

MODERATE LEVEL OF MENTAL RETARDATION

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Abstract. *This article presents thoughts and opinions about the average level of mental retardation.*

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Today, the education and rehabilitation processes of children with special needs have become one of the most studied issues from a scientific point of view all over the world. Correction and early diagnosis of such children is considered important for their socialization and their future place in society. Among such children, we can also include children with intellectual disabilities. Pedagogy and psychology of mentally retarded children started to develop mainly at the end of the 17th century and the beginning of the 19th century. In 1858, the Russian pedagogue N.A. Dobrolyubov carried out many research works in this field, and the well-known Russian pedagogue G.Y. Troshin and the advanced psychologist L.S. Vygotsky also made a great contribution to the development of this field.

Mentally retarded means a steady decline in mental, primarily intellectual development as a result of organic damage to the brain. Mentally retarded children will not be able to master the program of general education schools. Children with severe mental retardation cannot acquire knowledge and skills at school. Mental retardation is a quality change as a result of permanent organic damage to the central nervous system of the entire psyche, the individual as a whole. This is an atypia of development, which suffers not only in development, but also in emotions, will, behavior, and physical development. Mentally retarded children are distinguished by the underdevelopment of knowledge interests, which means that they are less than their normally developing peers who feel the need for knowledge. They have a slower pace and less differentiated perception. In the teaching of mentally retarded children, these features are manifested in the slow speed of recognition, and also students often confuse letters, numbers, objects with similar sounds. A narrowing of perception is also noted. Children in this category hear individual parts of the object being watched without seeing or hearing material that is important for overall understanding. All the

shortcomings of highlighting arise against the background of the inadequacy of this process. It is necessary to manage their perception. All mental operations in mentally retarded children are not sufficiently formed and have their own characteristics. It is difficult to synthesize and analyze objects. By separating their separate parts into objects (in the text), children do not make connections between them. By not distinguishing the main thing in objects and events, it becomes difficult for students to make comparative analysis and synthesis, to make comparisons based on non-essential features. A characteristic feature of the thinking of a mentally retarded person is criticality, insensitivity to their mistakes, decreased activity of thought processes, and a weakening of the regulatory role of thinking.

Development of all mental functions and cognitive activities in the process of teaching children and correcting their defects. In this work, the main focus is on the intellectual development of teachers. Education of middle-level mentally retarded children, formation of proper behavior in them. In this direction, the main focus is on moral education. Labor education and preparation for work, physical education, self-service. Domestic - character education and development of social adaptation as the end of all work. Physical development, development of general and manual motor skills are of great importance in determining the work opportunities and types of work that children with mental retardation can do.

The tasks of labor education of mentally retarded children and adolescents of medium level are as follows.

1. Ensuring independence in household and sanitary-hygienic self-service for this child as much as possible:

2. A positive attitude to the work one can do, preparation for household chores in the family or in a special institution and forming the skills to perform uncomplicated types of this work (complex ones such as cleaning rooms, washing dishes, cooking preparation work, washing and cleaning vegetables).

3. Forming the habit of working at a specific time for a certain type of work in special workshops.

4. Forming strong skills of performing a series of operations for the type of work learned in a special institution for mentally retarded children of medium level.

5. Teaching to work together with comrades in compliance with the accepted norms and rules of behavior.

Work with mentally retarded children of the middle level is carried out on the basis of a special program and curriculum. Thus, according to the above-

mentioned materials, most of those who are deeply behind are employed, they are busy with the work they can do, which indicates the positive effect of correctional education. Based on the above considerations, it would be appropriate to recommend the following program to parents.

A healthy child interacts with objects, receives certain information about them, and then begins to search for new information, while a child with moderate mental retardation can only handle objects with his hands. All information about the object is informed by adults, a child with moderate mental retardation can only get new observations and experience for himself thanks to their help. In the process of the development of this thinking, images reflecting some features of the object he is studying are stabilized in the child, that is, the basis for the further formation of various ideas and concepts of the activity is provided. That's when the elemental analysis of each observation path and further solving of events begins to take shape. In time, a child with moderate mental retardation begins to develop figurative thinking, and he is able to distinguish between existing objects and the model that represents them. This is how the child's elementary analysis and synthesis ability is formed. The child becomes able to distinguish the components of objects, to find connections between them and to combine them into a whole. The use of educational programs and methods suitable for the capabilities and educational goals of middle-level mentally retarded children is an important and decisive condition for the development of their cognitive activity. In order to achieve such a result, education should be aimed at the possibilities of the child's actual development zone and near development zone, and should be based on the main activities of this young age.

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