



PSYCHODIAGNOSTICS OF PRESCHOOL CHILDREN WITH DEVELOPMENTAL DISORDERS

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Abstract

This article explores the psychodiagnostic assessment of preschool-aged children with developmental disorders. It highlights the importance of early identification of cognitive, emotional, and behavioral challenges in children and emphasizes the need for reliable diagnostic tools and techniques. The paper analyzes modern approaches in psychodiagnostics, including observation methods, standardized tests, and play-based assessment strategies adapted to children's individual needs. Practical recommendations are offered for improving the diagnostic process and providing targeted support in preschool education settings.

Keywords: Psychodiagnostics, developmental disorders, preschool children, early assessment, special education, individualized approach.

Introduction

In any society, children who are the heirs of the future are looked upon with great hope that they will grow up to be worthy citizens who feel responsible and make a significant contribution to the development and prosperity of the state. The priority policy of the state is to raise the younger generation spiritually mature, physically healthy and mentally mature. Particular attention has been paid to the upbringing of some socially vulnerable children with developmental disabilities. A child's upbringing is initially formed in the family in the arms of his parents physically, mentally and spiritually. Child rearing was largely based on the family environment, the way the adults around the child were raised. Parental responsibility to society is recorded in a number of laws and resolutions of our state.

We can study children with physical and mental disabilities in a number of disciplines - diffectology, special psychology, special pedagogy, applied psychology, and many others. Special psychology and special pedagogy is a science that studies the laws of mental and physical development of children with disabilities and consists of the following parts:





1. Children with Intellectual Disabilities (Oligophrenic Psychology).
2. Children who are deaf and hard of hearing.
3. Children who are blind and visually impaired.
4. Children with varying degrees of impaired speech.
5. Children with complex defects.
6. Children with mental retardation.
7. Children with impaired base movement systems.

Each category of children has unique psychological and pedagogical features. In the process of studying them, it is necessary to identify specific strategies. Thus, the formation of abnormal development as a result of primary and secondary defects has a complex pace and is characterized for each child individually on the one hand, and similar defects on the other. This specificity applies to each type of developmental defect and helps to determine special educational conditions, taking into account the psychophysical features of children.

Speech is not an innate ability, but is formed throughout life in parallel with the physical and mental development of a child. To study and understand speech disorders, it is necessary to know the normal course of development of a child's speech, the peculiarities of this process, the conditions that play a big role in the successful formation of speech. In addition, it is necessary for the child to perfectly study the stages of speech development. And this will be necessary in order to recognize and detect various deficiencies in the process of speech development in time.

A speech defect is a deviation, albeit a little from the norms of literary language. Speech defects are characterized by:

1. Speech deficiency does not go away by itself, but becomes more entrenched and tense over time;
2. The manifestation of speech defects in adults does not correspond to their age;
3. People with speech deficiencies will need speech therapy;
4. Severe speech defects negatively affect not only a child's speech, but also his or her overall development.

Speech deficiencies are not limited to incorrect pronunciation of sounds, but also insufficient differentiation of sounds and difficulties in analyzing the word from the sound side. The remedial education system consists of three coherent periods, each with its own goals and objectives.

In the first period of education (September-November), frontal classes are conducted only in the section "Pronunciation formation and speech growth" (5 times a week). In the second period of education (December-March), literacy training is allocated two





classes per week, pronunciation and speech - 3 sessions per week. In the third period of education (April-June), that is, during the period when it is possible to introduce any sound into the study material (at this time the pronunciation of sounds must be completed), one or two sessions a week are devoted to speech development, and one or two sessions are devoted to the formation of pronunciation. Individual corrective work will be carried out to strengthen the material, which was held in June-August. The number of sessions is determined by a speech therapist, taking into account the contingent of children and their movement dynamics. The educator does the main work on enriching and clarifying the children's vocabulary. The speech therapist continues and deepens his work on speech growth, where he sets himself the following tasks:

- expanding the vocabulary of children;
- Drawing their attention to the meaning of words and some of the ways of word formation.

The speech deficit in the success of corcritical education is due to its type, correct and timely determination of the severity and weight level, the early start of appropriate training. It is desirable that speech therapists and educators approach this process in a new way and work effectively. In order for preschool children to develop physically, spiritually and spiritually and form as individuals, the most tested Speech Therapist of modern education and upbringing will gain knowledge of fine hand motor skills, paper targeting, attention, memory, perception, thinking and knowledge of lexical topics through the analysis of children's work. Based on the results obtained, children are divided into groups and methodological plans are drawn up for individual classes. Sincere communication between the two helps the child to overcome lack of self-confidence and timidity. Speech therapist support and approach play a special role in the child's calmness in the process of group and adaptation to a new place. Educational game training prepares the child to start a new activity. In particular, when working in a group, the chosen topic is kept secret so that the child can independently learn the content of the lesson in the process of completing this or that task. The process that the speech therapist organizes at the beginning of the session helps children independently determine which sounds they are familiar with today.

The most fun, enjoyable activity for kids is a team session. It involves not only children, but also speech therapists, pedagogues, music therapists and psychologists. Each coach prepares a game, task, puzzle, rebus, schemes for his group. In particular, the effective use of magnetic tape recordings and video materials will enhance the effectiveness of the session, ensuring its vitality and liveliness. As a result, children's interest in education grows even more, and they begin to tell themselves which





assignments are noteworthy. Group sessions have a generalizing value, during which children demonstrate the knowledge and skills acquired over a certain time.

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