



CORRECTIVE AND EDUCATIONAL WORK WITH CHILDREN WITH MODERATE TO SEVERE MENTAL RETARDATION

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Abstract

The article discusses the early initiation of correctional education for children with moderate to severe mental retardation in preschool, the development of their speech, subject activities, self-service skills, positive changes in the child's development and a reliable diagnostic tool, their additional and secondary shortcomings, views on its impact on timely detection.

Keywords: Children with disabilities, special program, curriculum, labor, correction, educational, teaching practice, speech development, thinking, activity, positive, emotional-volitional quality, socio-domestic, lessons.

Introduction

The issue of early correction of children with disabilities, including mentally retarded children, is very important. Development takes place when a number of conditions are met. They include starting correctional work as early as possible: a peaceful family situation and the close relationship of the special institution with the family: the use of appropriate educational programs and methods.

Work with children with moderate to severe mental retardation (Imbesil) of preschool age should be focused on the development of their speech, the development of subject activities, self-service skills. Early initiation of correctional education with mentally retarded children leads to positive shifts in the development of the child and affects his fate. Early correctional work is not only a tool that has a positive impact on the development of the child, but also a reliable tool for diagnosis, because through active pedagogical influence for a long time all the capabilities and features of each child, additional and secondary defects are identified. As a result, when it comes time for school education, the institution where the child attends is chosen without any mistakes. [1,3]

The second condition for the full development of the child is the correct organization of his upbringing in the family. It is difficult to assess the role of parents of children with moderate to severe mental retardation, either when the child lives at home or in a special orphanage. Many parents strive for the good development of their child. But





often they lack the necessary knowledge and skills, some misconceptions hinder. For example, in a number of cases, it can be seen that the mother does the work that the child has to do. Of course, these children need more help in learning life skills than normal children, and raising them requires endurance, perseverance, and even creativity.

In public, a child can be taught many things: self-service, simple tasks, types of work. It is very difficult to arrange for a moderately mentally retarded child to interact with other children in the family. They may be encouraged to communicate with another child while supervising them with children who are much younger than themselves. The child's existing passion should be used in the performance of the task, for example: a passion for music, a passion for travel, an interest in certain toys.

The attitude of the parents towards the child should be based on a correct understanding of the purpose of teaching and educating him. Sometimes parents ask a child to memorize letters for several years from an early age, numbers up to 20-30, and so on. teach mechanical repetition, read story poems for hours. Such parents come to the specialist for advice and brag that their child knows all the letters and can get up to 100 dates. [10-14]

But it is clear that all this "knowledge" is not consciously mastered, mechanical and unnecessary. Often children without parents lose themselves. In the pursuit of such "knowledge", parents forget the most important thing: to prepare the child for the best possible work, for life in society.

Therefore, parents focus on the child's general motor skills and hand, finger motor skills, self-service, adult obedience, and ability to follow simple practical instructions: seeing and distinguishing sounds from objects around them and its individual features; use according to: to develop children's speech: to develop simple work skills a positive approach to work: to teach cultural and correct behavioral skills.

The right attitude of parents to their child does not mean that they always take care of him, but his calm, benevolent style, purposeful and promising understanding of his upbringing - gives good results.

Practice shows that a child and a teenager can be hardworking, clean, independent in marriage, and polite to others. The above-mentioned issues of family upbringing of children do not lose their relevance even when the child is placed in a special institution. A child's contact with his family, his parents' affection, as well as his relationships outside the orphanage (in transport, on parks, in contact with people) have a positive effect on his development. Enriches his social experience.

Strong family ties with the institution where the child is brought up, their mutual support - this is a condition for the success of the work.





The use of educational programs and methods appropriate to the capabilities and educational goals of children is an important and crucial condition for the development of their cognitive activity. In order to achieve this result, education should be based on the capabilities of the child's current developmental zone and the immediate developmental zone, based on the main activities of this age group.

Imbecil teaching the child to work using their inability to better master the material beyond their means; an abundance of word materials for mechanical memorization; reading texts and question and answer methods without relying on exhibitions; teaching accountability is the need to work with memorized stamps and manipulate numbers meaninglessly. [8,12]

The gross defects of the psyche of Imbecil children require the use of specific methods in educating them. This is especially true at a young age, where education should be of a preparatory nature.

Even if the training is very simple, it should be focused on creating consciously accurate perceptions and practical skills based on what has been said.

Research in recent years has shown that imbecil children face many difficulties in using the knowledge they have acquired independently. Applying the acquired knowledge and skills in a slightly changed environment, independent analysis of the situation, choosing to solve uncomplicated life tasks are all insurmountable difficulties for children with disabilities, and these lead to distinguishing children from normal people.

In the process of special education, all the mental functions of imbecil children are developed, their shortcomings are mitigated. The purpose of correctional and educational work with mentally retarded children is their social adaptation, employment and adaptation to life.

It is necessary to use the opportunities of children to develop in them the skills necessary for life. As adults, they should be able to work independently, do simple work in marriage and in special production shops, and live in the family and work community as much as possible.

Therefore, educational work in these institutions is concentrated in the following specific types of practical training - physical education and rhythmic, subject practical activities, manual labor, subject lessons and excursions, domestic labor and labor training from workshops. In the process of conducting these activities, the development of speech in children can be carried out effectively to develop their thinking, cultivate purposeful actions, the formation of positive emotional and volitional qualities.





The practical meaning of this work, which teaches children elementary literacy, should include the idea of choosing practical tasks that can apply the child's reading, writing and arithmetic skills to the benefit of himself and others.

The second important task of correctional and educational work with children is to strengthen the focus on their moral upbringing, the formation of correct behavior in children. The need for social adaptation puts before normal institutions the important tasks of moral upbringing of children, the inculcation in them of important norms of behavior that are important to them.

Severe intellectual deficits in imbecyl children, lack of personality formation and associated criticism, rapid exposure to someone's bad conditions lead to negative consequences. These lead to negativism, stubbornness, aggression, movement and mental disabilities, which are often observed in children.

These disadvantages are usually due not only to the organic characteristics of the child, but also to the poor living conditions, demands, disorder, negative pattern, lack of a clear agenda from the environmental conditions. Therefore, in the upbringing of such children it is necessary to form and strengthen the necessary habits of a peaceful situation, a benevolent attitude, unity of requirements, clarity and system. Children need to be nurtured to communicate with people: they need to know how to respond appropriately, how to protect themselves, or how to avoid danger.

It is also necessary to evoke feelings of joy, compassion, sorrow, in the system of correctional work with them, labor education and training play a major role. The simplest types of practical activities are understandable for mentally retarded children. Everything here is presented in a visual, easy-to-understand way. The diversity of types of work ensures the comprehensive and active operation of the analyzers.

The work with children to achieve this goal depends on solving the following key issues:

1. Develop all mental functions and cognitive activities in the process of educating children and correcting their shortcomings. The main focus of this work is on mental development.
2. Raising Imbesil children, forming in them the right behavior. In this direction, the main focus is on moral education.
3. Labor education and preparation for possible work, physical education self-service.
4. Domestic - the development of behavior and social adaptation as the end of all work. The development of the child's physical development, general and hand motor skills are of great importance in determining the child's ability to work and the types of work he or she can perform.[3-4]





The tasks of labor education of Imbesil children and adolescents are as follows.

1. Ensure that this child is as independent as possible in domestic and sanitary self-care:
2. Develop a positive attitude to work, preparation for household chores in the family or in a special institution, and the ability to perform simple tasks (cleaning rooms, washing dishes, simple cooking, washing and cleaning vegetables).
3. To form the habit of working in special workshops at a certain time for a certain type of work.
4. To develop strong skills to perform a number of operations on the type of work that the child has learned in a special institution.
5. Training to work with peers in accordance with accepted norms and rules of conduct.

The content of the system of educational work with Imbesil children should help them to have a positive approach to the types of work available to them. Therefore, the correctional educational work carried out with these children should be based on self-service, subject practical activities and manual labor, social household and production labor training.

Imbesil has too little knowledge of the child's environment, he only knows more directly the objects he encounters every day around him. He can't say the names of many things, even if he uses them. Therefore, it is necessary to teach the child first the names of objects - words, then words that express actions with these objects, and only then words that express the properties and qualities of objects.

This program for the development of children's speech is implemented in practice in the following sequential stages:

1. Teach a child to listen to an adult.
2. Teach the child to understand adult words.
3. Teach the child to name the most important things in his life that surround him.

Teach children to say the names of actions performed with objects.

Only in the process of practical training in such children is it possible to develop speech, to correct deficiencies in thinking, to revive purposeful activities, to form positive emotional and volitional qualities.[4,5]

In organized social orientation classes, children acquire the necessary life skills and generally accepted behavioral skills.

Specially organized educational work, compensatory opportunities appear in children with disabilities in a positive family environment. Many of them acquire knowledge of general education, basic labor skills, and perform non-difficult work in a specially organized environment.





The work with Imbesil children is carried out on the basis of a special program and curriculum. Thus, the above-mentioned materials show that the majority of those who are deeply backward are employed, they are busy with the work they can do, which indicates the positive impact of correctional education.

Based on the above considerations, it would be appropriate to recommend the following program to parents.

1. Observe the movement of the twisted toys, gradually increasing from 10-15 seconds.
2. Observe the reflection of sunlight from the mirror, the movement of the pocket flashlight.
3. Follow the simple imitation actions of adults according to the instructions "Do it too" ("birds", "fists-palms", "hammer", etc.).
4. Imitating the actions of adults, constantly changing the game of "knock-hide". We slowly tap the table with the palms of our hands and quickly close our hands behind our backs.
5. Exercise with an object (exercise with a flag).
6. Perform actions with objects.
 - a) rounding the balloons in a certain direction;
 - b) throwing balloons into a narrow-mouthed container;
 - c) placing items from one box to another;
 - g) the items should be placed in the box in such a way that the box closes;
 - d) opening and closing boxes, opening and assembling matryoshka dolls;
 - e) tightening the nuts on the bolts;
 - j) attaching the rings to the stick;
 - yo) threading balloons ("necklace").
7. Increasing mobility in life situations:
 - a) using a stick, broom, mop, to remove objects in difficult places;
 - b) pushing the object with a stick;
 - c) use a chair or bench to reach the object above;
 - g) moving objects of different colors.
8. Choose a color according to the pattern "Give it like this":
 - a) Group the glasses according to the color of the items in the box, without saying the name of the colors.
9. Know the three colors - red, blue, yellow;
 - a) select the item by color name;
 - b) Say the name of the red color correctly.
10. Choose the shapes according to the pattern and instructions "Give it like this": cube, balloon, stick, brick:





- a) sampling, selection, distribution;
- b) selection of items of the same shape;
- c) laying flat shapes;
- g) independently say the names of spheres, cubes, circles, squares.

11. Size:

- a) selection of items of the same size:

"Give it to me."

- b) putting large items in a large box, small ones in a small box;
- c) placing bags of the same size on a stick, choosing one of the two items, large and small, which are very different from each other;
- g) use the method of stacking items on top of each other, depending on their size;
- d) find and show large and small objects, say which object is bigger and which is smaller;
- e) to say independently the size of the items - large, small.

Sample tasks on practical activities with the device

1. Select items based on their paint colors. When selecting small, colored items (buttons, beads, cubes, mosaic pieces) from different colored items, place colored circles on plates of the appropriate color.
2. Arrange items according to color. Arrange the colored cubes alternately according to their color.
3. Place the colored cubes of the children's lotus according to the appropriate color types.
4. "Where does it fit?" placing the squares in the appropriate pockets in the game.
5. Arrange the items in a row according to their shape and size.
6. "Looking around". The child finds an object hidden behind a screen or other obstacle.
7. Find and bring an item that looks like an item in an adult's hand.
8. Find and bring an item of a certain color, shape, and size.
9. Remove the excess from several items that are similar in color, shape, and size.
10. Changing the movement on the color signal "Traffic light". When the green color is shown - the child walks, in yellow - the route stands still, stops in red.
11. "Don't drop." Setting an item on a table that doesn't fit very well.
12. "Mysterious bag". Be able to feel the spoon, comb, key placed in a cloth bag with the left and right hands.
13. "What was taken away?"
14. "What has changed?"

Elemental construction





1. Make hammer, gate, house, window shapes from counting sticks.
2. Draw a picture from parts 2 and 3 of the cross-sectional drawings cut vertically and horizontally.
3. Children build a tower, garden, path, gate, garage, house, table, chairs and walls from building materials.

Playing games with built-in devices after work (creating situations that children can do).[16,18]

If you have an idea that you can teach a child to write, that he has the ability to use a pen, then you can start preparatory classes.

On a sheet of paper we draw the view of the house, the wall, the picture of the sidewalk starting in front of the door.

The child will help you complete the picture you drew. We ask him to draw a picture of grass. We explain that weeds do not grow on the road. We will show you how small and delicate the grasses can be.

Let the child fill the whole bottom of the picture with grass. Then we draw a picture of the sun. Rays are shining from it towards the house. Suddenly a cloud appeared in the air, it started to rain and so on.

In the methodology of teaching children to write, the following is recommended.

Free drawing:

1. Vertical lines.
2. Point vertical lines.
3. Horizontal lines.
4. Cells.
5. Vertical dots (rain).
6. Free circles.
7. Circles of a certain size.
8. Don't.
9. Small circles (peas).
10. Circle (sphere).
11. The sun.
12. Points.
13. Rabbit.
14. Buttoned rabbit.
15. Rabbit on the grass.
16. Crosses.
17. Rhombic, square.
18. Dyeing (field, sea).





19. Paint a square (limited level).

20. Drawing patterns on black and light colors.

In order for a child to want the approval and praise of an adult, it is necessary to praise and encourage the child's involvement in such work.

In short, moderately mentally retarded children will need to be taught the same action over and over again. It is necessary to explain to the child the interrelation of things and events with existing objects of reality. This is a necessary condition for the growth of his thinking. These sensory forms of understanding interactions in the child are realized through active acquaintance.

A healthy child comes into contact with objects, receives certain information about them, and then begins to search for new information, while an immature child is only able to move objects with his hands. All information about the item is shared by the adult, the Imbesil child can get new observations and experiences for himself only thanks to their help. In the process of developing this thinking, the child stabilizes the images that reflect some features of the object he is studying, that is, provides a basis for the further formation of different perceptions and concepts of activity. This is when each observation begins to form an elemental analysis of the way and further resolution of events. In time, the immature child begins to develop figurative thinking and is able to distinguish between existing objects and the model that reflects them. This is how a child's ability of elementary analysis and synthesis is formed. The child will be able to distinguish the components of objects, find connections between them, and combine them into a whole.

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