TECHNOLOGIES FOR THE DEVELOPMENT OF THINKING OF STUDENTS WITH DISABILITIES

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Annotation

Thinking plays an important role in the formation and development of a child's cognitive activity. Thought is a generalized reflection of reality. Thought is closely related to speech and language and is the highest form of human mental activity. Thinking is a tool for knowing the surrounding world and a condition for the emergence of rational practical activity of a person.

Analyzing the thinking of students with mental retardation, it is worth noting that this process is stereotyped, difficult to move, and not completely flexible. Therefore, the application of existing knowledge and skills in new conditions creates difficulties for students with mental retardation and leads to incorrect performance of tasks. Even high school students do not take a critical approach to their work. There are no cases of self-examination and reflection of their activities. They are satisfied with their achievements and express the opinion of improving them independently. An important role is played by the limitation of students' knowledge and interests, intellectual passivity, and the decrease in the motivation of their activities.

It is especially important to master the types of logical thinking in the development of the cognitive activity of the mentally retarded students of the specialized school. The use of games has a positive effect in the development of visual-motor thinking of students with mental retardation. The game is not only a source of fun and joy for the child, but also helps to develop the student's attention, memory, creative thinking and imagination. is a tool that serves. These aspects have an important place in the child's life from now on. During the game, students acquire new knowledge, skills, and develop their abilities. Oligophrenopedagogues can offer children the content and direction of the game.

Formation of speech, memory, mental capabilities, elementary economic concepts, comparison, separation, handling, drawing conclusions, education of the

sense of national idea in the student imposes a number of tasks on oligophrenopedagogues. Tests and assignments, didactic games related to thinking operations for the development of students' learning motives are of great importance in determining the student's independent thinking without the help of adults, the development of speech, storytelling, creativity, reasoning, and the scope of thinking. Cultivation of thinking consists in the acquisition of exhibition-active, visual-image, logical types of thinking. Simpler or more complex ways of conducting it are given for almost every game. Therefore, when organizing a game with students with mental retardation, it is necessary to take into account their age and individual characteristics. If the student does not have difficulty completing the tasks, he will be given a slightly more complicated task, if he has difficulty, a simpler task should be given. You don't have to put it down because you can't complete the assignment. It is necessary not only to teach students one thing or another, but also to educate them in such qualities as self-confidence, courage, the ability to defend one's opinion, and to be firm in one's decision. This is especially true for performing creative tasks. The student should be able to correctly understand criticism, boldly put forward his new ideas. In this case, it is important to take into account the age and individual characteristics of the student. If he is bold and self-confident, you can start teaching him to critically evaluate his answers. If he is timid and shy, you should support him, approve any of his initiatives. If the student wants to change the task quickly, if he performs a pala-partish, he will be interested in the task and encouraged to find new aspects and aspects of the task. On the contrary, if the student gets stuck in the task, he should be encouraged to move from one idea to another. Every game is a school of communication and cooperation between children with adults and peers in the process of development of visual-motor thinking of mentally retarded students. Children's development is achieved through play by creating a mood of sincerity, mutual support, and cheerfulness.

Each of the recommended games for the development of visual-motor thinking of mentally retarded students can be organized with one student or with several students. Below we will develop the thinking of lower grade mentally retarded students Here are some games for you.

An unfamiliar city. This game develops figurative thinking in children. You will need a set of pictures for the game. In the pictures: scissors, comb, bread, needle

and thread, car, letter, medicine container, milk container, etc. Tell the student the story as follows.

You went to a strange city, you don't know the language of the people there. On top of that, you are tired and hungry. There are many shops, workshops, pharmacies, and libraries in the city. But where are they? How to find out where it is located. Show the child the first picture and analyze what is depicted in it. The first picture shows a milk jug, what can it represent - ask. If you can't find it, tell me. After playing with the child for a while, change the content of the game: how to show where the pharmacy is? Which indicator will help you find out if there is a school nearby or where the hospital and the kitchen are? activate the child with questions like Once you've explored all the landmarks in the city, prepare new landmarks. The game continues like this.

Gifts for a doll. First, cut smaller circles from colored paper and put them in a bag or box. Tell the student that today is the doll's birthday. tell him that you have brought him various gifts. Students have to find out what these gifts are. The child takes one circle from the box and says what it is. A little imagination is required for this. For example, a red circle can be a flag, a flower, a strawberry, or a ribbon. Children can answer in turn. Once the student understands the rules of the game, you can make it more difficult. The reader tells not only what kind of gift it is, but also who gave it as a gift. Other geometric shapes can also be used.

Forms workshop. It is not difficult to make this workshop. For this, you will need matchsticks (or counting sticks), copper wire (or thick ropes), samples of geometric shapes. Straight-line shapes such as square, rectangle, triangle can be made from sticks, circular shapes such as circle, oval can be made from rope or wire. Only when the student thoroughly learns how to make each shape. proceed to create new views.

Great bag. In the process of this game, the child learns to identify things by touch, repeats visual and sensory impressions. You need 2 sets of the same objects - geometric shapes or small toys. Wrap one of the bundles in a bag made of thicker fabric and secure the neck. The task of the child is to find an object in the bag according to the example shown by the leader. Take turns with the student during the game.

Another version of the game - the second set of objects is drawn on paper, another version - the leader tells to find the objects to be searched for.

Doll clothes. Offer this game so that the student knows the color of objects well. For this, you will need several sets of cardboard doll clothes (in blue, red, yellow and other colors). The student willingly chooses clothes for the doll. He makes suggestions such as "Today Lola Khan wants to wear her red clothes, she needs to be helped." At the same time, the child can prepare clothes for the doll that he will wear today and tomorrow. To complicate the game, it is necessary to offer to choose clothing sets based on different shades of the same color. For example, items in the ink set can be semi-ink, dark ink, purple. The child does not need to know these colors exactly. As long as he uses the words open, dark, and light color correctly, that's enough.

Colorful houses. Children can build such houses for their favorite toys. Chairs can be used instead of a house, and the child will conditionally "color" his house with the help of objects of the color he wants. Make it a competition for everyone to find the objects in the color of their choice: You get the green objects, and your child separates the yellow objects. Allow the child to win you 1-2 times. This increases the child's enthusiasm.

In short, in the correctional pedagogical and psychological process with mentally retarded students, didactic games are selected and properly organized, taking into account their age and level of knowledge, in the development of students' cognitive processes, in particular, their thinking. gives the effect of z.

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