

"Teaching and educating preschool children with intellectual disabilities"

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Abstract: This article describes the content, purpose, and issues of social adaptation of correctional work with young preschool children with intellectual disabilities. The results of correctional educational work are determined by the interaction of adults with the child, the nature of children's interaction. Based on the results of a comprehensive diagnostic examination, the child is subjected to uniform requirements in the family and in the preschool institution.

Keywords: education, pedagogy, personal development, diagnostic examination, didactic training

The main goal of special education and correctional development for children with intellectual disabilities is to educate the younger generation as a fully developed person based on the ideology of independence and to prepare them for further school education with healthy peers. Indeed, the happiness of our future, the beauty of our society, the pride and honor of our people, the full development of children, their upbringing as mature and worthy of society, the education of them as true knowledge, hardworking and patriotic, high faith is now part of preschool education. is the main function. In his speech, President Shavkat Mirziyoyev acknowledged that "we will provide quality education to the younger generation in kindergartens, schools and universities, mobilize all efforts and opportunities for them to grow up physically and mentally healthy, patriotic people." The formation of social adaptation of children with intellectual disabilities, as well as the upbringing of the younger generation as harmoniously developed people, new perspectives on school education, the educational process from teachers working in it to find their positive place in life shaping requires the skill to put them into practice. Today's reforms at the national level are aimed at improving the lives of our people, solving the problem of bringing the future generation to the intellectual and spiritual maturity of the younger generation. We must not forget that we need to focus more on attention. It is important to keep in mind LS Vygotsky's teaching that the creation of a zone of intimate development of the individual and that the child's activity is the main content of correctional work. The form of correctional work represents a set of effects aimed at correcting and compensating for defects in the psychological development of the child, deviations. The main form of speech therapy in overcoming various developmental disabilities is education, correction, compensation, adaptation and rehabilitation, and the use of complex forms of correctional work serves to prevent the occurrence of secondary defects. There are various types of correctional activities:

1. Art therapy is a special form of psychotherapy, which is based on art - fine and creative activities. Its purpose is to develop the child's own thoughts, worldview, and self-knowledge through art. Art therapy is used by a psychologist as a symbolic means of communicating with children. Symbols of artistic creation reflect all the subconscious processes, including fear, internal conflicts, memories, dreams. Art therapy is based on the inner feeling of "I" and is reflected in the visual images of a person as he draws and builds (spontaneously). Art therapy classes should be held in such a way that children are able to make noise and move freely, and the psychologist does not interfere in their activities.

1. Game therapy. It is used not only for corrective purposes, but also for prophylactic and psycho-hygienic purposes. There are individual and group forms of play therapy, and if the child has problems with communication, then group therapy is more useful than individual therapy. Game therapy uses a variety of play materials: "family" games, "playing with dolls", construction games, games and exercises.

Correcting a child's intellectual development in preschool includes tasks to develop sensory abilities, visual-imaginative thinking and symbolic function, voluntary attention, and basic forms of memory. Despite the fact that children with intellectual disabilities are brought up in special institutions, it is necessary to fully correct and compensate for their developmental disabilities, to bring the whole mental development as close as possible to normal. Early correctional work plays a crucial role in overcoming mental developmental disabilities, which can help prevent the development of secondary developmental disabilities in children. Because mentally retarded children have specific developmental characteristics, they need targeted educational influence from adults. Spontaneous assimilation of social experience, especially at an early age, is almost non-existent. In order to organize education and upbringing, it is necessary to develop the interest of such children in the environment. Didactic games are important in this regard, they should attract children's attention and interest. Adults need to constantly develop positive emotional attitudes towards activities in children. A mentally retarded child will need more repetitions than a normal child to master the ways of targeting the world, to distinguish and define the qualities and relationships of objects, and to understand this or that action. The main corrective task is to form search methods for targeting during the task in mentally retarded children of primary and preschool age, and on this basis to arouse interest in the quality and relationship of subjects. Games and exercises develop children's attention to the quality and relationship of objects, form a full understanding. In order to introduce speech into the process of communication correctly and in a timely manner, in the first stages of acquaintance with the subject, its quality, feature, the child is taught to distinguish these qualities from other objects, to recognize and understand them, and only then use the word as an example should give.

The development of auditory perception is also of particular importance, as it helps the mentally retarded child to orient himself in the world around him, to move on the basis of sound signals, to distinguish and recognize many important objects. The full development of cognition also leads to the development of certain aspects of thinking. If the child correctly imagines the object together with its parts, he will be able to understand the cause of the breakdown of the whole. The path from cognition to thinking influences the development of figurative and logical thinking. It is important that the work on the formation of all types of thinking is organized correctly and in a timely manner, because intellectual disabilities are a major shortcoming in the development of these children. The main directions and tasks of correction of mentally retarded children:

1. To form an emotional relationship with adults, to focus on cooperating with them, to teach the child how to master social experience, to form emotional communication with adults and to follow elementary instructions, to pay attention, imitate, model actions development of coordination.

2. To prepare for writing, to develop visual-motor coordination of hands in order to perform labor tasks, to develop grip, to develop interconnected movements, to imitate hand movements, to develop finger movements, to develop finger movements development

3. Sensory development. Formation of perception of shape, size, color, formation of a complete image of the object, perception of the environment and orientation in it, development of tactile-motor perception, development of auditory perception, development of verbal and non-verbal hearing.

1. Development of thinking, the transition from perception to thinking, the transition from perception to the elements of figurative and logical thinking, the development of elements of causal thinking, the development of figurative thinking.

2. Speech development. Development of verbal communication (working elementary communication), development of cognitive functions of speech (expansion, clarification and generalization of word meaning). At the preschool age, the personal circle begins to form actively.

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