

METHODOLOGICAL RECOMMENDATIONS FOR IMPROVING THE LINGUISTIC FOUNDATIONS OF SAVANOV TEACHING TO STUDENTS WITH PROBLEMS IN MENTAL DEVELOPMENT

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Abstract:

In Uzbekistan, disability is defined based on a combination of medical and charitable models: "a disabled person is a person who is in need of social assistance and protection due to his/her limited ability to work due to physical or mental disabilities." Raising the younger generation as healthy, strong, mentally and physically mature people is an important task in Uzbekistan. Thanks to independence, more attention is being paid to physical education and sports. This article discusses the linguistic foundations of teaching literacy to students with mental disabilities.

Keywords: Development, children, mental disability, linguistic, literacy, teaching, basis, social protection.

Introduction

Most students studying in special schools have persistent cognitive impairment as a result of organic damage to the central nervous system, that is, all their mental processes are underdeveloped. As a result, deficiencies in cognitive activity have an impact on the process of teaching literacy. During corrective work, students' thinking, perception, memory, attention, speech, imagination, emotions and other mental processes are developed. The need to carry out literacy work in conjunction with corrective work was determined as a result of an analysis of the literature and a study of the teacher's work experience. The importance of didactic games in the correction and development of the cognitive activity of a mentally retarded child is widely covered in psychological and pedagogical literature. As psychologists A.B. Kovaleva, A.A. Smirnova, A.V. Zaparozhets, A.P. Usova, V.A. Kutetsky, G.U.

Shukina and others have noted, didactic games have a great impact on the mental development of children in primary school.

As A.A. Smirnova, A.V. Kovaleva's textbook "Psychology" emphasizes, "Play is a reflection of the adult world for a child, it is a way to learn the world around them." V.A. Krutetsky analyzed the psychological mechanisms of play activity in his works and concluded that "Properly organized play serves to cultivate the positive qualities of a child's personality, helps to form a team, its cohesion, and fosters the qualities of friendship and camaraderie. The components of play activity are psychological processes." He wrote, "Play serves to perceive and feel the environment, to develop perception, speech, thinking, initiative, and positive emotions." Play is one of the means of relaxation from mental activity in the learning process. In play activity, the result and the satisfaction that the participants experience are important. In his book "Activating the Learning Activity of Students in the Learning Process", he emphasized the importance of creative activity in the learning process and the need for the teacher to be able to find the right solution to these problems in practice. The presence of interest in the learning process depends on the development of a desire for knowledge. Didactic games are one of the means of achieving the goals of interesting teaching and development.

According to V.P. Groshenkov and I.A. Stepanov, game activity makes it possible to activate the learning process, develop observation, attention, memory, and thinking skills in children. Game activity also serves to control, repeat, consolidate, and deepen previously mastered knowledge. In reading and writing lessons during literacy training in a secondary school, the teacher selects and uses appropriate didactic games, riddles, quizzes, rebuses, etc., taking into account the purpose, content, level of knowledge of students, and methods used in the lesson. Didactic games can be used at any stage of the lesson. It is believed that didactic games in educational activities allow students to understand their knowledge in native language lessons, form the psychological basis of mastery, find new ways of satisfying the need for knowledge, and encourage them to engage in new educational activities.

"Game activity is a continuous link with educational activity, increases its capabilities and has become one of the important sources of correction and development of cognitive activity of mentally retarded students," he emphasizes.

After explaining the game conditions in each lesson, it is advisable to demonstrate and perform it together with the students, and then have the children perform it. The results of the study of the characteristics of literacy teaching in the auxiliary school showed that in the pre-alphabet and alphabetic periods, students' ability to analyze and synthesize, phonemic hearing, confusion of similar sounds in the pronunciation of sounds, inability to remember letter elements well, forgetting letters, replacing paronymous words with each other, undeveloped spatial perception, poor thinking, attention, memory, and poor vocabulary are observed. The characteristics of literacy teaching in the auxiliary school arise precisely from the specific characteristics observed in students. During the literacy period, the teacher must organize his activities taking into account the above-mentioned characteristics of the students.

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