

## PEDAGOGICAL SIGNIFICANCE OF STUDYING THE CATEGORY OF CHILDREN WITH MENTAL DEVELOPMENT DELAY

Kabirova Zarnigor Raxmonjon qizi

Kokan State Pedagogical Institute

Teacher of the Department of Special Pedagogy

### ANNOTATION

This article aims to fully reveal the categories of children with weak mental development. Explanations are also given about the pedagogical work carried out with children of this category.

**Keywords:** mental development, cognitive process, reflex, heterochrony, mental retardation.

All the above-mentioned characteristics of higher nervous activity in children with mental retardation indicate that neurodynamics is not well developed. This condition occurs in normal children in early childhood or kindergarten. There are also children with retarded mental development among the students who are late. Mental development slows down as a result of diseases of the central nervous system, primarily affecting their cognitive activity - intellect, logical thinking, perception, memory, voluntary attention, work ability and other qualities. In such children, deficits in the sphere of emotions and will are considered primary, and retardation of mental development is a secondary phenomenon.

T.A. Vlasova, M.S.Pevzner, V.I.Lubovsky, T.V.Egorova, K.S.Lebedinskaya, N.A.Nikashina, K.K.Mamedov, G'.B.Shoumarov, N.A.Sipina, R.D.Triger, according to other scientists, 5.8% of primary school students such children form. Different aspects of this issue are also taken into account in the works of speech pathologists of our country about children with mental retardation. The main reasons for this delay include minimal, superficial, mild damage to the brain, damage during birth, during the fetal period or in the early years of the baby. Delayed development means that the mental development does not correspond to the child's age. Such a disparity can be eliminated as a result of timely, appropriate and adequate support.

Clinical observations and mental tests show that the will-emotional sphere is not sufficiently developed in children with mental retardation. Some scientists are of the opinion that such lack of development is the main sign of mentally retarded children. At the same time, they emphasize that intelligence is preserved in children with retarded mental development. Lagging behind in development, in turn, causes the late formation of mental functions (processes, skills, abilities). "Preserved primary intelligence" means that compared to mentally retarded children, children with mental retardation show better results when performing diagnostic methods. The fact that mentally retarded children achieve such good results indicates that they have a certain level of knowledge compared to mentally retarded children. Psycho-pedagogical diagnosis of children with retarded mental development is not only to determine the lagging behind in development, but also to reveal its characteristics. As mentioned above, one of the main features of the mental processes of children with mental retardation is heterogeneity (variety of situations) and heterochrony (occurrence of situations at different times).

The scientific investigations conducted by the employees of the Institute of Child and Adolescent Hygiene under the Ministry of Health, including N.P. Weizman and other scientists, show that children with mental retardation are better than healthy and mildly mentally retarded children in terms of learning. During the examination, these scientists give the same tasks to children with mild mental retardation and retarded mental development, so that if the normal healthy children correctly understand the given task and perform it in the right order, the mild mental retardation children do the task they do not understand and cannot perform, while children with mental retardation partially understand and partially perform the same task. Therefore, mentally retarded children understand much better than mentally retarded children, and they have the necessary opportunities to do this. Although the learning ability of children with mental retardation is lower than that of their healthy peers, it is better than that of children with mild mental retardation, so it is wrong to send such children to special schools, because this school program makes it easier for them. . The public school should create the necessary conditions for the child (by opening a special class - equalizing class) and provide special support to ensure that he learns his program.

Therefore, mentally retarded children understand much better than mentally retarded children, and they have the necessary opportunities to do this. Although the learning ability of children with mental retardation is lower than that of their healthy peers, it is better than that of children with mild mental retardation, so it is wrong to send such children to special schools, because this school program makes it easier for them. . The public school should create the necessary conditions for the child (by opening a special class - equalizing class) and provide special support to ensure that he learns his program.

Statistical data on the prevalence of mental retardation show that the prevalence of mental retardation among children (as a group of independent conditions) is 8-10% of the total mental illness (L.M. Kuznetsova).

As we know, the main activities for school-age students are reading and playing.

As a result of failing in the study activity, constantly aware of their poor mastery, negative feelings begin to form in the personality and behavior of the mentally retarded students, which has a negative impact on the educational process. According to their mental and physical characteristics, such students cannot adequately master the public school program (program) in public school conditions.

As a result of blindly transferring the program materials from class to class, the gap between their intellectual level increases. Increasing attention to this category of children is closely related to the issue of non-assimilation in schools. At the same time, they did not take into account the fact that some children do not want to study, and some of them do not want to study, but due to various disabilities, they cannot master the program materials. Society has created all conditions for this. The range of reasons for underachievement in public schools is very wide. These may include:

general lack of readiness for school education, which occurs on the basis of social or pedagogical neglect, lack of control;

physical weakness of the child as a result of various chronic diseases of preschool age;

various uncorrected speech defects of preschool age;

various deficiencies in the organs of sight and hearing;

mental retardation (part of mentally retarded children in public school

By the 1st grade, after studying unsuccessfully for a year, he is sent to an auxiliary school through the medical-pedagogical commission;

- unpleasant situations between students and classmates.

However, it is possible to identify a part of the students who do not master the above mentioned difficulties and reasons. The rest are children with mental retardation.

Psychologists and educationalists have consistently studied mentally retarded children in our country since the 1960s. At first, these children studied in other fields of science. Prior to the 1970s, the works of psychology and pedagogy were carried out on the basis of a general direction. These include a large group of students who do not acquire skills, and children with mental retardation are studied as a small group.

### REFERENCES

1. G.V. Kolshanskiy "Logika i struktura yozika". Moskva-1995.-114b.
2. L.R. Mo'minova, SH. Amirsaidova va boshqalar "Maxsus psixologiya" Toshkent-2013.-272b.
3. Niyozov, Qahramon Adashaliyevich, Mirzohid Mirzavaliyevich Mirzaolimov, and Zarnigor Akmaljon qizi Kabirova. "WOGONIN ON THE MECHANISM OF INFLUENZA VIRUS INFECTION OF ALVEOLAR MACROPHAGE INFLAMMATORY SUBSTANCES." Educational Research in Universal Sciences 2.5 (2023): 347-352.
4. Daughter, Husanova Iroda Ulugbek. "LOGOPEDIC WORK WITH DYSARTHIC CHILDREN." Science Promotion 1.1 (2023): 117-122.
5. Xabibullo o'g'li, Xovodillayev Murodjon, and Komilov Otabek Iqboljon o'g'li. "ESHITISHIDA NUQSONI BO'LGAN BOLALARNING ESHITISH IDROKINI RIVOJLANTIRISH TEXNOLOGIYALARI." Science Promotion 2.1 (2023): 28-34.
6. Xanbabayev, Shohruhbek. "Bo'lajak pedagog-psixologlarni ma'naviy-ruhiy tarbiya faoliyatiga tayyorlashning ijtimoiy pedagogik zarurati." O'zMU xabarlari-BESTNIK HYU3 (2022).
7. Dilshodjon o'g'li, Khonbabaev Shoxruxbek. "THE SOCIO-PEDAGOGICAL NECESSITY OF PREPARING FUTURE PEDAGOGS-PSYCHOLOGISTS FOR SPIRITUAL, SPIRITUAL AND EDUCATIONAL ACTIVITIES." Galaxy International Interdisciplinary Research Journal 10.12 (2022): 1525-1529.
8. Ibragimovna, Turg'unboyeva Zulxumor. "ZAIF ESHITUVCHI O'QUVCHILARNI NUTQIY SIFATLARINING RIVOJLANISH XUSUSIYATLARI." Science Promotion 1.2 (2023): 131-138.
9. Oppoxo'jayev, Xojixuja, and Qunduzabibi Yusupova. "MAXSUS PEDAGOGIKA FANLARINI O'QITISHDA INNOVATSION TEXNOLOGIYALARGA ASOSLANGAN AMALIY MASHG'ULOTLARINI LOYIHALASH." Development and innovations in science 2.5 (2023): 25-31.
10. Azimjon o'g', Oppoxo'jayev Xojixuja, and Yigitaliyeva Sarvinoz. "WAYS TO INVOLVE CHILDREN IN NEED OF SPECIAL HELP IN INCLUSIVE EDUCATION." Galaxy International Interdisciplinary Research Journal 11.3 (2023): 519-523.
11. Xonbabayeva, Madinabonu, and Mohigul Fayzimatova. "MAKTABGACHA YOSHDAGI BOLALARGA UCHRAYDIGAN DISLALIYA NUQSONINING BARTARAF ETISH USULLARI." Development of pedagogical technologies in modern sciences 2.6 (2023): 39-42.

12. QIZI, XONBABAYEVA MADINABONU ASQARJON. "Kasbiy faoliyatda zamonaviy logopedni kompetentligini rivojlantirish yo'llari." International Conference on Developments in Education Hosted from Delhi, India. Scienceweb-National database of scientific research of Uzbekistan, 2023.