

CHILDREN WITH LACK OF MENTAL AND INTELLECTUAL DEVELOPMENT AND THE IMPORTANCE OF DIDACTICS IN THEIR TEACHING

Nabiyeva Gulshod Ikhtiyorovna

Tashkent State Pedagogical University

2nd year student of the Faculty of Special Pedagogy

U. Pulatova is a teacher of the special pedagogical faculty

E-mail: ngulshoda@list.ru

Abstract: This article discusses the characteristics of mentally and intellectually retarded children and what their parents and teachers need to know, cognitive impairments, changes and their causes. Important issues such as education and upbringing of children with developmental disabilities, problems in preparing them for social life and how to use their opportunities in education, the correction of deficiencies, the importance of didactics in solving problems and new methods along with their advantages and procedures are highlighted. This new method can be used to correct various levels of deficiencies in special schools and specialized preschools, as well as to effectively conduct classes.

Keywords: didactics, intellect, defectology, defectologist, phonetic correction, analytical synthesis, subjects, flannel, mental operations, thinking, intuition, perception, attention, memory, speech.

The family cooperates with and supports the school and the community in addressing the shortcomings, correction and development of children in need, and social protection is guaranteed by the state. Building on these requirements requires a special education and an approach that takes into account the characteristics of the child with disabilities in order to educate and adapt children in need to life. First of all, the fate of children with disabilities, their education and social protection are taken into account. For a healthy child to grow up, it is important for parents to be healthy and live a prosperous life.

Causes of intellectual disabilities. The origins of the defects in children vary, and organic damage to the central nervous system in children under the age of three can lead to a steady decline in cognitive processes, leading to brain injuries during childbirth. Various infectious diseases, viral infections (influenza, measles, chickenpox, smallpox, etc.) as well as drug side effects, hereditary diseases and adverse effects of chemicals on fetal development can lead to various defects. Children with disabilities need a completely different approach from their peers, with a special approach that takes them into account, taking into account their ability to form the most necessary skills and competencies in life as human beings. Educational work is carried out at home or in specialized institutions, taking into account the changes in their intellectual development, mental retardation and other shortcomings. Diagnosing them is the most important process that determines a child's future and development. That is, the separation of children without pedagogical care and children with congenital or acquired mental disabilities and the implementation of pedagogical and medical procedures based on this diagnosis increases their chances of treatment.

Distinctive features and appearance

Special school students also differ from general school students in their ability to learn new knowledge, adapt to different situations and conditions, and their mental state. It is precisely because of the steady decline in cognitive processes that special school students face various barriers to the reception and analysis of new information. The biggest problems in children are cognitive impairment, distraction and inability to remember information. According to I. Finkelstein, "In children with changes in mental development, the perception of historical time is impaired. He even has difficulty understanding some days of his personal life. "This requires regular practice, not just in the classroom. However, training and other educational activities under pressure should be considered as a fun game, as they can be tiring and tedious.

It is necessary to organize lessons, taking into account the individual characteristics of children in order to conduct educational work and achieve its effectiveness, the specificity of thinking, perception, attention, memory, speech and emotional will in the process of

learning. In auxiliary schools, lessons are required to be repeated and demonstrated in a more simplified manner, and the exhibitions should be simple and free of distractions, and should be bright and clear. We can help such children to comprehend by teaching them to work with visual and auditory, skin tactile sensations, as they have difficulty perceiving the subject being studied in class due to some attention and memory deficits.

Didactics and its role in the effectiveness of the teaching process

Didactic play is directly related to education and helps to apply and practice a variety of techniques on a regular basis. Didactic games allow students to play together and reconcile their interests with the interests of the team, to help each other, to rejoice in the success of their peers, and in other cases to easily enter into interpersonal relationships. Properties.

Didactic play is a practical activity of children, because it uses the knowledge acquired in the classroom, as a result of which knowledge is strengthened, mental activity is strengthened, and the application of knowledge in different ways creates living conditions for practical experience. Examples of such games are "Find by color" and "Find by shape". Helps children learn the rules of the game and develop their independence, the ability to control themselves and each other during the game.

The use of modern electronic devices in education and upbringing has become so popular that it is impossible to imagine life without modern technologies in our daily lives. Electronic devices are of great interest to people of all ages. And for some as a baby gets older, he or she will outgrow this. Directing this interest to engaging in games that develop memory and attention, activating thinking and comprehension, and limiting time and playing together can also help prevent children from becoming hyperactive. Watching cartoons and TV for hours can lead to their inability to concentrate on learning materials and hyperactivity. The bright colors in them, the abundance of problematic situations have weakened their ability to imagine, experts have proven experimentally, and it was found that the viewing time should not exceed twenty minutes.

The purpose of didactic games created on the subject of pedagogy - is a method of conscious teaching in which preschool children acquire new knowledge, develop skills and abilities, and develop intellectually, and teachers use a variety of didactic games in the classroom.

The widespread use of didactic games for preschoolers over the age of 5 is explained by the fact that children of this age can focus more time. Classes can last up to 20 minutes. Play-based activities allow children to communicate without problems, children have a developmental imagination, sensory perception, which allows you to start learning.

There are currently several types of classification of didactic educational games. 1. In terms of the number of players: a) individual game b) team game. 2. By types of activity; a) Journey: The game procession can last several days, for example, "Journey across the Golden Ring", "Journey across the Volga". Tasks are developed for each stop passenger. It can be pictures, songs, poems. On the trip you can search for puzzles, solve puzzles and tasks; b) conversation, communication: the teacher teaches how to speak, teaches to communicate on the example of communication with an art hero or a familiar cartoon; d) congratulations: not only adults but also preschoolers can harmonize them; c) Commission: Very similar to the trip, but the tasks here are easier and the game duration is much shorter. The main purpose of these educational games is to develop speech, learn the basics of mathematics, develop logical thinking, get acquainted with nature and the outside world, develop skills about the essence of emotional gestures.

"The "What Happened" game is where the leader in this game is chosen, who can be the teacher at the beginning. As the child becomes familiar with the rules, each of them can test themselves as a leader. 3-4 small toys are placed on the table. The leader can close his eyes or leave the room, during which time one of the toys is hidden. Upon returning to the game, the participant must remember and find out which toys are missing. Encouraged in the process.

"What has changed?" Selects the word. Several toys were placed on the table. They need to remember in what way and in what order the toys will stand. The participant

rearranges the toys, finds and changes places. The winner is the first to indicate which items have been moved and where their original locations are clear. The game helps children learn the rules and develop their independence, the ability to control themselves and each other during the game.

Didactic games include: Provide knowledge about items and their name, color, shape, size, quality and use; To provide knowledge about different types of work and their role in people's lives; Knowledge of natural phenomena, objects, seasons; Native language, mathematics, words, sounds, syllables, numbers, counting, size and time.

Requirements for didactic games:

1. Didactic games should be selected in accordance with the program material on the subjects.
2. The didactic game should be developed in such a way that certain knowledge requirements are set for the participants.
3. The success of a didactic game depends on a clear understanding of its purpose. Because it gives students the opportunity to focus their attention, to increase their interest in their work.
4. There is a certain consistency in the selection of games. It is important to play simpler games before more complex games, and to prepare students for the next game so that they can enter the game. Thus, it is necessary to gradually complicate such mental operations as analysis, analysis, synthesis, comparison, classification, abstraction, definition, generalization.
5. In formulating and organizing the rules of didactic play, it is necessary to take into account the characteristics of students, their different (empty and strong, active and indifferent) groups.
6. The rules of the game should be simple, clear and concise.
7. Each student should take an active part in the whole game, remembering to wait for their turn.

8. The approach to each game should be general and individual, taking into account the level of difficulty of the tasks and how many of them can be performed independently.

The educator guides by various means when using didactic methods throughout the activity. Participates in the game with the children and directs the game in the right direction without them noticing. The teacher supports your children's initiatives. They enjoy the success of the game together. The teacher may not participate in the game. But an experienced educator does this directly without the children noticing, supporting your children's actions during play.

When using these didactic methods, the materials in it are required to take into account the age and specific characteristics of students in the selection of their elements, especially pictures, and to work with a lagaped defectologist. Not only sound education but his alertness and dedication too are most required.

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