



A Modern Approach To The Psychological And Pedagogical Diagnosis Of Developmental Disorders In Children

Dilbar Nurkeldieva

PhD, Associate Professor, Tashkent State Pedagogical University Tashkent, Uzbekistan

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ABSTRACT

The article highlights the issues of psychological and pedagogical diagnostics of children with developmental disorders. It has been substantiated that mental processes and personality traits are not the result of the maturation of individual zones or areas of the brain. They take shape in ontogenesis and depend on the social situation of the child's development.

KEYWORDS

Children with developmental disorders, primary and secondary disorders, functional system, modern psychodiagnostics, differential diagnosis of developmental disorders, comprehensive examination.

INTRODUCTION

Modern special psychology is based on the socio-historical aspect of the origin of the psyche. Its development was greatly influenced by the views of the Russian psychologist LS Vygotsky on the formation of the child's psyche throughout life based on cultural and historical experience.

According to LS Vygotsky, higher mental functions have a complex structure as a product of historical development. This feature has a social character, which includes not only the higher mental functions in man, but also the elementary mental processes, i.e., phonemic hearing, hearing sounds, and so on.

The social experience that leads to the emergence of complex forms of mental activity cannot be viewed as a process of assimilation of ready-made content. The acquisition of social experience by a child is a deep, complex process that involves not only the acquisition of knowledge, skills, cultural competencies, but also the formation of the child's personality, needs, motives. Acquisition of social experience is carried out in the active activities of the child, ie in the process of subject, learning, communication and play. The formation of higher mental functions plays an important role in the interaction of children with adults in the early stages of development. The development of mental functions goes through several stages, and only then do they become a complex mental process. All complex forms of mental activity (voluntary attention, logical memory, abstract thinking, etc.) have an indirect structure in which speech plays a leading role. Even when objects and events do not exist, they are replaced by words and remain part of its structure, expressing the passage of any psychological process. Speech raises the structure and realization of higher mental functions to a new, even higher level. An important aspect of the formation of higher mental functions is the formation of symbolic (symbolic) symbolic activity, the acquisition of word symbols. Initially, the character participates as an external, auxiliary factor. According to LS Vygotsky, each mental function goes through two stages in its development: in the first stage "interpsychological", the function manifests itself as a process of establishing relationships between people, in the second stage - internal, intrapsychological, process.

Higher mental functions are formed over the years. It is born with verbal communication and

ends with a complete symbol of activity (symbolic activity). The mental development and personality formation of a child is inextricably linked with the processes of education and upbringing. Thus, higher mental functions are seen as a complex process in psychology. Speech plays a crucial role in the formation of higher mental functions. To explain the psychophysiological mechanisms, P.K. Anoxin's concept of functional systems is used. A.R. Luria shows that the functional system is formed when a child is not ready at birth, but when his mental functions interact with objects and materials.

MATERIALS AND METHODS

A functional system is a dynamic structure that combines several anatomical and physiological structures to perform a single task and is located in different nervous systems. Psychologists (A.R. Luria, A.N. Leontev) have consistently argued that the physiological basis of higher mental functions is not the central nervous system or its individual parts, but the interaction of the functional system in the cerebral cortex. The formation of this functional system in the course of a child's life activities gradually becomes more complex in nature, and the functional connection is strengthened. This scientific regulation has changed perceptions about the development of the human psyche. We can see from the research of physiologists and psychologists that the maturation of a particular system of functions is not the same at a particular stage of development: some systems have been formed, and some are now being formed. Accordingly, it can be concluded that the developmental system of functions is not the same. Each functional system, even individual zones, has its own development program, but they work as a whole. At each age, a certain

functional system must be at the level of maturity, otherwise the activities of these systems can not be carried out in an interconnected manner (L.O.Badalyan). Thus, mental processes and personality traits are not considered to be the result of maturity in individual parts or zones of the brain. They accumulate in ontogeny and depend on the social developmental status of the child.

LS Vygotsky generalized the work of his predecessors (G.Ya. Troshin, A.S. Griboedov, E. Segen, M. Montessori, etc.) and developed the concept of anomalous development. At the heart of this concept is the cultural-historical theory of psychological development, which was developed by LS Vygotsky by studying the normal features of development. The main features of LS Vygotsky's concept of anomalous development have not lost their relevance even today. They developed in the works of TA Vlasova, JI Shif, VI Lubovsky, VV Lebedinsky, EM Mastjukova and other scientists of the 50-90s of the XX century.

Children with developmental disabilities (mental and physical disabilities, developmental delays, developmental problems, special needs) - children with defects in the central nervous system or musculoskeletal system and normal development of mental functions as a result of acquired or congenital organic injuries of the sensory organs enters. In some cases, developmental deficiencies are the result of microenvironmental causes, not related to defects in the central nervous system or analyzers. These include negative forms of family upbringing, social and emotional deprivation.

G.Ya. Troshin put forward the idea of the norm and the general laws of anomalous

development, which can be seen in the subsequent work of many researchers (T.A. Vlasova, J.I.Shif, V.I.Lubovsky). Explaining the norm and general laws of anomalous development, LS Vygotsky noted that for them the social nature of mental development is common: pedagogical influence is the source of the formation of higher mental functions, both in the norm and in developmental disorders. However, a number of patterns are also distinguished that are not observed in normally developing children, but occur in children with developmental disabilities. T. In the works of T.A.Vlasova, V.I. Lubovsky, the general laws of anomalous developers are brought into one system.

L.S. Vygotsky's ideas about the systematic structure of defects allowed him to divide them into two groups according to their anomalous development. This is a primary defect in the biological nature of the disease, a secondary defect in the social development of the child, in his interactions with the environment.

The anomalous development is determined by the time of onset of the primary defect and the severity of its expression. The mechanism of formation of secondary defects may be different, but social factors always play an important role in it. The nature of the defects resulting from injuries to one or another structure of the visual, auditory organs or brain varies in children with developmental disabilities of different categories in depth. However, the common denominator of these cases is that they all have an impact on the child's subsequent development.

The object of psychodiagnostic and psychological-pedagogical correctional influence is mainly secondary defects. The

work of several leading experts shows that primary defects in children lead to mental retardation, general and minor motor deficits, difficulties in interacting with the environment, changes in communicative communication, inadequate speech, difficulty perceiving the environment, poor social experience. as long as it can come. L.S. Vygotsky also pointed out that the interaction of defects creates difficulties in social adaptation to the social environment.

J.I. Schiff points out that another law of anomalous development is changes in the development of the child's personality. Lack of mood, panic in social interactions, fearful access, low self-esteem, anxiety are the main qualities of this person. Such disorders are caused by improper upbringing in the family and improper organization of education. Changes in communication skills disrupt children's speech, resulting in an increasing role for nonverbal communication tools. Deficiencies in the ability to receive and process data, VI Lubovsky noted, reduces the volume and speed of received data, does not allow data storage and use. Another law of anomalous development is a disorder of speech activity, which is manifested in the inability to express speech indirectly.

Inability to receive and process information, difficulties in communication, inability to remember materials hinder the development of thinking, generalization and differentiation. All of these deficiencies in imagination and speech, the formation of perception of the environment, the retention of knowledge in the imagination, etc., are not always sufficient in these problematic children. However, along with the unique characteristics of children with developmental disabilities, which include difficulties in adapting to the environment and

learning, there are also positive patterns. One of them was noted by L.S. Vygotsky as a potential opportunity for the formation of the psyche in children with disabilities in the form of a close zone of development.

Another law was expressed by V.I. Lubovsky during the study of verbal control of children's actions. He has shown the possibility of developing new conditional connections that are expressed in part or in part without speech. Thus, defective development has the laws to compensate for both lag and impairment in the formation of the psyche.

In addition to general laws, there are specific laws that are specific to some children with developmental disabilities. These specific laws can limit us to categories of children with developmental disabilities through differential diagnostic criteria. However, V.I. Lubovsky acknowledged that specific laws are less established than the general. This allows us to justify the complexity of differential diagnosis of children with developmental disabilities.

Currently, children with developmental disabilities are divided into several categories:

- Hearing impaired (deaf and hard of hearing);
- With visual impairment (blind and visually impaired);
- Defective limbs;
- Children with severe speech defects;
- Mental retardation;
- Mentally retarded;
- Children with severe emotional disorders (including childhood autism, early childhood autism);
- Children with behavioral disorders;
- Complex developmental defects, in which there are two or more primary defects.

Each category of children has its own psychological and pedagogical characteristics, it is necessary to define strategies in their psychological and pedagogical study. Thus, the formation of anomalous development as a result of primary and secondary defects has a complex rate, and it is characterized by individual defects for each child on the one hand, and similar defects on the other. This specificity applies to each type of developmental disability and helps to identify specific learning conditions, taking into account the psychophysical characteristics of children.

Thus, modern psychodiagnostics of those with developmental disabilities is based on theoretical methodological systems.

Each type of developmental disorder has its own psychological structure. This structure is determined on the basis of the interdependence of primary and secondary defects.

Each type of developmental defect is characterized by a specific level of defects. Diagnosis of developmental defects is based on general and specific laws.

Diagnosis of people with developmental disabilities should be based not only on their general characteristics, but also on the positive features and potential of the child. The results of the diagnosis of those with developmental disabilities are established through psychological-pedagogical diagnosis, which is not limited to the type of developmental defect. It includes the development of individual psycho-physical characteristics of the child's development, as well as recommendations for individual correctional work programs.

CONCLUSION

Psychological-pedagogical diagnosis identifies the development of leading defects that complicate the level of expression of the defect and focuses on the necessary corrective pedagogical work on them. If the examination is conducted before the child goes to school, it will be determined which school the child is ready for special correctional or general education school.

Psychodiagnostics identifies defects in the development of the child and its specific psychological and pedagogical features. Knowing these features in the child will help to develop a preschool and school education program, the type of educational institution, an individual medical psychological-pedagogical program that suits the child's capabilities.

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