

**FEATURES OF ACQUISITION OF MATHEMATICAL KNOWLEDGE
BY MENTALLY RETARDED CHILDREN**

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Annotation

The tasks of education in assisted schools are carried out along with the correction of defects encountered in students with mental retardation. Therefore, one of the main, necessary characteristics of education in auxiliary schools is its orientation to the correction of the defect, and the second characteristic is that it is carried out taking into account the unique characteristics of the development of the mentally retarded student. Deficits in brain activity limit the development of students with mental retardation and cause them to fall behind. Cognitive activity and independence of a mentally retarded student is somewhat lower. This deficiency is manifested when they directly face the difficulties of life.

Key words: Special pedagogy, pedagogy, methodology, speech therapy, pedagogical technology.

While normal children pay attention to abstract events and acquire knowledge about them, students with mental retardation may not notice these events. This situation makes education in auxiliary schools difficult. Nevertheless, auxiliary school education should serve to develop activity and independence in these students. It is worth noting that disturbed mental processes in mentally retarded students can be eliminated on the basis of special pedagogical influence.

Therefore, a special feature of auxiliary school education is the connection between educational theory and practice. Secondary school education has a practical orientation. Practice helps mentally retarded children acquire theoretical knowledge, and they improve their theoretical knowledge by participating in practice.

Demonstration of auxiliary school education is also one of its unique aspects. A. N. According to Grabrov, visibility provides an opportunity to correct perception and imagination. This is why visibility is more important in aided schools.

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Mentally retarded children understand the inner essence of things and events through visualization. Through this, their thinking activities will be corrected. It is impossible to achieve the goal with any showmanship. Perhaps the desired goal can be achieved only if the visualization is accompanied by verbal explanations. Only then will the speech and thinking of mentally retarded children develop together. In the process of auxiliary school education, it is necessary to take into account that mentally retarded children are not active and their independent work is limited. These characteristics in children with mental retardation do not reach their normal peers even at the end of secondary school education. Therefore, teachers in all classes of the auxiliary school should eliminate these deficiencies. Education in the auxiliary school is a joint activity of the teacher and the students, which serves the students to acquire knowledge and develop the necessary skills and competencies.

Mental retardation is observed in children with insufficient development of thinking. In them, exhibition-movement, exhibition-image and abstract-logical thinking types are more affected.

One of the main shortcomings of the thinking of secondary school students is the weakness of generalization. The superficiality of thinking, slowness, emptiness, slow movement, narrowness, non-criticalness, non-independence, violation of expediency are also encountered. The goal of education is to correct these deficiencies.

The specifics of acquiring knowledge and skills of students with mental retardation are taken into account in the program.

In teaching mathematics, he should solve educational, educational and practical tasks. Mastering the most elementary mathematical concepts also requires the child to develop complex logical processes such as analysis, synthesis, generalization, and comparison at a high level. Therefore, before directly starting the topic, it is necessary to determine what peculiarities children have in acquiring mathematical knowledge and skills.

Successful learning of mathematics by students with mental retardation often depends on the characteristics of their mathematical knowledge acquisition and consideration of difficulties, on the one hand, and on the other hand, taking into account the students' existing capabilities.

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Secondary school students face great challenges in acquiring mathematical knowledge, skills and competencies. Organizing practical activities, teaching with the help of instructional tools does not ensure the creation of complete knowledge in them. These students can transfer their acquired knowledge to a similar situation with great difficulty and only with the help of the teacher.

The student body of a secondary school is extremely diverse, so each student's opportunities and challenges are unique.

In teaching mathematics, attention should be paid to the development of the child's worldview. The student should understand that the object of mathematics is the spatial forms and quantitative relations of real life.

Normally developed children have developed speech, comprehensive thinking, developed logical thinking and certainly age-appropriate. Difficulties in learning mathematics are observed because mathematics is a complex and exact science.

Deficits in the cognitive processes of students with mental retardation are the inability to make abstract generalizations, the inability to determine the connection and connection between objects and events in the environment, the inability to analyze and synthesize is represented by a. The thinking of a mentally retarded child is clearly situational in nature and has a number of specific features. Mentally retarded children cannot be distracted from concrete situations. Their thinking skills are weak, logical thinking processes are at a very low level.

The extreme poverty of thinking in these children is especially evident in the learning of arithmetic, since the execution of even the simplest calculation operation requires abstraction. Mentally retarded children have a hard time solving even the simplest arithmetical examples of addition and subtraction, they cannot distinguish the arithmetical examples of "addition" and "subtraction" well, they confuse their names and the essence of operations related to them.

A characteristic feature of mentally retarded children is that they are less active, their mental processes are in an inert state, so they tend to "stop in one place" and stagnate in their thinking and actions.

The concreteness of thinking of students with mental retardation, the lack of ability to generalize the observed events leads to the fact that the concept of number and counting is formed very slowly in these students. Secondary school students find it difficult to apply their knowledge in a new situation and in

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practical activities. Secondary school students find it difficult to apply their knowledge in a new situation and in practical activities.

Vocabulary is small, limited to the names of individual subjects. Speech is inexpressive, phrases are short, agrammatic. In the process of mathematical education, students' speech develops, their vocabulary is enriched with special mathematical terms and expressions. Mathematics education allows to form freedom, chaos, and will in a person.

Mentally retarded children:

- cannot continue one type of activity;
- they cannot understand even the simplest information;
- they cannot master social norms.

Attitude to education is determined by the ability of students to receive, assimilate, and retell the knowledge.

This may include:

- lack of interest in learning;
- stereotyping in acquiring knowledge, which makes it difficult to accept new material;
- difficulties in expressing their thoughts;
- inability to understand the task and its incorrect division into parts (understanding it in parts);
- an unexpected reaction to the feelings experienced in teaching using manual labor;
- lack of opportunity to study due to fatigue;
- poor memory;
- inability to enter into communicative relations.

Students' visual perception and motor weakness also cause difficulties in learning mathematics. Weak motor skills of children with mental retardation cause complications in counting objects: the student picks up or pushes away several objects at once, saying the name of one object, that is, he either overtakes or lags behind in pointing out objects corresponding to the number.

In order to achieve results in teaching mathematics to children with mental retardation, it is necessary for the teacher to study the composition of students well, to know the causes of mental retardation, peculiarities of behavior of each student, and to determine his potential.

Implementation of correctional-pedagogical work in the course of mathematics lessons helps to eliminate the defects in the above-mentioned cognitive activities. The effectiveness of the teacher's work is measured by the effectiveness of the knowledge, skills and abilities acquired by each particular student. Therefore, the teacher's proper organization of mathematics lessons serves to eliminate the deficiencies in the development of mentally retarded students.

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