

**CLINICAL-PSYCHOLOGICAL DESCRIPTION OF PROGRESSIVE  
DELAY**

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**Abstract:** The goals and objectives of the psychology of children with retarded development are to arm defectologists and oligophrenopedagogues with knowledge about the mental characteristics of this category of children. In order to properly organize the education and correction of children with retarded development, knowledge about the characteristics of these children is very necessary.

**Keywords:** Development, psychology, children, hearing impaired, slurred speech, stupidity , hypocrisy .

Developmental child psychology is a branch of special psychology that studies mental patterns of children and students with varying degrees of mental retardation.

2 factors must come together to be retarded. One of them is the organic damage of the central nervous system, and as a result, the child's cognitive activity can be recognized as retarded. In life, you can meet children who look like retarded. However, although they have a low level of cognition, the absence of an organic brain injury does not allow us to say that the child is developmentally retarded. Any organic damage to the brain does not lead to retardation of development. The concept of retardation is a rather broad one. This includes those with cognitive decline in the fetus and early infancy due to various causes (oligophrenics), as well as children with cognitive decline after the age of two (dementia). 2nd or 3rd group disabled person does not mean a specific disease, but the disabled person's ability to work.

In addition to genetic and social factors, the defect factor also plays a role in the formation of the personality of a child with retarded development. The main role is played by the social environment. In general, the concept of a person is not used in a single sense in different literature. Sentences such as "Human", "Person", "Person", "Individual" are often compared to each other or contrasted with each

other.

The following deficiencies are encountered in all types of activities of auxiliary school students.

- It is known that any activity is carried out based on a certain goal. In our opinion, it is impossible to have a purposeless activity. Therefore, the goal-orientedness in the activities of children with retarded development is sharply broken.
- In the course of development, education, students accumulate knowledge, skills and abilities, experiences. Children whose development has slowed down cannot apply their experiences to newly acquired knowledge.
- The narrowness of motives, inability to plan their activities, and their inability to control the results of their activities can be seen in children with retarded development.
- Due to the lack of vocabulary and vocabulary in children with retarded development, lack of understanding of the verbal explanations of teachers and educators, the dispersion of their attention, and the inconsistency between the first and second signal systems are encountered.

Depending on the depth of the mental defect, oligophrenia is divided into two levels:

**Delirium** is the mildest degree and is the most common degree of oligophrenia.

**Imbecility** is a slightly more serious level than the level of stupidity. Specific characteristics and manifestations of oligophrenia at the level of imbecility of mental disability are somewhat obvious.

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