



SPECIFIC FEATURES OF FINE MOTOR SKILLS IN PRESCHOOL CHILDREN WITH MENTAL RETARDATION

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Annotation

This article presents the results of a study of fine motor skills in preschool children with mental retardation. The article presents tasks to check children's fine motor skills and describes the difficulties encountered in children with mental retardation in the process of performing these tasks.

Keywords: fine motor skills, children with mental retardation, preschool age, movement phase, finger, palm, fist.

Introduction

The level of development of fine motor skills is one of the indicators of intellectual development of a preschool child. Usually a child with a highly developed fine hand movements can think logically, he has a sufficiently developed memory and attention, speech. Teachers point out that preschoolers with minor hand motor impairments face serious difficulties in mastering writing skills in first grade. Writing is a complex skill that involves finely coordinated hand movements of the hands. Writing techniques require coordinated work of the small muscles of the hand and the whole arm, as well as well-developed visual perception and voluntary attention.

The level of formation of fine motor skills in preschool children with mental retardation determines the potential for cognitive activity and has a significant impact on the effectiveness of learning. A child's knowledge of the world around him cannot be formed without tactile-motor perception, because it is the basis of sensory cognition. In fact, with the help of tactile-motor perception, the basic ideas about the size, shape of objects, their location in space are formed. Because the central type of impact of a preschooler on objects is manifested in palpation, in which the size, shape, temperature, mass, spatial location of objects is studied by palpation and the hand teaches the eye.

In the literature of recent years in children with mental retardation (NS Zhukova, EM Mastjukova), children with Down syndrome (N.I. Kuzmina, V.I. Rozhdestvenskaya), dysarthria in children with speech defects (L.V. Lopatina), N.V. Serebryakova), methods of working on the development of fine motor skills in children with autism





(L.I. Belyakova, N.A. Rychkova). All researchers have reported that the development of fine motor skills has a stimulating effect on the overall development of the child. The relevance of the study allowed us to identify the discrepancy between the need to develop fine motor skills in children with intellectual disabilities and the insufficient development of methods, techniques and tools for the effective implementation of this process.

A study was conducted to determine the level of development of fine motor skills in preschool children with mental retardation. The survey was conducted in 480 specialized preschools in Yunusabad district, Tashkent. The study involved 10 mentally retarded children aged 4-5 years.

Diagnostic methods for the study were selected taking into account the individual characteristics of children with mental retardation. Diagnosis was carried out individually in the form of a game in the first half of the day.

In the first phase of the study, the following exercises were performed with children:

1. The child is asked to put his hands in front of him - one is punched and the other is straightened, then the child has to change the position of both hands (slowly) at the same time.
2. "Stepping" with fingers (with the index and middle fingers of both hands on the table, respectively)
3. "Bend the fingers" (fingers bend alternately starting with the little finger).
4. "Pinch-palm-opening" - "palm-opening-pinch" (combining all the fingers of the left hand to describe the bird's beak (pinching) and tapping on the open palm in the same way, alternating the position of the hands) .
5. Perform fist-rib-palm positions with one hand, with the other hand, and then with both hands at the same time.

In the second and second stages of the study, the child was asked to copy a picture of the house as accurately as possible. Upon completion of the work, it was suggested to check that everything was drawn correctly. Sensing uncertainty can correct it. This method allows to determine the ability to pay attention to the pattern, to copy it correctly, to determine the level of development of voluntary attention, the degree of formation of spatial perception.

The children were asked to draw balls and other dotted lines along the point, and the child was told to draw the pencil without taking it off the paper.

The next task was to bar the shape with straight lines without going beyond the contour, and in this exercise different types of horizontal, vertical, diagonal, wavy lines were used. All the results obtained during the study were recorded.

Different errors were identified in the performance of the tasks at each stage (Table 1).





Table 1. Results of a study of fine motor skills in preschool children with mental retardation

No	Assignment name	Conclusion	Difficulties
1.	"Fist-rib"	7 children performed independently, 3 children after several repetitions and with the help of the teacher.	During the exercise, the child cannot move from one movement to another slowly; movements are not linked, they are not differentiated.
2.	"Stepping" with fingers	5 children were independent, 4 with the help of a teacher, 1 child completed the task with great difficulty.	It was found that not all fingers were involved in the movements, as shown in the sample.
3.	"Bend your fingers"	3 children were able to complete the task independently, 4 with the help of the teacher, and 3 with the help of the teacher after repeating the task several times.	Children had difficulty distinguishing hand movements without resorting to other analyzers. In some cases, a second test is required by showing the movement to an adult.
4.	"Pinch-palm opening"	7 children were independent, 3 children completed the task with the help of the researcher.	Difficulties were observed in changing the phases of motion. It was hard for the kids to pinch their fingers together.
5.	Fist-palm-rib	7 children were independent, 3 children completed the task with the help of the researcher.	Difficulties arose in grouping when changing the phases of movements and pinching the fingers.
6.	Draw a picture according to the pattern	5 out of 10 children completed the home drawing task satisfactorily, two completed it with the help of a researcher, and three children failed to complete the task.	Errors such as inability to hold the pen by hand, gross differences between the sample and the picture, switching from one element to another, the absence of some elements, and breaks between the lines to which they were connected were observed.
7.	Draw a picture on the dots	5 children successfully completed the task, 2 with the help of a researcher, and 3 children failed the task.	Errors such as crossing the arm, not understanding how to connect the dots, and not being able to draw the line correctly have been identified.
8.	Hatching	4 children completed the task successfully, the remaining 6 completed the task with the help of a researcher	Errors such as not understanding how to place the lines, going out of contour, and simple painting were identified.

During the finger exercise phase, the child is unable to move from one movement to another; actions are not linked. These deficiencies were observed in 3 out of 10 children.

While performing the "Stepping" task, we noted that not all of the fingers shown in the sample were involved in the movements. Some children occasionally step on the nameless and middle fingers or with the middle and index finger when this movement is repeated. Defects such as the child performing the task with all fingers at the same time without noticing finger movements were observed.



In the task of repeatedly flexing the fingers, some children find it difficult to perform hand movements without resorting to outside help. In some cases, the researcher was required to repeat the movement, and the movement was performed with enhanced visual control, with the tension spreading to other parts of the body. Many children were able to bend their fingers on their own after the repetition, but in some cases the children themselves were unable to perform the movement at all.

4. During the “pinch-palm opening” task, there were difficulties in changing the phases of the movements and pinching the fingers. For example, a boy (4 years old) performed the position of the sample correctly after first doing the fist-fist, fist-palm position, and only then, depending on the experimenter, did he open his hand and point to the open palm. struck with his finger.

5. Similar difficulties arose when performing a fist-palm-rib movement.

During the graphic exercise phase, 5 out of 10 children completed the home drawing task satisfactorily, two completed it with the help of a researcher, and for three children the task was very difficult: they could not hold the pen correctly, the picture they drew and there were difficulties in comparing the sample to each other. . Errors were observed, such as switching from one element to another, the absence of some elements, and breaks between the lines to which they were to be connected.

In the dot-drawing task, children often made mistakes, such as cutting off a hand from a sheet, not understanding how to connect dots in a sequence, and not being able to draw a line correctly. However, despite this, 5 children successfully completed the task, the rest did it with the help of a researcher, and 3 children had to be hand-drawn on paper because they could not do it independently.

Hatching also posed great challenges for the children: they didn't understand how to place the lines, just tried to “paint”. In addition, they often went beyond the drawn contour. After the task was repeated several times, 4 children successfully completed the task, while the rest completed the task with the help of the researcher.

As a result, the following shortcomings in the development of fine motor skills in preschool children with mental retardation were identified:

1. They have difficulty in moving from one action to another: the repetition of previous actions is observed.
2. They perform the spatial direction of motion incorrectly.
3. Children cannot change the position of both hands at the same time, the movements of both hands are not coordinated.
5. One hand is left behind
6. Repeats movements with only the right hand, ignoring the left.



7. Difficulties in switching phases and switching from one hand to another. Finger movements are not differentiated.

In mentally retarded children, there is a violation of voluntary regulation of movements in the development of the motor sphere, lack of coordination and accuracy of compulsory movements, difficulties in the transition from one movement to another and automation. In this category of children there are difficulties in the formation of motor skills of the palms and fingers. Deficiencies in the development of the motor area in children with mental retardation cause certain difficulties in learning activities, especially those that negatively affect the acquisition of writing, drawing and manual labor skills. It is therefore advisable to develop effective corrective and developmental innovative methods to address these shortcomings.

List of used Literature

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