



METHODOLOGY OF MAKING MENTALLY RETARDED CHILDREN INTERESTED IN LESSONS

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Annotation:

Childhood is a valuable period in a person's life, which determines his future development prospects. The foundation laid in a relatively short period of life is of great importance for the entire further development of the child. The issue of comprehensive development of intellectual, cognitive and creative abilities of preschool children remains one of the most urgent issues today. Every year, the surrounding world, into which the child enters, sets more and more complex tasks, to solve them it is not enough to see, hear, feel, but it is important to emphasize the connections and relationships between events. The article talks about the advantages and disadvantages of using innovative and advanced foreign experiences in the educational process, as well as methods of teaching intellectually disabled children and raising their morale.

Keywords: inclusive education, teaching lessons to mentally retarded children, raising morale

During preschool childhood, the child's mind is not only filled with individual images and ideas, but also characterized by a holistic perception and understanding of the surrounding reality. Interesting questions become a natural accompaniment of growth. To answer them independently, the child must turn to the thinking process. A child who has not mastered the methods of logical thinking will find it difficult to learn: solving problems and doing exercises will take a lot of time and effort. As a result, the child's health may deteriorate, weaken, or even completely lose interest in learning. Good intelligence is a crucial condition for successful schooling, so the development of intellectual abilities in preschool children is an important task for teachers. The problem of intellectual and creative development is relevant for modern kindergartens not only today, but also in the future, because society needs creative, independent thinking individuals. The most constructive solution to the problem is the idea that the



systematic development of the forms and operations of logical thinking and intellectual abilities in the material accessible to children helps to develop children's cognitive activity, creative and logical thinking, and independence. systematic thinking. Skills and abilities acquired during preschool education serve as a basis for acquiring knowledge and developing abilities at an older age. And among these abilities, the most important is the ability to think logically, the ability to "act in the mind." After mastering logical operations, the child becomes attentive, learns to think clearly and clearly, can focus on the essence of the problem in time, convince others of his rightness. Knowledge of logic contributes to the cultural and intellectual development of a person. The federal state educational standard for preschool education creates conditions for the development of preschool children, positive socialization of the child, his comprehensive personal development, development of initiative, creativity, creative abilities through cooperation with adults and peers in activities suitable for preschool children. aimed at opening opportunities. Experimental investigation of individual cases, observation, and step-by-step generalization become understandable for mentally retarded students. This method of education allows you to connect the teaching of mathematics with life and new knowledge with previously acquired knowledge and provides both the conditions for their conscious acquisition and an optimal option for the social adaptation of schoolchildren. A special feature of teaching children in inclusive education is that a student with intellectual disabilities is in a normally developing environment. Accordingly, the teacher has two tasks: to convey the lesson material to the typically developing students and to the student with disabilities, according to his adapted program. First of all, it is necessary to develop children's performing and reproductive activities, taking into account the learning defects of students, their emotional and volitional state. Children with intellectual disabilities also have significant differences in their development from those of children with normal intelligence. Children are able to choose according to the model based on visual understanding, but they cannot make a choice from a large number of signs, they have difficulty in distinguishing close features, they cannot take these features into account in activities with didactic toys. The ability to generalize by separate signs, to break the row of objects by a certain sign, and to find the place of an object in a row cannot be achieved without special training. The formation of the entire image is far behind: half of the children cannot have an image-movement basis and cannot be restored with the child in any form, the



other half have broken, incomplete images will be in children with mental retardation, the development of visual motor thinking is characterized by lagging behind. By the end of the preschool period, all children have practical situations in which the movement is directly aimed at achieving a practical result, that is, the movement, application or change of an object or performed with a hand tool. can't do it. At the same time, children of normal intelligence perform these tasks in preschool age. Children with mental retardation often do not understand the existence of a problematic situation, and in cases where there is an understanding at all, they do not associate the search for a solution with the need to use aids. Even though they have been surrounded by man-made objects as tools or weapons since childhood. Depending on the rules adopted by the school, the teacher may wait for the children in the corridor in front of the classroom door or allow them to enter the classroom immediately when the bell rings. In any case, he monitors how each child finds his desk, especially in the first days. The teacher directs the children's attention to which side of the table they should stand. Children sit with the teacher's permission. Handouts, which are small items stored in special boxes or bags, are usually placed on tables by the teacher during breaks before classes. During the lesson, students should follow what is happening on the board and listen carefully to the teacher's explanations. Children's attention is attracted by bright big toys, things they are familiar with, or, on the contrary, new, unusual things. The necessary equipment for mathematics lessons can be prepared by the teacher himself or by students of upper classes in school workshops. In order to gather students' attention and keep it for some time, the teacher should create a game situation in the lesson, stage the fairy tales known to the children in the lesson, and ensure that all students participate in the activities. The main activity of students in the lesson is frontal work. It should be organized in such a way that children repeat the teacher's actions and his words on the basis of a show accompanied by verbal instructions. Therefore, the teacher carefully considers not only the method of demonstration, but also the explanations associated with it. Both conditions should be available to students. The sentences used by the teacher should not be complex, it is better to use simple sentences. The teacher's instruction should show only one movement. Repeating aloud together helps to quickly memorize turns of speech, individual terms. First, children say individual words or phrases with the teacher, and then individually. Able students lead the rest of the students. Children perform all actions with objects step by step under the



guidance of the teacher. Studying the human psyche is extremely complex. It is very important to study children's psychology for diagnostic work, to organize auxiliary schools, because this information is also needed for effective education in auxiliary schools. A comprehensive study of the human psyche requires a person to have comprehensive knowledge and skills, as well as knowledge and sufficient life experience. Based on the knowledge of the specific characteristics of the mentally retarded child's psyche, the content and essence of the educational work conducted with them is determined. Getting acquainted with the personal documents of mentally retarded children, the teacher and educator analyze the child's medical history and the complications caused by the disease. In children with mental retardation, the development of visual motor thinking is characterized by lagging behind. By the end of the preschool period, all children have practical situations in which the movement is directly aimed at achieving a practical result, that is, the movement, application or change of an object or performed with a hand tool. can't do it. At the same time, children of normal intelligence perform these tasks in preschool age. Children with mental retardation often do not understand the existence of a problematic situation, and in cases where there is an understanding at all, they do not associate the search for a solution with the need to use aids. Even though they have been surrounded by man-made objects as tools or weapons since childhood. In short, to improve the health of children who need special help, to place them among their healthy peers, to provide them with social and material support and to prepare them for independent life, to study their perception and thinking, and their mental and spiritual conditions in detail. and solving problems of various levels are among the most pressing issues of today.,

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