

FEATURES OF PSYCHOLOGICAL DEVELOPMENT OF CHILDREN WITH MENTAL DISORDERS

Axmadova Shahloxon Vohid qizi,

Gulistan State Pedagogical Institute, Faculty of Pedagogy and Psychology, Master's student.

Abstract: This article talks about the psychological and social characteristics of children with intellectual disabilities, their role in the formation of skills that help them integrate into the educational process and alleviate their suffering. It also discusses how these features can help children fill some of the gaps left by disabilities and improve their ability to adapt to various life skills.

Key words: disabled children, integration, perception, memory, self-care, categories of mental retardation, mental retardation.

AQLIY NUQSONI BOR BO'LGAN BOLALARNING PSIXOLOGIK RIVOJLANISH XUSUSIYATLARI

Annotatsiya: Ushbu maqolada aqliy rivojlanishida nuqsoni bo'lgan bolalarning psixologik va ijtimoiy xususiyatlari, ularning o'quv jarayoniga integratsiyalashuviga yordam beradigan, azob-uqubatlarini yengillashtiradigan ko'nikmalarni shakllantirishdagi ro'li haqida so'z boradi. Shuningdek, u ushbu xususiyatlar bolalarga nogironlik tufayli qoldirilgan bo'shliqlarning bir qismini to'ldirish va turli xil hayotiy ko'nikmalarga moslashish qobiliyatini yaxshilash imkoniyatlari haqida so'z boradi.

Kalit so'zlar: Aqli zaif, integratsiyalashuv, idrok, xotira, o'z- o'ziga parvarish, aqliy nogironlikning toifalari, oligofreniya.

ОСОБЕННОСТИ ПСИХОЛОГИЧЕСКОГО РАЗВИТИЯ ДЕТЕЙ С ПСИХИЧЕСКИМ РАССТРОЙСТВОМ

Аннотация: В данной статье говорится о психологических и социальных особенностях детей с ограниченными интеллектуальными возможностями, их роли в формировании умений, которые помогают им интегрироваться в учебный процесс и облегчают их страдания. В нем также обсуждается, как эти функции могут помочь детям заполнить некоторые пробелы, оставленные инвалидностью, и улучшить

их способность адаптироваться к различным жизненным навыкам.

Ключевые слова: умственно отсталые, интеграция, восприятие, память, самообслуживание, категории умственной отсталости, олигофрения.

Nowadays, socialization and rehabilitation processes of children with special needs are one of the most urgent problems in the world. As a result of early identification of the condition of such children and simultaneous implementation of correctional treatment and educational processes, their integration into society will be much easier. People with mental disabilities are one of the most ancient and basic types of disabilities in society. In this case, the person's behavior and behavior clearly proves that the individual has weak mental abilities, as well as a defect in his adaptive behavior and social maturity. Like other disabilities, a person may have intellectual disabilities alone or may have other physical, visual, auditory, and motor disabilities, which in turn may require special schools and programs based on the needs of a child with an intellectual disability. raises several unique issues that require inclusion. Pedagogy and psychology of children with intellectual disabilities began to develop at the end of the 17th century and the beginning of the 19th century. In this field, many professors have conducted various scientific research works based on their experience, in this regard, in 1958, many scientific research works were carried out by the Russian pedagogue N.A. Dobrolyubov, and the famous Russian pedagogue G.Y. Troshi and advanced psychologist L.S. Vygotsky also made a great contribution to this field.

The psychology of children with intellectual disabilities is very different from the psychology of healthy children. Children with mental retardation are distracted and their perception is very poorly developed.

Perception is the formation process of objects and phenomena as a whole or their various characteristics, affecting human analyzers. Mental retardation cannot be completely corrected, such children can be identified early and as a result of immediate corrective pedagogical processes, it is possible to eliminate the secondary defects that are expected to appear in them, and to adapt them to social life and be able to provide daily self-service.

the skills of being able to satisfy their biological and physiological needs without being dependent on anyone are formed. Memory is the recollection, storage and future restoration of an individual's experience. These processes are formed in activity.

The memory of mentally retarded children is very poorly developed, but it is possible to develop their memory. For this, correction and treatment should be carried out early and correctly. It is known from psychology that in order to develop a person's memory, first of all, it is necessary to work on all his cognitive processes. Usually, the educational process in schools for the mentally retarded is based on the repetition method.

Depending on the depth of the mental defect, oligophrenia is divided into 3 levels:

Mental retardation is a mild degree of mental retardation. Such children receive education in special schools. It is difficult to distinguish mild degrees of dementia from a healthy child, in whom speech develops well. Abstract thinking is slow in morons, they receive education but cannot think independently, can acquire theoretical knowledge.

Impotence is a medium level of mental retardation. Children at this level do not have well-developed speech, they can only pronounce simple words. Such children are not suitable for cocktails, they can only be taught to serve themselves.

Idiocy - This is the most severe level, such children do not have the ability to speak and think at all. It looks different from a healthy child. They have small heads, short stature, short limbs, and thick lips. Children at this level are very angry and chew on anything they can get their hands on. Physical development of such children is slow. Each family with a disabled child has its own characteristics, its own psychological climate, which in one way or another affects the child and contributes to his recovery or, on the contrary, slows it down. A factor such as the father's participation in raising a disabled child has a significant impact on his psychological well-being. Due to father's non-participation in upbringing, as well as other reasons, children with disabilities often face difficulties in family relationships, which, of course, always leads to negative consequences. A disabled child in such families experiences a double burden: rejection by society and alienation in his family. Thus, the essence of psychological rehabilitation of

disabled children is to eliminate neuropsychic stress; improving self-esteem; development of mental functions - memory, thinking, imagination, attention; overcoming passivity; formation of independence and responsibility and an active life position; can be to eliminate alienation and develop communication skills. Psychological rehabilitation methods may include interviews, individual psychological counseling, psychological support, role-playing games, psychological training, psychological mutual support groups for disabled children and their family members.

Today, children are one of the most important disability groups in need of educational programs aimed at developing skills to help them learn and solve problems caused by mental retardation. The reason for this is that there are very few textbooks with a certain method for teaching such children, as a result of the fact that their psychological, social and cognitive characteristics are not compatible with each other. This diversity of characteristics distinguishes them from other individuals with other types of disabilities and makes them a heterogeneous group that requires intervention to provide academic, social, and educationally supportive special education services. Identifying the characteristics of children with intellectual disabilities is important because it provides specialized teachers and professionals with important information about aspects of development in many academic, physical, social, emotional, and intellectual domains. This, in turn, helps develop school curricula and therapeutic programs needed to prepare people with intellectual disabilities for life.

In conclusion, it should be said that the earlier corrective and pedagogic work is started, the sooner the results can be achieved. Such children's brains cannot hold information at such a high level, therefore it is important to teach them how to serve themselves in everyday life, based on their capabilities. Because it is easy to take care of a child when he is small, but it requires a lot of strength and patience on the part of the caregiver. the process of integration into the society will further decrease and they will not be able to live without the care of one person at home for the whole life. In order to prevent such situations, it is advisable to carry out rehabilitation work from an early age.

REFERENCES:

1. A.Kamolova, G.S.Ergasheva (2022) “Yosh avlodni tarbiyalashda xalq pedagogikasi manbaalarini o‘rganishning ilmiy-nazariy asoslari” Science and Education, 3(12), 590-592; 4(5) 988-992; 4(2) 969-972.
2. “Alohida yordamga muhtoj bolalarni tarbiyalashda oila va maktab hamkorligi” ilmiy metodik to‘plam T-2013.
3. D.A.Nurkeldiyeva, Z.I.Islambekova “Rivojlanishda nuqsoni bo‘lgan bolalar diagnostikasi”, T-2013
4. D.Davletshin, K.Mamedov. “Ibn Sinoning psixologik qarashlari
5. ilmiy-ommabop to‘plam. T.2002-y.
6. https://uz.wikipedia.org/wiki/Oligofren_bolalar