

INNOVATIVE WAYS OF PREPARING MENTALLY RETARDED STUDENTS FOR SOCIAL LIFE

Abdunazarov Abdumutal Olimovich

JSPI is the head of the department of distance education in the fields of pedagogy, psychology and music

Abdumutal517@mail.ru

Tel. 94-575-32-91

Abstract: This article reveals the specific aspects of adapting mentally retarded children to social life and preparing them for independent life. Basically, the views on the essence of this issue are listed in the literature.

The article emphasizes the issue of educating a mentally retarded child and preparing him for social life. Today, mildly and moderately mentally retarded children are educated in special boarding schools. The main goal of the boarding school is that the mentally retarded child, after completing the 11-year special education, should start independent work, that is, acquire professions with elementary skills. In the implementation of this task, the constant cooperation of pedagogues-defectologists and parents takes the main place.

Key words: integration, individualization, adaptation, factor, quality, direction, individual-typological characteristics, knowledge, skills, competence, socialization.

The relevance aspects of periodic study of the effective social adaptation of mentally retarded children to the environment and various traditional general and special psychological and pedagogical methods used in this process were mentioned in the above paragraphs. In preparing elementary school students with intellectual disabilities for social life, teachers, educators, pedagogues of correctional classes should choose such methods and forms, through which children should not only express themselves, but also directly perceive the environment and nature. In practice, it was observed that observation, experiment, interview, questionnaire, study of children's activities are widely used as the most effective methods in the educational process.

We considered it appropriate to combine educational, educational and correctional-pedagogical processes. Because it is necessary to avoid one-sidedness in studying a mentally retarded child and preparing him for social life. As we mentioned above, the irregular, short-term and long-lasting tension and agitation of a mentally retarded child shows that the process of learning and preparing the child for social life should take place in different conditions. This situation leads to the addition of methods and forms in the process of socialization of a mentally retarded child. For example, it is appropriate if observation is carried out with a conversation, with reading a story, works of art, and experience with the organization of labor activities and study of work results. Among them, oral methods widely used by pedagogues and educators, including question-and-answer, short stories, fairy tales, and reading various works are widely used.

No matter which method a teacher, educator or psychologist uses, a different approach is required. For example, on the topic "What do you like", sensory approaches are required in preparation for social life through observation during conversation, observation results. That is, the child approaches the desired object, holds it, compares it with familiar signs, and on this basis chooses what he likes, at the same time, the pedagogue introduces game elements. This situation requires pedagogical improvisational skills from a pedagogue or psychologist. That is, the same method can be used in different ways in learning and preparing a mentally retarded child for social life. For example, when studying the social adaptation and readiness for social life of a mentally retarded child, there is a need to add a didactic game method that allows children to compare during observation. Different and effective use of methods, forms, and tools in studying social adaptation of mentally retarded children depends on the skills of the pedagogue, educator, and psychologist. The choice of methods, forms, and tools for studying and preparing a mentally retarded child for social life by a pedagogue should depend on the natural environment of the institution, the place and object of observation, as well as the age and accumulated experiences of the children.

During this study, we distinguished the following components of the complex effect on the preparation of mentally retarded children for social life:

- sensory direction (objective-practical, oriented to intellectual activity);
- communicative-emotional (based on verbal, non-verbal communication and psychological types of work);
- complex-integrative (based on the integration of various activities in the study of social adjustment of mentally retarded children).



Complex effect components.

The sensory component of preparing mentally retarded children for social life is characterized by the effective organization of subject-practical activities of mentally retarded children:

- a) ability to use educational tools: plasticine, glue, toys, pictures, clothes, food...
- b) topographical skills, that is, targeting in space (high, low, big, small, far, near).
- c) observe the environment independently or with the help of adults and perform simple actions.
- g) to observe care for the environment: to feed animals, to perform simple actions of protecting nature.
- d) to study actions related to compliance with hygiene rules, health care.

Speech communication is one of the important means of preparing mentally retarded children for social life. Speech is one of the higher mental processes of a person, and it is of social importance in the development of a mentally retarded child as well as a healthy child. In the correctional-pedagogical and psychological process, the need for other types of activities arises in mentally retarded children through communication. That is why the speech environment takes priority in all types of activities. Students with intellectual disabilities use speech and non-speech sounds to communicate with adults and peers. At first, he communicates in a non-verbal form, gradually his experience increases and he becomes the owner of the verbal communication environment.

Appropriate use of various forms of children's activities is considered important in preparing mentally retarded children for social life in educational activities.

In the study of social adaptation of children of preschool age, it is appropriate to clearly forecast the goals and tasks and to choose methods and prepare their alternatives in advance. Because the unique psychological instability of a mentally retarded child creates the need for this approach.

When choosing the methods of studying the social adaptation of mentally retarded children, it is necessary to take into account the child's age, individual characteristics, health, and the educational and educational approaches established in the child's family. Experiments have shown that the speed of communication of the studied child depends on the level of targeted approaches allowed in his family. In the family of any child, training and observation work was started, diagnostic work with this child was organized effectively. The

"smooth" integration of mentally retarded children into the learning process requires that the chosen tools are colorful, interesting to the child, familiar to the child, and meet hygienic requirements. Mentally retarded children can automatically hear the words of a pedagogue or psychologist, that is, repeat them after listening, but in the process, his eyes are on the toy, and the meaning of the words heard may be left out. Therefore, in the learning process, it is necessary to either match the words to these tools, or hide the toys while speaking.

Wide use of national songs and folklore (alla, lapar, folk songs, quick recitations, fairy tales) in order to reduce their excitability and calm them down in the study of children with mental retardation, to give children examples of national holidays and traditions in order to start the feeling of love for national values in children from an early age. It is effective to focus on the presentation of audio and video tapes in appropriate formats, as well as posters and pictures.

One of the effective approaches to learning with mentally retarded children is to use what they have prepared. In order to allow parents to observe the changes in their children, regardless of the quality and condition of the things made by children, periodic exhibitions and periodic exhibitions of national handicrafts and folk arts are among the factors that give positive results in this process.

Early stages of education are important in preparing mentally retarded children for social life. It is appropriate to determine the tasks of the first period of complex learning of children by studying the levels of mental retardation and defects caused by it, as well as the time of their appearance. Its basis and content are subject to didactic principles of special pedagogy and special principles and methodical approaches of special psychology.

The environment affects the psychological, physiological development and social adaptation of a mentally retarded child, that is, the general development. It is necessary to organize the process of pedagogical-psychological study of a mentally retarded child under the influence of the environment. Because in this situation, a mentally retarded child shows himself in every way. Parents are the first teachers of the environment to children with mental retardation. Therefore, first of all, parents, teachers and pedagogues should approach the socio-cultural, physical and mental development of children with responsibility.

A child with mental retardation, like healthy children, naturally needs different communication with the people around him. As a result, a child with mental retardation begins to express his wishes and desires in various activities and communicate. It is this process that makes it possible to choose suitable methods for studying the social adaptation of mentally retarded children and to improve the technologies that are found to be effective.

Abnormal cognition in mentally retarded children has a negative impact on self-analysis, understanding and differentiation of one's desires, wishes, and situation from an early age. Therefore, the most important of the factors that negatively affect the socialization of mentally retarded children is, first of all, the lack of methodical approaches suitable for the child's physiological and psychological condition and the child's capabilities. As a result, the methods used in preparing mentally retarded children for social life based on periodic study and learning results may not show their effectiveness. In this process, the pedagogue needs to use one method and have additional alternative methods. In the study, the transformational activity of pedagogues was chosen as an important approach to preparing mentally retarded children for social life.

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