



THE ACTIVITIES OF MENTAL DISORDERS AND TO IDENTIFY THEM METHODOLOGY

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Annotation

This article provides examples of screening methods used in the selection of children with intellectual disabilities for special educational institutions and in the identification of cases of mental retardation.

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Introduction

One of the ways to check the intellectual capacity of children with developmental disabilities is to collect anamnestic data. In a conversation with parents to learn about the child, the history of the child's development before and after the age of one, including the child's full pronunciation of the first sounds and subsequent sounds, when he began to hold his head and himself, when he first sat and walked, when he began to say the first words. the information is determined by asking a series of questions. At the same time, in the process of obtaining information about the child, the description of the disease, the symptoms of injuries and complications experienced by the child identification is important. The health of the child's close relatives, hereditary factors, and the conditions created in the family for the child's upbringing are also studied. After the interview, the information obtained will be reviewed in order to add more clarity to the information provided by the mother. In the study of children's activities, it is possible to learn the necessary information by studying their actions, activities, interests in the play process. Therefore, monitoring a child's play activities during the learning process is one of the first ways to determine if a child's developmental mental capacity is limited. When observing a child's play activities, of course, a variety of toys are provided to the home. In this case, the child's attitude to the presented toys, the degree of determination and attention to





their interests, the ability of the child to organize the game independently can be an important indicator of mental development. Along with the study of the child's play activities, this process is divided into the ability to know the necessary information about the child through the study of abilities such as the ability to perceive the appearance, shape, size, color, quantity of objects and generalize by type.

Due to the nature of their development in mentally retarded children, they show low interest in games, indifference, lack of independence in the game, lack of purpose and disorder in the game, lack of creative thinking during the game. When children are asked about the game process, they find it difficult to talk about the game, its details, and their speeches about their activities sometimes do not correspond to the activities they perform, and in their interrelationships there are errors in their thinking.

According to the mental development of children with special needs exercise performance first, then wander away from the right, taking into account their activity should be considered to be under control. Of course, the process of work required in accordance with the purpose of such children, as well as, in many cases they do not move distractions, they should be lack of perceptions, a lack of performance and are not offered in the theoretical and the practical procedures to best use the results of their work are not critical, and performance compared to the results achieved in emotional matters that do not feel can be monitored.

We would like to provide information on methodological recommendations for the study of intellectual states and other activities of children with intellectual disabilities.

"Pyramid of Four Rings".

These methods are used, based on the following guidelines. "Four ring pyramid" toy fire without error in determining the development of the child motoric rings overwhelmed by the wearer, the presence of defects, and balanced in determining the formation and distinguishes thoughts, great and small, "and then put a large ring As the youngest and the smallest cap "assignments," in order to distinguish between the colors - red ring me, "pyramid show identification to receive counting the rings," first ring ", "third ring "show and stud, the concept of authentication, "The two four ring me, ring me," and in identifying ect. the above tasks on the basis of the game, and the methodology to monitor the results of the work carried out.





As a result of the above-mentioned tasks in the process of methodical play, it is possible to identify defects in the motor skills of mentally retarded children.

Methodology to identify these children in the process of doing the task, the speed is not fast, because they are difficult to ring the installation of the pyramid read out, even some of the children of suspicious case was baseless can be monitored.

In this regard, the above methodology for normal development work with children in mind, as this category of children's pyramid cells - depending on the child, not to make mistakes and to give a clear placed possible. But mentally disabled children that their behavior is a lack of clarity in the implementation of tasks that can not fulfill. Mental disorders understand severe child to carry out such tasks, vague and did not meet each other in the process of doing that, as a result of actions of various parties is reflected in the bulk of cases, the rings and put the arrow on the cover of the ring instead of pyramid.

In the process of doing a methodical work. when they see any other object that attracts their attention, their attention is quickly distracted, they quit what they are doing, and they are quickly distracted. That is, they do not carry out one work to the end, and as a result, there is no result in both cases.

Segeer Blackboard Methods

In this Segen methodology, the state of motor activity of children with intellectual disabilities is studied by placing various geometric shapes on the board. It studies the agility of the mentally retarded, the state of the child's fine motor skills, coordination, the ability to distinguish geometric shapes, as well as can be determined by observing activities such as comparing shapes. It should be noted that mentally retarded children make a number of mistakes in their work due to their mental and physical developmental disabilities. In the process of working with the methodology, a child with a mild mental retardation will be able to complete the task if the beginner correctly explains the actions to be performed in the work process and gives the necessary instructions.

Mentally retarded children with profound impairments are not able to perform such tasks because in this category of children the thinking is scattered and they do not understand what they are doing.

A collection of geometric figures of different shapes (Circle, square, triangle).

These methods and the content of the performance of the basic geometrical figures recommended types of leaving groups will be invited. This assignment forms the





overall mark through a combination of features that figures like signs, subjects generalization ability aniqanadi. Shuningdek forms of research, manufacturing, etc., depending on the pattern of use. This methodical work flow levels in the implementation of mentally disabled children was adequate methods do not understand, then the task of the necessary instructions and then repeat.

But children with deep mental disabilities are not able to do the work that needs to be done in this method, that is, they are not able to do it.

Cubes of Different Sizes

Through this method, the main purpose of the work with children is to distinguish the size of objects, to study the problem of correct placement of shapes in the sequence. In the process of methodical work, it is recommended to roll the cubes from large to small or, conversely, from small to large. The formation of the concept of large and small objects is not determined.

In mentally retarded children, this is achieved through special training and education to form the concept of adulthood.

Rings And Ribbons Of Different Colors

This methodology uses the child to distinguish between different colors, and one of them - the concept of the determination.

Methodical work is carried out in three stages. First, the child selects the rings that match the given tapes. That is, the ratio of color separation is determined by seeing the child. You will then be asked to select a color. The child is asked to give a red ring and a blue ribbon. The child's condition is determined. The child must complete the task. In the next task you will be asked to say the color of the shape shown. Show the shape to the child and ask, "What color is it?", "Is this shape?" Based on questions such as, the state of choosing or distinguishing colors in children is determined.

In mentally retarded children, the concept of color in relation to healthy peers, color differentiation from each other lags behind the formation of the concept of color in relation to healthy peers. The elimination of this backwardness in mentally retarded children is eliminated in the special learning processes carried out with them.

Subject Pictures

The main purpose of this methodical work is to check the children's attention and memory, using pictures that are familiar to them.





Pictures that are familiar to children can be used for a variety of purposes. In this case, 4 - 5 pictures are placed in a row to check the attention and memory of mentally retarded children , and then one picture is taken from the races. The child is then asked to find a picture taken from the 3 suggested pictures. That is, a mentally retarded child must determine which of the remaining 3 pictures is missing. Of course, this method is used to determine the level of attention and memory of a mentally retarded child .

Check Thinking

The following method can be used to test the child's thinking.

To test the thinking: 3 different pictures are placed in a row in front of the child. (table, bread, coat) and other pictures (chairs, buns, hats) . Images given in parentheses were required to match the images in parentheses 1 and the images in parentheses 2. Of course. In this methodical way, which is based on the subject pictures with the child, it is possible to check and know the state of the child's general imagination and thinking processes .

In conclusion, if the above guidelines are used to study the specific developmental characteristics of mentally retarded children, the developmental characteristics of mentally retarded children, the degree of mental retardation, and the severity of mental retardation in children are mild and severe. Given that the level is, it is necessary to draw the right conclusions about the mental development of the child.

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