

FEATURES IN THE EDUCATION OF CHILDREN WITH MENTAL RETARDATION

Sattorova Khadicha Inayat qizi

Student of UzSWLU

Sattarov Inayat Saparbayevich

Docent of TMA

Annotation: This article delves into the challenges and strategies involved in educating children with mental disabilities. It highlights the increasing prevalence of such disabilities and the importance of providing inclusive and supportive educational environments. The article categorizes students with mental retardation into groups based on their learning abilities and outlines specific teaching methods suitable for each group. It emphasizes the need for individualized attention, visual aids, and a practical orientation in the educational process.

Keywords: mental disabilities, inclusive education, educational strategies, special needs education, cognitive development, teaching methods, individualized instruction, visual aids, practical orientation.

Today, the topic of educating children with mental disabilities is under discussion. This issue is pertinent to all schools, regions, countries, and the global community. The deteriorating environmental conditions, high parental illness rates, and various unresolved socio-economic, psychological, pedagogical, and medical issues are leading to a rise in the number of children with disabilities in schools. An educational institution should provide suitable conditions for the effective education of every child, taking into account their individual abilities, cognitive skills, and interests. Children who are gifted, disabled, or typically developing should all be provided with the opportunity to receive a suitable education. This can be achieved by establishing a correctional and developmental atmosphere within a traditional educational setting. Children with mental retardation rarely inquire because their cognitive functioning is significantly diminished. They appear to reside in a self-created fantasy realm with a unique pace of life. They must not be left there unattended. It is essential to educate and instruct these children to facilitate their socialization, provide them with knowledge and skills beneficial for daily life and practical work.

The concept of a mentally retarded child encompasses a diverse group of children with a shared brain injury.

According to their learning abilities, mentally retarded students are divided into four groups

The students in Group 1 have completed the program's material with the greatest degree of accomplishment. They often finish every assignment on their own. When faced with a modified assignment, they don't have too much trouble finishing it; most of the time, they apply their experience correctly to new tasks. These pupils have clearly grasped the program subject if they can articulate the reasoning behind their behaviors. They are capable of some degree of generalization.

These pupils may readily pick up basic spelling rules, sound-letter analysis, and basic writing and reading skills in the classroom. They respond to inquiries concerning the texts' substance and demonstrate a solid understanding of it. They might struggle with planning tasks and direction, though. In mental job tasks, they might require extra assistance. They make good use of this assistance.

The second group's students also studied pretty well in the classroom. These kids face a few more challenges in their studies than do the students in the first group. The majority of the time, they comprehend the teacher's explanations and retain the information effectively, but they need the teacher's assistance to draw simple conclusions and draw broad conclusions. They require the teacher's organizing and activation assistance.

They can make a lot of reading and writing errors in class that they are unable to identify on their own. Though they can't always put the rules into effect, they can memorize them. They can skip semantic links when relaying what they understand, but they still grasp what they read.

Third-class students have difficulty understanding the curriculum and need help with verbal-logical, visual, and topic-practical aspects of it. The main determinant of how well knowledge is assimilated is how well the kids understand the material being presented to them. It is difficult for them to determine the main idea of the subject, to make sense of the contradictory notions, and to tell them apart. It is difficult for them to understand what is being taught in class; further explanation is needed. They are distinguished by their moderate level of independence. These students absorb the material far more slowly than the children in the II group.

Despite the difficulties in assimilating the material, students generally do not lose the acquired knowledge and skills, they can apply them when performing a similar task, but each slightly modified task is perceived by them as new.

While learning, students in the III group overcome inertia. They occasionally require a lot of assistance, particularly at the start of the assignment. After that, they can work more autonomously until they run into new challenges. These kids' work needs to be continuously planned until they grasp the core idea of the subject matter. Following this, they finish assignments with greater assurance and provide a better verbal report on them. This suggests a challenging, but rather deliberate, integration process.

This student group's learning challenges are most noticeable when analytical and synthetic tasks are needed. They take longer to become proficient in literate writing and sound-letter analysis. While spelling rules are memorably assimilated, in reality they are applied automatically. These pupils struggle to write and speak in a coherent manner. Their incapacity to form a sentence sets them apart. They have a fragmented understanding of the topic. This results in the fact that most of the time, students are unable to even understand what they have read.

Students in Group IV are those who have the lowest level of mastery over the course topic. But for them, training is insufficient on its own. They must finish a lot of exercises, use extra teaching techniques, be constantly observed, and receive hints while working. They rely on prior knowledge and are unable to make independent conclusions. When finishing any job, students require a thorough explanation from the teacher. While some students make blunders in these situations, others correctly use the teacher's assistance in the form of direct urging.

These kids require a clear indication of any errors in their work together with an explanation of why they should be corrected. Every new assignment after that seems fresh to them. Knowledge is acquired solely by memorization. They are only able to pick up a much lesser quantity of knowledge and abilities than are available to them. When they make mistakes at work, they require a clear indication of the error and a justification for fixing it. They view every assignment after that as fresh. Knowledge is merely mechanically gained and rapidly lost. They are able to pick up a far lower amount of knowledge and skills than what the correctional school curriculum offers.

This group of students primarily masters the foundational abilities of writing and reading. They struggle a lot with sound-letter analysis and make a lot of blunders. It is particularly hard for them to acquire spelling rules, which they can't apply in real life, and to comprehend what is read aloud. Schoolchildren struggle to understand simple texts with a straightforward plot as well as complex ones with missing links, cause-and-effect correlations, and relationships. They progressively develop coherent oral and written speech, which is marked by fragmentation and a notable distortion of meaning.

The assignment of schoolchildren to one group or another is not stable. Under the influence of corrective teaching, students develop and can move to a higher group or take a more favorable place within the group.

Group makeup also varies based on the type of course being taught. Because of this, a student may struggle to learn written language and become illiterate, but they may read fluently and explain a subject in adequate detail when speaking. This kid can then be placed in the third group and the second group for reading.

To effectively prepare students for understanding new material, choose and explain it appropriately, assist students in mastering it, and help them apply it in

practice with varying degrees of independence, teachers need to be aware of each student's ability.

Teaching children with minor mental disability requires adhering to certain methodological constraints.

Visual aids should be used in the instructional process. When a youngster is first becoming acquainted with instructional material, it is best to employ age-appropriate, interesting, and meaningful objects and materials as visual aids. Students engage in polysensory learning while using visual aids (they can see, touch, taste, and smell).

The instructional material is presented in phases, with repetitions of the same content. The inductive method of knowledge formation is the one most frequently utilized while instructing children with mental impairment. This implies that before drawing generalizations—the process of going from the specific to the general—students must first gather information such as facts, observations, traits, and attributes.

The educational content is not always accessible, even with the use of visual aids and the inductive route of knowledge development. Preparatory effort is therefore necessary. Youngsters get a foundational amount of knowledge that enables them to get ready for learning content assimilation. The relevance of the initial imprinting is taken into consideration during the educational process. The inertia of thought and lack of criticality cause unfavorable imprinting to become deeply ingrained. In this sense, the educational process is designed to ensure that the first impression is precise, full, and correct to the greatest extent feasible.

It is also vital to consider the dynamics of the working capacity of students with mental retardation in the classroom: these students have a very long first phase of productive work; they are unable to become engaged in the task within a minute or two. As a result, attention-organizing mobilizing activities are needed. a brief period of work that is highly productive. This establishes the limited quantity of instructional content, a succinct explanation, and the variety of work in the lesson.

Working with students who have mental impairment calls for a teacher to be patient, composed, leisurely, and deliberate. An early school age is marked by impulsiveness, complexes, and isolation in a child's conduct. The child is uninterested in the things around him and has no idea how to collaborate. These characteristics are taken into consideration by the teacher, who also arranges interactions with children and adults, shows things, offers a variety of sensory experiences, and increases the child's living area.

Because practical motives serve as an incentive for courses, teaching children with mild mental retardation thus requires:

- taking into account the psychological features of students;
- practical orientation of the educational process;

- the supportive nature of training, which includes prompt help and support throughout the lesson;
- the social orientation of the educational process, as the student drops out of social collaboration without targeted work in this direction.

List of literature

1. Бородулина С.Ю. Коррекционная педагогика. – М.,2009.
2. Воспитание и обучение детей во вспомогательной школе /Под ред. В.В. Воронковой. М., 1994.
3. Забрамная С.Д. Психолого-педагогическая диагностика умственного развития детей. – М., 1993.
4. Основы специальной психологии/ Л. В. Кузнецова, Л. И. Переслени, Л. И. Солнцева и др.; Под ред. Л. В. Кузнецовой. – М., 2002.