inherent in the child gives the right to raise the question of the presence of mental retardation.

For the general development of a mentally retarded child, it is necessary to acquire knowledge, skills, training in a special corrective direction, organized taking into account the positive opportunities in children. In our republic, special educational institutions have been created for such children, such as kindergartens, schools, and boarding schools where children with dementia study. A number of children are taught at home. This requires great difficulties and material costs.

Children with moderate levels of mental retardation study in special educational institutions in small groups and classes based on educational processes, specially designed programs, teaching aids, and textbooks. The content and methods of correctional and educational work in kindergarten are comprehensive measures aimed at developing a child, mitigating mental defects that deepen the mental, emotional-volitional, physical and social disability of a mentally retarded child. The aim of this institution is to teach preschool children the development of skills in the game, drawing, construction, simple work and self-service, which are the main activities. This sets the stage for the transition to school learning activities.

If a child is brought up at home, corrective work should be carried out on a regular basis by parents or a guardian invited for this purpose, while maintaining the main direction.

The development of speech is clearly expressed in all mentally retarded children of preschool age. In special kindergartens, frontal and individual work with a speech therapist is carried out systematically. The acquired skills are reinforced by the teacher and teacher in the lessons.

If the child is physically healthy, overall development will be easier, and he will acquire the necessary skills. In a special kindergarten, the doctor constantly monitors the health of students, examines them, uses the necessary medical equipment, and advises teachers and educators on the individual agenda of individual students. Even children brought up at home should be regularly examined by a doctor, receive the necessary advice and follow the prescribed instructions in a timely manner, which is an important condition for positive changes in the child.

In special schools, boarding schools and classrooms for mentally retarded children on the basis of special programs, general education subjects (mother tongue, mathematics, natural sciences, geography, etc.), and also to develop skills in them, serious attention is paid to labor education and social life. In each lesson, specific corrective problems are posed and solved. There will also be special classes with corrective orientation. For example, speech therapy, physical education.

Students acquire certain working skills and some professional skills in the school environment, feel their potential, become interested in what they are doing, see the results of their activities, and students begin to believe in their own strengths. After graduation, they can live independently and socially adapt to society. To do this, they need an enabling environment: a healthy environment in the working community.

Parents raising a child in the family should think about his or her future. If it is intended to be in the family for the rest of its life, this is enough to develop simple living and self-care skills. If plans for the future are different, then a mentally retarded child should be prepared in advance.

As mentioned above, mental retardation can occur at different stages of a child's life. In some cases, parents know that after the birth of a child, a child is born with developmental disabilities in the family. Such a child and his parents should receive qualified help and advice from a specialist doctor from the first day. In other cases, mental retardation may not be quickly recognizable (especially in some genetic retreats). In such cases, only the parent can feel that the child has any flaws. Therefore, mother should consult a pediatrician, neurologist and talk about the features that she feels in her child. The sooner a child is clearly diagnosed, and the earlier corrective work is done with him or her, the higher will be the result in the development of a mentally retarded child.

One of the main directions of correctional work with mentally retarded children of preschool and school age is that they need to develop the skills of positive interaction with peers and adults. It is necessary to create an environment in which the child feels that he is not alone, that he is loved. Parents should be nice, polite, patient with their children and at the same time firm and demanding, when necessary.

During the upbringing and socialization of a mentally retarded child, it is necessary to develop cultural and hygienic skills, normal life and self-care skills. If a child seeks moderation, the school should encourage him or her. If for one reason or another the skill is lost, you need help without a fight.

When dealing with a mentally retarded child, parents should cultivate an interest in the environment and current events in him and teach him to work purposefully, without being distracted from the lessons. Stimulation of sensory development is one of the most important aspects of raising a child and serves as the basis for the formation of speech, initiative, goal, activity, emotional sensitivity. For this, parents are encouraged to play games with their children in order to introduce them to the shape, size, color of the item, and teach it simple actions. The child is a "square", "circle", "form". It is recommended to teach such words as "red", "blue", "color", "single", "large", "small" and so on. In the early stages, the child should not memorize and pronounce these words on their own.

The main activity for preschoolers is the game. Therefore, parents should try to arouse interest in the playful activities of their children.

They need to show the child that they are adults and that they are interested in playing with him. It is advisable to teach the child various toys - dolls, cars, various cubes and pyramids, mosaics and the like.

It is necessary to teach preschool children to observe the activities of adults around them: how mom cleans dishes, cleans rooms. He must be involved in simple tasks, that is, he must be trained to help him in a particular task. All this contributes to the development of the child and forms positive traits of his character. Mentally retarded children should not be separated from their normally developing peers. As a result of communication with them, a mentally retarded child expands his social experience, they develop a sense of friendship, mutual assistance, sincerity. Communication with children with normal development is one of the stages of social adaptation of children with developmental disabilities. Parents should fully support this process. It should be noted that, with the exception of children with dementia, when communicating with mentally retarded children, there is no harm to children with

normal development. On the contrary, it helps to form a sincere desire for a relationship, such as helping a friend.

The question of how mentally retarded children interact with other children, ensuring that they are in the circle of their peers, is easily solved in a special kindergarten or special school. If a child is studying at home, parents should consider not separating the child from other children.

Some students of special schools who are in a favorable position for the development of the correctional and pedagogical effect in all respects achieve more effective changes in terms of mental development and socialization than their peers.

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