

EDUCATION AND PSYCHOLOGY OF MENTALLY RETARDED CHILDREN

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ANNOTATION: In this article, we will consider the problems that the education of mentally retarded children faces in terms of their psychology and the difficulties they face in communicating with people of similar abilities.

Key words: Mentally retarded child, thinking, didactic games, inclusive education method, psychology, pedagogue.

Currently, children with mental retardation are being given the task of communicating, starting from a small group. Children are taught to express their thoughts as loudly as necessary, without rushing to give short and extensive answers to questions, making them understandable to those around them. Children are trained in the skills of listening attentively and attentively to each other's answers, complementing and correcting each other. They move from one-on-one conversations in a small group to organizational teamwork, from one-word and general answers to short and broad meaningful answers that are understandable to those around them. When solving this task, children are required to have a sufficiently high level of logical thinking processes, analysis, synthesis, generalization, comparison. Because mentally retarded children are more withdrawn than healthy children, in this case we pay attention to the skills of the teacher. If children with mental retardation are taught in the same class as healthy children, they should be given attention to each task. It is necessary to work with such children individually. It is necessary to implement the method of brainstorming more often with them than with their peers. First of all, children with mental and psychological changes cannot receive education in a healthy way. If the condition is very severe, we recommend that they receive education in an inclusive direction.

For children with mental retardation, it is expressed in the inability to determine the relationship between objects and events in the environment, the inability to analyze and synthesize. The thinking of a mentally retarded child is of a vividly figurative situational nature and has a unique character. The teacher uses various ways to influence the speech of a mentally retarded child. Preschool children with mental retardation try to enter into communication during playtime, when solving daily tasks, when looking at their toys. The teacher teaches them to speak slowly, orderly, during meals, and never to talk with food in their mouths. Role-playing games such as family, kindergarten, store, and later school are of great importance in communicating with mentally retarded children of preschool age. If a child is relatively mentally retarded in the family, he should be shown to a psychologist for a doctor's appointment. Mental retardation can be of an uncorrectable degree or congenital, acquired. In this order, not only the educational process with children, but also the upbringing process should not be neglected. Communication processes with mentally retarded children should be more closely connected with their direct observations. Communication with 4-5-year-old children should be very specific about objects and events that are familiar to them. Mentally retarded children of preschool age try to perform a specific task in a didactic game by following the rules of the game. To fulfill the task of the game, the child is required to focus his attention, be observant, and remember actively. On the basis of didactic games, the physical and mental defects of mentally retarded children are corrected and cognitive

activities are formed. Through didactic games, children begin to correctly understand and comprehend the environment. Didactic games given to children help to consolidate and deepen their impressions and understanding of the environment. Monologue speech appears in normally developing children at the age of 5. During this period, the child begins to develop logical thinking, accumulates a larger vocabulary, and learns the basics of the grammatical structure of his native language. At the age of 7, children master the basic forms of oral speech, namely dialogical speech and monologue speech. Observations show that mentally retarded children have a delayed formation of first words (first words appear at the age of 3-4 and even 5), a slow and difficult period of acquiring vocabulary, a long time required to construct sentences from words, a lack of independence in speech creativity, a low level of speech activity, and poor speech communication.

The role of the teacher in working with mentally retarded children

- It is necessary to be able to distinguish between the cognitive activity of mentally retarded children studying in general education schools and the cognitive activity of healthy children.
- The requirements of the curriculum set for a healthy child should not be applied to a mentally retarded child.
- In the lesson process, it is necessary to give tasks that correspond to the ability of mentally retarded children to master the lesson.
- In order for the child not to master the lesson, it is necessary to take measures, not to humiliate the child from the students, but to take into account his individual achievements and encourage him.
- The work of educating children with general mental retardation in general education schools poses quite complex problems for the teacher. In this regard, it is important for our teachers to work in cooperation with their parents and to work with them during the lesson, taking into account the characteristics of the children.

The main task facing our teachers is to help children with disabilities find their place in life and acquire the skills to earn a living through their own labor in the future. Pilot testing of inclusive education for children with disabilities has begun in some regions of our republic, including Fergana, Andijan, Khorezm, and Tashkent regions, and non-governmental organizations and foreign organizations are taking the initiative in implementing these works.

Conclusion:

In conclusion, it can be said that: the study of the speech of mentally retarded children is one of the urgent issues. Identifying the means that help the development of speech in children or the reason for its lagging behind is the key to organizing pedagogical influence in accordance with this process. Special preschool educational institutions have the task of developing children's speech. This includes teaching mentally retarded children to clearly express their thoughts, desires, and feelings, to use their native language in communicating with people, in the process of life training, to eliminate mental deficiencies, adapt to social life, and prepare for secondary school education.

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