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Ways To Learn The Thinking Of Children Who Need Special Help

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ABSTRACT

This article discusses the specific problem of thinking of mentally retarded children of preschool age and analyzes the process of studying the thinking of mentally retarded children of preschool age.

KEYWORDS

Mentally retarded children, cognitive process, thinking, shaping, overcoming, process, methods.

INTRODUCTION

Ensuring that children with special needs have equal opportunities with all other citizens, overcoming restrictions on their life activities, creating favorable conditions for them to live a full life, actively participate in social, economic

and political life, as well as fulfill their civic duties. is the main content of the policy.

The adoption of state documents on the life of young people and their social protection in our country shows that in the true sense of the

word in the life of an independent state, the attention to youth has changed radically. The remarkable aspect of the policy pursued in this area is that the future of the young state is in the hands of a healthy generation, and this policy is recognized by representatives of foreign countries. After all, the implementation of the rules of social justice is the essence of the state policy in the social and spiritual spheres. exemplary.

In our country, serious attention is paid to the issues of upbringing mentally retarded children in the national spirit, mental, spiritual, moral and physical development, as well as their readiness for social life in society. The development of cognitive processes of mentally retarded children, especially thinking, plays a central role in solving these tasks.

Thinking does not occupy a certain place in the processes of cognition, but is the highest level. Contemplation is the knowledge of being in a generalized form. It helps to understand the essence of things and events. We can see the results of our actions through thinking, we can act creatively, purposefully. Thinking plays an important role in the formation and development of a child's cognitive activity. Incomplete thinking operations are observed in mentally retarded children. They are simple, visual - have difficulty performing movement tasks. Children make a lot of mistakes even after a few attempts. The same mistakes are repeated. Even if mentally retarded children do not succeed, they will not change the way they act.

At the present time, the science of defectology on its own needs to solve the theoretical and practical problems of the specificity of thinking

and the problems of its development in mentally retarded children.

Man must be able to express his existence, to know the purpose of his development in the world, to have the right knowledge about it. Perception is a set of images and concepts, the content of things and processes, as well as a complex dialectically contradictory process of understanding and gradual reconstruction of human and social life. The result of cognitive activity is knowledge. They arise, are realized, are perfected in the active practical activity of man. Cognitive processes take the place of tools of perception of the environment within the boundaries of activity.

The development of children's learning processes in special education institutions is an important condition of correctional education. This is explained by the socio-humanitarian idea of modern society around the world, including in Uzbekistan. Researchers point out that a mentally retarded child is characterized by general underdevelopment and, naturally, in which thinking skills are formed with a large delay. Society, on the other hand, should be concerned to ensure that such a child enters adult life without any particular problems and grows without problems. To do this, it is necessary to carefully study the problem of interest in reading, the formation of cognitive processes in children with intellectual disabilities.

Cognitive processes in preschool children with mental retardation are formed in the conditions of insufficient emotional awareness, incomplete development of speech, limited practical activity, so their thinking operations develop slowly and have their own peculiarities.

The methodology of conducting experimental research and the process of its organization were focused on the experimental study of the peculiarities of the thinking of mentally retarded children. The process of experimental study of the peculiarities of the thinking of preschool children with mental retardation in D.A. Nurkeldieva, based on the methods of psychological and pedagogical examination of children of primary, preschool and primary school age, developed by Ya.E. Chicherina.

Medical and pedagogical documents of mentally retarded children of preschool age were studied. Anamnestic data representing the general maturity of children were studied and analyzed. It was observed that there were various pathogenic factors in the anamnesis of mentally retarded children of preschool age.

Mental retardation is a characteristic feature of preschool children with mental retardation, which is manifested in their inability to generalize abstractly, to determine the connection and connection between objects and events in the environment, and to analyze and synthesize. The thinking of a mentally retarded child is of a vivid situational nature and has a number of peculiarities.

Mentally retarded children were less active, their mental processes were inert, and their tendency to "stand still" and stagnate in their thinking and actions was evident.

For mentally retarded children, it is difficult to compare 2 or more objects. In comparison, they focus on the distinguishing features of one object over another. They do not take into account the similar properties of these objects.

Children compare the difference between objects with incomparable features. In some

cases, students replace the task with easy light tasks or analyze one of them instead of comparing the object. Starting a comparison, you can't control your own actions. The child does not stop at a task that is difficult for him and moves on to another task by facilitating his own mental activity.

In mentally retarded children, the refusal to perform a task is manifested by comparing many properties of objects, showing only similar aspects of objects. The practical application of the obtained results is observed only in the last path of education.

For mentally retarded children, it is difficult to generalize observations, objects, events. By completing the task, the mentally retarded child focuses on secondary features.

Thus, the generalization of objects in mentally retarded children is very narrow, not sufficiently differentiated. Basically, they find it difficult to generalize objects according to their different properties. Analyzing the thinking of mentally retarded children, it is worth noting that this process is stereotyped, difficult to move, and not fully flexible at all. Therefore, the application of existing knowledge and skills in new situations creates difficulties in mentally retarded children and leads to the misuse of the situation.

As a result of our research, we found that the specific development of thinking in preschool children with mental retardation is not sufficiently developed operations of analysis-synthesis, generalization, comparison.

These include the doctrine of compensation, the rule on the leading role of education in the development of children with developmental disabilities, the principle of taking into account

the potential of children, the principle of system and consistency, the principle of differential approach to teaching children, etc.

As a result of our research, a number of pedagogical recommendations were identified:

- The correct distribution of tasks based on the peculiarities of the thinking of children with intellectual disabilities;
- To study the thinking skills of mentally retarded children;
- The use of games, tests, various tasks and elements of pedagogical technology in the correctional and pedagogical work;
- Ensuring psychological and pedagogical conditions in secondary schools.

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