

WAYS TO VERIFY THE PERCEPTION OF MENTALLY IMPAIRED CHILDREN UP TO SCHOOL

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Annotation

This article outlines the cognitive process of school-age children with mental disabilities, perception characteristics, ways to verify perception, didactic tools and methodological approaches to developing perception, and technologies for developing the perception of children with disabilities before school.

Keyword: Up to the end of the school year, a mentally impaired child, intellect, intellectual operations, intellectual development, visual perception, tactical perception

While child perception began to develop from the moment they were born, by the end of the first year of life it is still not perfect. However, based on all his actions, the child's perception surpasses other psychological processes.

Intellect. Operations of perception.

The following operations of perception are distinguished: detection, distinguishing, identifying, recognizing.

Discovery is the first step in the process of perception. At this stage, the question is answered: "Is there an object?".

Discrimination or perception itself leads to the formation of a perceptive image. For example, when we perceive an object, almost all our emotions are activated. Visual analyzer helps to understand color, shape, size. Taste analyzer makes it possible to feel the taste. The tactical analyzer allows you to determine the hardness of the object, etc.

Discriminating leads to the formation of an image of an object.

Identification or comparison is to identify a directly understood object with an image stored in memory.

Identification - to mark a given object into a class of previously understood objects.

Types of perception.

1. According to the leading analyzer:
 - visual idrok etish;
 - eshitish hissi;
 - smell;
 - the feeling of touch;
 - feeling the taste;
 - kinesthetic idrok.

1. Based on the level of purposefulness of perception:

- self-perception, when there is a sense of purpose;
- unwanted perception, when there is no purpose in understanding something.

1. Mirror objects:

- understanding space - reflecting the distance of the object, its shape, size, size;
- understanding time is a reflection of time periods (duration of events, sequence);

human perception (signs). - colors of development - distinguishing, naming, classifying;

Development of visual and tactile perception of forms - distinguishing, naming, classifying;

Developing visual and tactical perception of size - distinguishing, naming, classifying, comparing dimensions;

Developing and developing visual perception and spatial orientation - understanding, naming, directing;

Development of visual and tactile perception of the texture of objects - distinguishing, naming and classifying;

Development of taste sensitivity.

Work carried out in different types of activities:

The sensor is aimed at developing an understanding of the spatial and quality characteristics of objects and developing perceptive movements in the process of special didactic games and exercises. These games are held separately and separately.

During games and exercises aimed at improving a child's social perception. These games are aimed at understanding this person presented in the section, his actions, actions, including expressive and mimic, and perception of himself and his surrounding peers.

The task of developing attention: developing volume, stability, distribution, relocation, concentration, and developing voluntary attention.

The task of developing perception: the development of intellect, content, integration, integrity, perseverance, size characteristics; Development innovations: dimensions, shapes, colors, space, time, perception of movement.

The development of perception as an intellectual process based on active search for the characteristics necessary to form an image of an object.

1. Aimed at developing the ability to distinguish colors.

— Menga yugur!

The progress of the game: Vazoda has blue, red, yellow, green flags. Children receive one flag at a time, and a teacher - four flags (of all colors).

The teacher invites the children to look at the flags, shake them. (Then the children perform the task specified by the teacher.)

Put the flags on your knees. Raise the blue (red, yellow, green) flags. (The guys holding the flags in the name color will carry them.)

Now I name the flags of that or this color. First look at my flag, then look at your flag, and if their colors match, run at me.

Children sit on chairs. The teacher moves away to a certain distance, raises one flag (holds the rest behind him) and inserts his color, then commands: "Red flags, run for me!" The children run to him, raise the flags, check that they did the assignment correctly, shake them and sit down. The teacher will

call flags of all colors in a row and will raise all four flags at the end of the game. All the children wave the flags, dance and run to him.

Complexity: the teacher raises two flags.

"Arrow, Arrow, Circle"

(A simplified version of the Color Lotto game).

Purpose: to practice the ability of children to harmonize colors, to contribute to strengthening the knowledge and color system.

The progress of the game: The children sit on chairs around the table, they have flags (red, blue, yellow, green) in their corners. At the center of the table is a circular disk with circles of four colors laying around it. Teacher (rotating the arrow).

Arrow, arrow, circle

Show yourself to all circles!

And how sweet you are

Tell me faster

STOP!

Takes the circle shown with the arrow and places it next to the flag of a suitable color. Children repeat game movements.

"Open Your House"

Purpose: to practice the ability of children to harmonize colors, to contribute to strengthening the knowledge and color system.

The progress of the game: Children sit on chairs. The keys of the same color, cut from paper with a yellow, red, green or colored circle attached to the back of each chair, are placed on the table.

Pedagogy.

Guys, get up and see what color your house (circle) is. (The children name the color.) Go to the table and select a key for your house of the same color.

Which key did you get? (The child names the color.)

Once all the keys are sorted, the children lock houses (they say "chik-chik") and go on a walk.

Teacher: One, two, three, four, five,

The children went on a walk. (They walk around the chairs.)

They knocked, (They hit the floor with their fists.)

Circle, (circle.)

They jumped. (They jump.)

Yurdi ball

It's time for everyone to return home.

They approach their chairs, unlock the house (they say chik-chik-chik) and sit down. When the game is repeated, the teacher replaces the chairs.

"Gather droplets in a glass"

Purpose: to practice the ability of children to harmonize colors, to contribute to strengthening the knowledge and color system.

The progress of the game: In front of the children are placed on the table with cut-colored circles of different colors. An adult puts a drop of different colors on each glass and pronounces his movements:

"I put a drop of blue in this glass, we collect a full glass of the same drops." Six colors of the spectrum are used.

"Fold the pyramid"

Purpose: to practice the ability of children to harmonize colors, to contribute to strengthening the knowledge and color system.

Gaming Process:

Variant 1

In four pyramids of different colors, all rings are removed and put on the patch. Every child collects a pyramid

Variant 2

The child chooses at the request of the teacher paper pyramid rings. By placing the pyramid, it tries to independently name the color of the rings.

"To'pni oling"

Purpose: to practice the ability of children to harmonize colors, to contribute to strengthening the knowledge and color system.

Gaming Process:

Guys, today we have a holiday, let's decorate our group. Take each flag (cut from colored cardboard). Now take a shark of a similar color to your flag. Describe the color of the balloon and flag. Let's decorate the group.

"Air Sharks"

Purpose: to train children when choosing six colors of the spectrum according to the sample.

Dictionary: Names of the six colors of the spectrum - red, orange, yellow, green, blue, purple.

Gaming Process:

We have children and threads of the same color. Now in the flanelgraph appears rows of six lines vertically in the spectral sequence, naming their colors). And now we attach a ball of the same color to each thread. Children alternately connect the sharks and name the color of each one.

The development of hearing perception in a preschool-age child ensures the formation of ideas about the sound side of the world, directing them to sound as one of the most important characteristics and characteristics of living and inanimate objects and events of nature. Mastering sound characteristics contributes to the integrity of perception, which is important in the process of cognitive development of a child.

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