

# ACTIVATING THE MENTAL DEVELOPMENT OF LOWER GRADE MENTALLY RETARDED STUDENTS

**Sapayeva Dilnoza Ibrohim qizi**

Tashkent State Pedagogical University named after Nizami

University 2-year master's degree

**Annotation:** This article describes the theoretical basis for shaping the mental development of lower grade mentally retarded students. There is also information about the psychological characteristics of mentally retarded students.

**Keywords:** education system, mental development, pedagogy, methodical recommendations, mentally retarded students.

In our country, serious attention is paid to the education of children with developmental disabilities, as well as all healthy peers, in the national spirit, mental, moral, physical development, readiness for social life in society as an independent adult citizen. In particular, more than 86 special schools, established today, the main activities of the school are aimed at adapting to the social life of children with mental and physical problems through the use of correctional and compensatory methods.

The causes of mental retardation in mentally retarded children can be social and biological, and children with mental retardation are similar, for example, children with mental retardation have different appearances, tricks, special psychology is organized in the sciences of psychology of oligophrenics. By mental retardation, we mean that cognitive impairment from psychological processes results in an imbalance of analysis and synthesis in thinking, the dominance of the process of forgetting in memory, and an increase in the dominance of attention. Special attention is paid to the development of children with mental disabilities by identifying and diagnosing the process in which they are deficient. The process of mental development of mentally retarded children is studied not by psychology, but by oligophrenopedagogy.

Oligophrenopedagogy is a branch of defectology that studies the issues of raising and educating mentally retarded children and their involvement in social

life. Oligophrenia can be inherited, congenital, or acquired in infancy. In addition to mental retardation, height often does not grow normally, body proportions are distorted, head structure is incorrect, the child does not reach puberty on time or reaches puberty prematurely. Speech and movement are impaired, sensory function is altered, and sometimes seizures occur. Some patients are restless, others are restless.

The study of the psyche of mentally retarded children is a relatively well-studied network among children with disabilities. But even this network has not been studied in detail in relation to the psyche of normal children. The possibility and necessity of learning for mentally retarded children is inextricably linked with the development of their education, medicine, especially psychiatry. In the late 18th and early 19th centuries, certain creative ideas about the treatment, upbringing, and education of mentally retarded children emerged and began to take shape. It should be noted that the issues of education of the mentally retarded began primarily with children with severe intellectual disabilities.

The activity of an oligophrenic pedagogue means teaching, imparting knowledge to students of secondary schools. In education, the role of the teacher expands, that is, the teacher not only imparts knowledge, but also imparts skills and abilities. Explains ways to acquire independent knowledge. At the same time, he directs and directs students' learning activities. Student activities are defined as the acquisition of a set of specific knowledge by students. Education and reading are inextricably linked. Acquisition of knowledge forms the basis of the educational process and determines its basic essence.

In the process of acquiring knowledge, skills and abilities, the cognitive processes of mentally retarded students are formed and their emotional and volitional qualities are developed. As a result, students' personal qualities such as interest in knowledge, work skills, diligence are improved, they are brought up as a whole, and their attitude to life is formed. Thus, education and upbringing in the auxiliary school is a single learning process. The teacher not only teaches but also educates the students. Education is focused on the development of the individual.

The learning process is a complex process that ensures the unity of education, upbringing, maturity. The complexity of the relationship between education, upbringing, maturity is mainly determined by two factors. The first factor is the external conditions of the process of education and development, the second factor is the internal aspects of the process of education, upbringing and development, which are the age, individual and character characteristics of students. S.L.Rubinstein rightly said that external causes, impressions are influenced by internal conditions. Therefore, in the organization of the educational process, the teacher must take into account all their features, as well as their internal conditions, specific, individual characteristics of the child.

As a result of organic lesions of the central nervous system, sometimes there are pathological changes in the work of some analyzers. The sensory and cognitive characteristics of mentally retarded children are closely related to the underdevelopment of their thinking, speech and other mental processes. Comparisons of materials based on initial perception, simple generalizations are made. Therefore, the teacher should organize the activities of students in such a way that they understand the content of the material during the initial comprehension. The reader determines the level of children's understanding through questions. In some cases, expressiveness and emotional mood also play an important role in the acquisition of learning materials. On this basis, the perceived learning materials are understood.

*A psychologist who arranges work with children with mental disabilities should follow these guidelines:*

- ❖ develop an individual work plan;
- ❖ determine which mental process is slow, which process is active and dominant (with the help of a neurologist, neuropathologist and psychiatrist);
- ❖ complex implementation of individual characteristics of the child;
- ❖ regular monitoring of the child's psychological state (stress, tension, depression, etc.) and record in a notebook;

- ❖ gradual transition from mobile games to mental games, as well as game-based diagnostics;
- ❖ Evaluate positive and negative changes in the child using psychological methods that explain their behavior;
- ❖ Shaping based on psychological changes and the consequences of change; The various trainings that affect the mental development are organized according to a strict plan from play, conversation and mornings and problematic situations in the scene, to influence the mental development of the child;
- ❖ Organization of evaluation and incentives based on the results of psychological processes;
- ❖ Applied study of children with mental disabilities from the point of view of differential (comparative) psychology;

We have mentioned above the main direction of organizing the services of a psychologist working with children with mental disabilities. In fact, it is natural that each of them is divided into directions. When organizing the work of a psychologist, it is necessary to take a scientific approach to it and focus on complex analysis. Mental and physical retardation is sometimes milder, mainly due to the immaturity of the emotional, willpower area. This is manifested in the inability to concentrate on the tasks. In other cases, the above-mentioned shortcomings are accompanied by a certain lag in the development of thinking. All of these features are often exacerbated by shortcomings in education. But despite all the differences, these children have common features, which are typical of children younger than themselves. Lagging behind in mental and physical development allows them to respond in a timely manner with the right pedagogical and psychological methods, and then make up for the shortcomings in their condition. A special action plan will be developed for such children, with general reinforcing treatment, a relaxed regimen, and individual behavioral interventions in the learning process. The positive and strongest aspects of children's personalities: activity, well-developed speech, fine motor skills, fullness of intellectual abilities are used. The psychologist should be in close contact with the parents of the

children. Taking into account the characteristics of age, a psychologist, if he makes wise use of various tests and training sessions, will be able to overcome difficulties in a much shorter period of time. In order for a psychologist to be able to perform a complex task, such as correcting and compensating for children's mental developmental defects, he or she must be familiar with such children.

A number of methods described above are the main methods of studying the child's psyche. Additional methods include the study and analysis of children's performance. Includes children's written work, drawings, handicrafts, labor products. Anamnestic methods are also widely used in secondary schools to study the psyche of mentally retarded children. Catamnesis is long-term information about a patient. This method is widely used, especially in medicine. The effectiveness of correctional and educational education in secondary schools can be increased through the catamnesis of students graduating from secondary schools. One of the most effective ways to study the psyche is to use tests.

#### **REFERENCES:**

1. A.I.Soatov, K.X.Mametov, P.M.Po'latova —Oligofrenopedagogika asoslari Toshkent, —O'qituvchi, 1994 yil.
2. T.Kh.Ismailov; “Musical currents and the formation of Russian classical music” “Вестник магистратуры” 2021. №5 (116);
3. T.Ismailov; “CHARACTERISTICS OF KHOREZM DOSTON ART” “Экономика и социум” №3(82) 2021;
4. I.V.Dubrovina. A.G.Ruzskaya tarixi osida —Psixicheskaya razvitiye vospitannikov detskogo domall M.Prosversheniye. 1990 yil.
5. “[Эффективные способы изучения английского языка](#)” Ш.Х.Харатова, МБ Садикова - Academy, 2020;
6. T.Ismailov; “THE IMPORTANCE OF RUSSIAN CLASSICAL COMPOSERS IN CLASSES OF MUSIC CULTURE” “Экономика и социум” №1(80) 2021;