

## METHODS OF STUDYING CHARACTERISTICS OF PERSONALITY AND INTERPERSONAL RELATIONSHIPS OF PRESCHOOL CHILDREN WITH MENTAL DISABILITY

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### ABSTRACT

This article highlights the study of the personality and interpersonal relationships of preschool children with mental retardation through various methods. Scientific evidence and methods are thoroughly covered by scientists.

**Keywords:** Mental retardation, personality, personality traits, emotions, speech, cognitive activity, thinking, preschool age, thinking, memory, age characteristics.

Today, human psychology, the study of its personality and interpersonal relationships, has become one of the most relevant directions. Emotions of the person another features such as, social to the feature has they are mediation does and realsocial relationships with is stipulated. A person happy who does and to grief which brings in the thing feeling of feelings manifested *as direction* will be Assistant school in students friendship, teamwork, they are about grieving to the elderly respect work and in reading achieved of achievements to enjoy and etc feelings to form is called. This to goalsreach on the way helper schools educators Children with mental retardation development to himself special due to its characteristics many to difficulties face they come A child with mental retardation psychology with get to know the way to see enable will give, from that after teacher own of students emotional field develop, there is shortcomings correction and correction for directly and indirectly effect to show possible Come, this to issues let's go emotions, of reality experience in the form of reflection reach being as if two bilaterally in dependence. They are of needs satisfaction depends and therefore usually for polar to the character have Human certain the need satisfying each how object positive experiencescause emits needs to satisfy interrupt giving objects that's it suitable respectively negative experiences cause emits General of psychology modern in the courses feelings high and bottom (emotions) to it is normal to be. Higher emotions are spiritual needs from satisfying lower ones while organic needs from satisfaction come comes out. However, something thing event or of the event need with dependence yet too admit taken need Received experience mind suppressed by or to be changed can however she is of your opinion appear to be impulse to be possible Many scientific and artistic works are devoted to the complex relationship between emotion and reason. Aristotle: "Desire - is the father of thinking." Russian psychiatrist PBGannushkin wrote: "Emotion from the mind superior to be for, mind weak must be". LS Vygotsky's thinking and feelings (affects, passions) mutually of dependence variability, dynamism about thoughts are known to us. A child with mental retardation mature personality \_ not the first queue to himself special properties depends. The development of his needs and intelligence is reflected in a number of features of his emotional sphere. Firstly, mental weak of the child feelings long

time during y is sufficient indistinguishable. This in terms of she is the baby reminds me a little. It is known that very young children have a small range of experience: they are very pleased and happy with something, or vice versa, they are sad being they cry Simple bigger in the child many different different experiences observation possible For example, good price receiving can cause him discomfort, joy, emotions. the quality of satisfied self-love, etc. The experiences of a schoolchild with mental retardation are more primitive, polar, he experiences only pleasure or displeasure and of experiences differentiated thin samples almost no. Secondly, the emotions of mentally retarded children are often not enough, to the influence of the outside world in their dynamics is disproportionate. And so, for example, a minor offense can cause a very strong and long-lasting emotional reaction. Somewhere to go someone to see and etc desire with absorbed gone A child with mental retardation, even to the goal according to didn't happen if both own willingly give up yesterday cannot. A child with mental retardation mature personality \_ that you are not manifestation to be too big effect shows. Egocentric feelings are worth comments for. Child to himself like to him closer those who are the most high appreciates So by doing she is not only people, perhaps around life events too evaluates - goodness nice and so on. Analyzing K. Levin's theory about the role of affective (emotional) inertia of a child with mental retardation, LS Vygotsky this of theory valuable core affective and intellectual of processes unit in the idea sees That's it with together, she is K. Levin this unity static, metaphysical to understand for criticism does. LS Vygotsky writes: "Intellect development initial stages his to affect more or less directly dependence indeed too manifestation will be" (i.e desire indeed too of your opinion father, rather, need is the common father). But with the development of the child's personality, this relationship changes. LSVygotsky own of the theory central from the rules one as high psychological functions about speaking so writes: "consciousness and skill side by side goes". Conscious function another movement opportunities too takes to understand known to master means High psychological functions one different level different different intellectual and different different impressive to the feature have Talk is that thinking and effect to do the only one one of the whole - a person of your mind are parts.

Your child emotional of life lower from the forms higher to the forms to pass different so to speak high level development, feelings directly effect and intellect between of relationships change with depends. Emotions intellectual in order put weakness is that children own feelings to the situation suitable respectively don't fix they are their own never how needs initially thinking found of the thing place pressing another in action to satisfy to find they can't. For a long time, they cannot find comfort after any offense, they are similar, broken or they are not satisfied with anything, even the best, that is offered in exchange for what they have lost. A child with mental retardation A teacher who is saddened may understand that he does not want to hurt him at all, but the evidence of the mind is his displeasure does not help suppress feelings. Weakness in the intellectual regulation of emotions, as well as the auxiliary class of students in schools higher spiritual feelings *It's late and difficulty with* is formed: conscience duty feeling responsibility, devotion and others. High of feelings formation feelings and of thoughts to merge own into takes Your opinion weakness this high of feelings formation hindrance does. Such feelings in children with mental retardation bring up *possible* . However, of this for special educational affairs take

going need High feelings until brought up child grow up grown up towards elementary needs and therefore for emotions by itself increased going place occupies

*Only teachers and relatives to develop intelligence and form high spiritual needs focused and timely tireless work helps to form high emotions and this provides the leading role of emotions.*

In children with mental retardation emotional of life common lack of development with one in line sometimes of emotions some painful appearances note reach can they are about teacher to know and that's it suitable respectively ill to the child qualified psychological and pedagogical the approach done to increase need This for example nervous weakness events being they are one in case from being consists of Fatigue or of the body general weakness with, children all small to things with irritation in relation will be Many children, especially trauma, epilepsy or nerve system syphilis with those who are sick dysphoria from the head they forgive Dysphoria spiritual of the situation episodic is a violation. They are never how negative external effects if not, real from the circumstances outside surface will come. Assistant school students in the middle dysphoria as follows manifestation will be Long time during calm, submissive, polite, comrades and to his teacher sincere in relation has been student suddenly oppressed sad in case to class will come and of the teacher to the words of peers indiscriminately to their taunts bad in relation will be One or two from the day after such mood violation by itself without a trace disappears. If teacher, known one student dysphoria attack subject to that it was didn't know without bad mood the reason to determine if it starts and from this too more guilty if the eye young people or unexpected tricks appear to be possible If teacher this of the child dysphoria to the period entered if he understands him question not to do is better. Sometimes mood violation to himself typical also without motivation raised mood in the form of manifestation will be Such unenthusiastic raised mood euphoria that is called Around life events very sensitive in relation to be hindrance who does not simple from joy different as **euphoria** in the situation children objective to the truth indifferent being they stay. Approaching coming of the disease messenger too is an emotional disorder. To childhood absolutely special didn't happen **moods** there is: to life, to people indifference movement to do unwillingness all children interests and additions loss Such apathy teacher by disease sign as seeing output and him immediately the child to show to a neuropsychologist force need SHE IS or this in the child rule who does and dominant has been experiences little by little strengthened his verb character characteristics known shadows (excitability, nervousness, anger indifference cheerfulness, carelessness and others) forms. This condition, of course, parents and helper school teachers by to know and account taken need

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