

CHARACTERISTICS OF TEACHING CHILDREN WITH INTELLECTUAL DEVELOPMENT

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ABSTRACT: This article focuses on the peculiarities of studying children with mental retardation. The article also provides details on how to deal with mental illness and the reasons for its occurrence, post-developmental disorder, somatic disorders, shortcomings in mental processes, psychological and medical prophylaxis of mental retardation.

KEYWORDS: Childhood, malaise, disability, physical disability, somatic dysfunction, neglect, irresponsibility, asthenic, sthenic, discomfort, Lawrence Barde's disease.

INTRODUCTION

It is worth mentioning that even if there are no signs of mental retardation, there are cases of children who cannot master the school program and are transferred to an auxiliary school. They do not show signs of mental retardation, although they are less motivated to master skills such as reading, writing, and counting. As such children grow older and grow up, their mental activity also develops and they soon catch up with their peers. In many cases, it is known during the course of the lesson that such children cannot show their potential sufficiently. Social factors in the family have a great impact, that is, turmoil in the family, separation of parents, neglect negatively affects the child's psyche.

Even today, it is important to be able to distinguish between children with retarded or retarded mental development and children with true mental retardation. In many schools, there are cases where children whose attendance is unsatisfactory are sent to special schools. Such issues should be solved correctly only with the help of qualified doctors and pedagogues.

- Analysis of literature on the topic (Literature review)

Of course, we have every right to evaluate the students who master the fundamentals of science as having a high level of intelligence. But is it correct to judge children whose learning is unsatisfactory as having low intelligence? Such thinking is absolutely wrong! Mental retardation (in the clinical sense) is only one form of very unsatisfactory mastery. According to many scientists, there are many factors that cause a child's unsatisfactory learning. The first of them is poor family conditions. Because now the child needs the help of adults, especially the help of parents. Unfortunately, in some families, the child remains uncontrollable, in some families he witnesses vices such as quarrels and alcoholism. As a result, such a child roams the streets, quarrels with his peers, and finally begins street "education". As a result, carelessness,

irresponsibility, begins to acquire qualities such as laziness. Gradually, Asta becomes careless about attending classes and going to school, he misses many classes. As a result, learning lessons becomes difficult. There are other reasons for poor attendance. For example, frequent changes of residence. In such moves, of course, the child cannot attend many classes, and the teachers have changed. The complications of lessons that were not mastered during this period (not knowing those subjects) can remain for a lifetime. Can children whose learning is unsatisfactory for these reasons be called mentally retarded? Of course not! These cases are considered social and pedagogic deficiencies in children's education. There are other reasons for poor attendance. For example, frequent changes of residence. In such moves, of course, the child cannot attend many classes, and the teachers have changed. The complications of lessons that were not mastered during this period (not knowing those subjects) can remain for a lifetime. Can children whose learning is unsatisfactory for these reasons be called mentally retarded? Of course not! These cases are considered social and pedagogic deficiencies in children's education. There are other reasons for poor attendance. For example, frequent changes of residence. In such moves, of course, the child cannot attend many classes, and the teachers have changed. The complications of lessons that were not mastered during this period (not knowing those subjects) can remain for a lifetime. Can children whose learning is unsatisfactory for these reasons be called mentally retarded? Of course not! These cases are considered social and pedagogic deficiencies in children's education.

Among children with unsatisfactory learning, there are those who are enthusiastically interested in certain areas of science or art (for example, radio, photography, television, painting, painting, electronics, etc.) and show good performance in that area. Among these, there will be those who do not obey the general discipline and cannot go out with the students. Due to his unsatisfactory mastery of the general program and his low character, his creative works with ability and skill are often not supported and appreciated[1,156].

Another reason for unsatisfactory learning is that, in many cases, the child is physically unhealthy. For example, children with low vision, hearing, and especially speech development have low acquisition.

According to the examples discussed above, the reasons for the unsatisfactory learning in schools are also different. It is necessary to distinguish between a child who cannot learn and a child with mental retardation.

- Research Methodology (Research Methodology)

This condition occurs in the process of functional dynamic disorders of nervous activity, caused by physical (somatic) disease, which dries up the vagina. Sometimes, it can be caused by neuroinfection, brain injury (cerebroasthenia). The same situation can occur in children who are in turmoil, quarrels, riots in the family.

Nervous system denervation also results in a temporary reduction in mental activity, especially in children with hearing or speech impairments[2,102].

It is characteristic of this condition to get tired quickly, to become restless when busy with any activity. Asthenic children are quick-tempered and impressionable. T. According to Varenova, their mastery is lower than their level of intelligence. Most children are sensitive, playful, and quickly

become angry at the reprimands of teachers or parents. Memory decreases and thinking slows down. Also, the following are distinguished in such children[3,87]:

The state of the nervous system. Some children have blurred vision, progressive hearing and motor skills, slow movements, and even difficulty walking. At the beginning, the speech begins to grow, the vocabulary slowly increases, but the pronunciation is unclear. As the disease progresses, the speech gradually disappears, the vocabulary decreases, and the pronunciation becomes even worse.

Mental state. Children have significant memory loss. Logical memory, even rote memory, declines. Interest in any activity begins to fade. Some children also have epileptic seizures. At the age of 10-12, the disease is especially severe. Due to his weak immunity, he may get an infectious or other type of disease and die. Often such children die before reaching adulthood.

Symptoms of mental weakness (syndrome) in Lawrence-Barde disease.

There are opinions that the disease is due to a violation of genetic fat (substance) exchange in cells. But, according to some data, it also depends on the poor quality of the chromosome composition. The disease is periodic, i.e. psychomotor is injured for no reason. His mental weakness is becoming more apparent day by day. On the physical side, body weakness, obesity, weakness of genitals, decreased vision (to the point of blindness) are felt. Having a sixth finger on the hands and feet is characteristic of this disease.

Traits such as capriciousness, fussiness, tearfulness, quick upset (pneumonia) can be found in various forms of asthenic condition. However, in many cases, the ability to control oneself, to assess the situation correctly depends to some extent on the level of the disease. For example, children with injuries to the central nervous system may experience strong excitement, affect, and memory loss. Sometimes their ability to absorb may decrease and they often complain of headaches. Asthenic children with a dry pre-teen age often fall asleep during the lesson due to fatigue, lack of interest in the subject of the lesson, and inability to concentrate. Asthenic children with impaired speech and hard of hearing cannot fully hear the information given by the teacher in the lesson, and even if they do, they hear only partially. cannot get full satisfaction from the subject being mastered. For this reason, the teacher answers the question (whether it is right or wrong). This situation can make the children in the class laugh and the teacher angry.

- Analysis and results (Analysis and results)

When children are admitted to school, such defects are not taken into account, and parents hide these defects (heaviness in the ears). Being constantly reprimanded by the teacher, insulted by classmates, and in some cases being called a nickname makes the hard of hearing children lose their enthusiasm for school. It is during this period that children's character begins to change dramatically, and they become detached from the crowd and become preoccupied with themselves. He doesn't want to go to school.

Of course, such a situation can be avoided and even should be. It is the responsibility of pedagogues to transfer children to the first desk, to treat them with a louder voice, and to explain to their classmates how to deal with children who are hard of hearing. Solving the problem in this way increases the respect of pedagogues even more.

Exacerbation of the asthenic state often occurs when children with speech disorders are admitted to school (especially mute children). Educators should immediately refer such children to a speech therapist.

Physical and mental infantilism is an unnatural (abnormal) development due to the pathological effect of various infections and intoxications on the young organism. Children with this disease have a slower physical development than their peers.

Usually such children look a little younger than their peers. Similarly, his mentality will be similar to that of childhood[4,53]. He will have the characteristics of kindergarten children in relation to his schoolmates. Disobeys school discipline, eats during class, cries like a small child, and misses his mother immediately. In most cases, they are short-tempered, careless, shallow-minded, prone to temper tantrums and weepy. Such children get tired of mental activity very quickly. Although the perception is adequate, in some cases it seems to be a little dim. It is clear that the personality is not fully developed.

In some cases, children's infantilism is known only in their mental development. The dynamics of development of this disease are also different. M.S. Pevzner, I.A. Yurkhova, M.G. Reidyboym divide children with mental infantilism into two groups, that is, the group of children with slow mental development that can be quickly treated and the group of children with complex mental development[4,66].

Among schoolchildren, there are also those who cannot write, draw, read or count (although they have full intelligence). The ability of such children cannot be eliminated by the school method. Of course, such cases cannot be confused with children who are unable to study because of lack of diligence. The causes of the disease can be different.

CONCLUSIONS

As a result of an organic disorder of the central nervous system, from a local disorder in some area of the cerebral cortex, there is a possibility that the same defects may be inherited by family members. Local disturbances are a sign of the weakness of functional systems only in the processes performed with a certain perception. Such defects are eliminated by special educational tools known in pedagogy. But such things cannot be done in public schools.

The physical and mental condition of the child is checked, and it is determined what special medical and pedagogical measures are necessary. It is also appropriate to organize special classes in schools for such children.

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