



PECULIARITIES IN THE DEVELOPMENT OF PRESCHOOL CHILDREN WITH MENTAL RETARDATION

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Annotatsiya

Currently, children with retarded mental development are deeply studied by experts, the article also contains information about the specific characteristics of the development of preschool children who are lagging behind in mental development, and the complex reasons that cause them to lag behind in mental development.

Kalit so'zlar

Maladaptive children, mental functions, children with retarded mental development, infantilism, physical development, speech, cognitive activity.

According to the information of defectologists, half of the children who do not learn are children of this category. The origin of mentally retarded children is connected with kindergarten age. According to research data, those who are not ready for school education according to psychophysiological indicators make up 16-17% of children from kindergarten to school education. Later, after a thorough examination of these children, it was shown that half of them were mentally retarded children. The retardation of the mental development of parents occurs as a result of general pedagogic neglect or poor health. Children whose mental development slowed down in preschool age began to learn a little more than those of school age. There is a small amount of research devoted to certain mental functions, and they are also devoted to the play activities of children of kindergarten age and their readiness for school education. We have information that special corrective-pedagogical work for a mentally retarded child, whose brain is intensively forming at the age of preschool education, can give good results at an early age.

Currently, our main tasks are:

- Being able to distinguish mentally and pedagogically children with retarded mental development from those who lag behind in other types of development in a timely and reliable manner, without mistakes;
- Development of the system of learning and correction of children of preschool age with mental retardation;

- Organization of the necessary differentiated support in preparing 6-year-old children for school;

Children of preschool age whose mental development has slowed down have a narrow worldview, their imagination is not clear, and their speech has not yet fully formed. They cannot distinguish the characteristic signs of familiar objects around them. This indicates that their perception and thinking are not developed. This group of children cannot participate in training. They remember poorly, have difficulty with elementary mental processes, avoid any mental work. They don't show the curiosity characteristic of their age, they don't ask different questions to adults. His speeches are unique. They cannot continue the tale that started short. They make short grammatical sentences. The development of their active and passive vocabulary is significantly behind. They do not understand speech well, their internal speech, which is involved in planning and managing their activities, lags behind significantly. A child does not perceive or understand many things. They cannot master the material based on them. The personality is not formed harmoniously due to insufficient external environment and communication with the surrounding people. Their interest in learning is not well developed, the desire to be a good student does not arise, they cannot make an objective assessment of themselves, and negative feelings arise in the formation of their character. It is also possible to know that children's mental development is lagging behind, and their interest in more meaningful, role-playing games.

Sometimes in the literature on children with special mental retardation, it is noted that they achieve more in game activities than in reading.

When children come to special diagnostic groups, some physical weakness is noticeable. There are 2 times more sick children in diagnostic groups compared to children in groups of public preschool educational institutions.

Generally healthy children in diagnostic groups are 4 times less than children in normal kindergarten. More than half of the children in these groups have abnormal health to one degree or another. In most cases, there are defects in their central nervous system. This situation also affects the behavior of Ulra. Some of these children are prone to irritability and emotional instability. Such negative situations lead to a decrease in working capacity. In children of other species, there are cases of braking. As a result of neurotic conditions in children accompanied by general fatigue, these children's working abilities decrease, they get tired quickly, and it becomes difficult for them to engage in communication. The health of preschool children is somewhat similar to children with mental retardation.

It Is necessary to conditionally divide the complex reasons that lead to retardation in mental development into 3 groups.

Group 1. Being behind in development is social and pedagogical

Children who develop character (pedagogically neglected children),

Group 2. Lagging behind in the development of socio-pedagogical,

Children with mental retardation due to the reasons. It is difficult to determine which of these reasons is the leading one.

Children in this group are born for biological reasons

Called pedagogically neglected children.

3 groups. Biological factors are the leading cause of retardation of mental development.

Let's talk about each group of children with mental retardation.

1. Group includes children without educational care. These children are strong, normal, and developed normally at a young age. During the preschool and kindergarten period, their initial development lags behind and they cannot master the curriculum materials of the kindergarten. Their overall development is poor, their speech is not developed, their verbal and logical thinking is backward, their voluntary attention, study skills, and interests are significantly underdeveloped. Within this group, children can be divided into 3 categories according to the conditions of development.

Children belonging to category 1 grew up in a pedagogically "very poor" family until the age of 5-6. He was given to kindergarten at the age of senior kindergarten. The family did not pay the necessary attention to the development of this child. In some cases, parents, people around them may be people who do not have enough common culture. Sometimes, parents run away from raising a child and hand it over to illiterate grandmothers, great-grandmothers, and nannies. Sometimes the child is completely separated from the family and lost within a narrow circle of communication. The child was brought from the village to the city to his parents when he did only physical work and approached school age. This did not fail to have its effect. Such children came to kindergarten at the age of 6. Until this age, many things have not been mastered in the general mental development of the child.

If we save the mentally retarded children belonging to the 1st group from these poor pedagogical conditions, it seems that all our work will be good. But, in fact, it is not like that, it is very difficult to change such unconscious pedagogical sharonts. Difficulties in the education of these children can be changed and filled. For this reason, it is necessary to continue correctional work started in pre-school educational institutions in schools. Pedagogical neglect should be prevented as early as possible.

Group 2. This category includes children who were brought up in extremely difficult pedagogical family conditions and who are not physically well developed, associated with cases of infantilism. Unconscious without heart

Various forms of factors do not leave a negative impact on children's development. This group includes children belonging to the following different categories.

1. Children for whom public education is appropriate;
 - As a result of insufficient general culture of parents

They cannot help children. It was determined that almost 80% of parents of children in the diagnostic group have secondary education.

- Father or mother sometimes, both of them are alcoholics
As long as they are consumed. 90% of children in the diagnostic group
As his father systematically consumes alcohol.
Of course, for such parents, child education is of no importance
Does not earn;
- Due to the lack of a normal, healthy family environment in the family

The child is not given enough attention. A child of good parents
Do not interfere with education, take time away from other negative activities
Good, and in a bad case, the child is an object of “being” between parents
Likes Try to make the father look towards the child, and the mother towards
herself

Comes

2. All social, biological, educational factors are a child

Acquires a negative meaning in education:

- Physically weakened, primary infantile life of the child

Education of a child from the first age. The child is very

Sick a lot, development and growth are very poor, walking and talking

Rishi came late. Before coming to a preschool educational institution, such a child is left behind in terms of both physical and mental development. Being in a general orca in preschool age is characteristic of all mentally retarded children;

- Children of different ages from infant to preschool age

Together with children brought up in a day preschool educational institution;

- Upbringing of children who rarely go to preschool due to frequent illness.

- Lack of health care in the conditions of public preschool educational institution for infants;

- As a result of the lack of teachers with special training, the lack of qualified one-on-one pedagogic support for infants and children in kindergartens;

- As a result of excessive number of children in pre-school educational institutions, individual assistance is not carried out competently.

- Group 3. This group includes children whose living and upbringing conditions are somewhat better, but despite this, they are significantly behind in their development. Developmentally, staying in orca is determined not in preschool age, but in adulthood. In such cases, the leading cause of developmental delay is biological factors. These include diseases during the period of the fetus in the mother's womb, defects during the birth period, and the effects of chronic serious diseases. Experience shows that one year of correctional work is not enough for such children. Example: Jamal was born to healthy parents. When the fetus was 6 months old, the mother fell, and was treated in the hospital to prevent premature birth. The child was born on time (weighing 4,200 grams). The child was brought up at home until the age of 3, he started walking and talking on time. He suffered more from colds. He grew up to be quick-tempered and hot-tempered. The child is given good attention in every way. In particular, his sister, who is 10 years older than him, worked with him separately. The family was in a good condition in terms of material, spiritual and living conditions when Jamal was raising him. His parents have secondary education. Relations between family members are soft. Family members loved the child very much. The boy has been attending preschool since he was 3 years old. At home, the child did not listen to anyone. He did not obey their demands. Parents looked to kindergarten educators with hope, but kindergarten employees faced great difficulties in raising children. It is very difficult to focus the child's attention on something, to play with different toys. At the age of 4, he experienced severe diarrhea. It was very difficult to

manage the child after the illness. He almost did not complete the tasks in the training of kindergarten teachers under the age of 5. Hardly ready to go to school. At the age of 7, he was admitted to the diagnostic correctional group. In terms of physical development, he is behind the norm.

- In conclusion, it can be said that Ruhi is a little behind from the spiritual side, his voluntary attention and independent generalizations are not formed. He was able to complete some light intellectual tasks only if the child was interested. Although he has no difficulty in pronunciation, he speaks in a hurry. It is connected, meaningful and cannot tell tales. His interest in knowledge has decreased sharply. He is systematically distracted, looks intently at the people around him. All his limbs were in motion. Not interested in meaningful, role-playing games. Knowing the rules of discipline, he often violated them. Performed various tasks irregularly.

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