

Intellectual Disable Children’s Psychological Pedagogical Features

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Abstract: Studying the psychological and pedagogical characteristics of mentally retarded children is important for their effective education and their integration into society. Pedagogical support for mentally retarded children helps their development and integration into society. This article discusses this.

Keys words: mentally retarded, psychological support, pedagogical support, mild level, severe level, extremely severe level.

Intellectual disability (high) scientific "intellectual" in literature "deficiency" or "intellectual development" limited "is carried out) – this children's intellectual, verbal, emotional and social in development certain at the level behind to remain with This is described. situation permanent to the feature has is the child education process mastery, handling to do, personal needs satisfaction, environment adaptation such as row important to the functions negative impact does. Smart weakness (moderate, severe, mild) in degrees) – this child's general intellectual potential low with These changes are described. according to plescevtification final in tests (such as IQ test, RAVEN criteria) indicators are outside the normal range (IQ 75–85 and lower) is lower. This situation child's study activity and daily treatment to their abilities negative impact (Vasilyeva, 2010).

Intellectual disability level international diagnostics systems (e.g., DSM-5 or ICD-11) and psychometric tests based on is determined. General intellectual IQ (Intelligence Quotient) is in case main from the criteria is one. Usually following to categories divided into :

Level	IQ score	Description
Light level	50–69	Independent to live possible, simple assignments complete takes.
Medium level	35–49	Limited social and academic skills, routine control necessary.
Heavy level	20–34	Minimal independence, personal maintenance is required.
Very heavy level	<20	Permanent care, all- round help necessary.

Above degrees psychological through tests (e.g., Wechsler, Stanford-Binet, Raven's Progressive Matrices) is defined. Example for, Raven matrices are visual to analogies IQ is a test based on visual perception and problem solution to do to the potential looking at (Smith & Jones, 2015).

2. Cognitive features

1. Attention decrease and less Duration:

Intelligent weak children for attention stability storage important problem They are for attention attraction to do and him/her one term continue to hold difficult will be, plus stimuli attention distracts (Petrova, 2012).

2. Concept harvest in doing slowness

Insulting in the process information understanding and again work slowly Therefore, they for new knowledge mastery for more time and more educational repetitions are required (Smith & Jones, 2015).

3. Memory in the function Disruptions

Worker memory and far term memory slow in case to be possible. Therefore, again repetition, writing and eye with show methods, visual signals preferably is (Brown, 2008).

3. Language and speech development

Speech with related problems – mind weak in children wide spread. Their word wealth limited, grammatical correctness and sentence in the making The ability to understand is low. Therefore, semantic and syntactic exercises, role play, story to do through the burdens eliminate to grow priority goal (Ivanova, 2013).

4. Feeling and social-environment adaptation

1. Emotional protest and himself/ herself management decrease

in stress mind weak children too much outside strong emotional answer return possible. They management for pedagogical psychologist role large (Kuznetsov, 2011).

2. Social mutual in operation Social difficulties

learning relationships (friendship, cooperation, communication) and upbringing in the process importance profession To the child social culture formation for in the group games, team training recommendation (Leontiev, 2007).

5. Psychomotor development

If mind weakness with together to motor skills also disruption if so, this muscle coordination (cross-motor) and thin motor skills (cross-fine) in motor functions sluggishness with manifestation It will be. sluggishness in writing, art in activities, social-exercise in their activities is noticeable (Gusev, 2009).

intellectual disable children for of education to oneself characteristics

intellectual disability diagnosis placed children for general at school training programs complexity Therefore, they own inside received **correctional (special) education** system working published in Uzbekistan this direction “ Special " pedagogy " or " defectology " under is developing.

intellectual disable children's mastery to be low with together, they are :

- ✓ own his/her opinion complete expression in the process of they suffer ;
- ✓ concepts generalization, comparison and analysis in doing to difficulty they occur ;
- ✓ iodine to take and remembering stay qualification slow will be ;
- ✓ to the instruction based in the works determination is lacking ;
- ✓ independent work skills weak formed will be.

this reason education in giving the following important importance profession will :

- ✓ Visual manuals and concrete examples using the topic explanation ;

- ✓ Each the task step by step to execute ;
- ✓ Mobile games through the material reinforcement ;
- ✓ Many repetition and encouragement.

Customized study environment importance

Intellectual disable children for customized study The environment is :

- ✓ less numerical students (up to 6–10 students in a class);
- ✓ individual approach (each to the child suitable methodology);
- ✓ special study programs (cognitive, speech) and emotional to develop focused);
- ✓ defectologist-pedagogues and speech therapists with the participation of lessons.

Also, this children for psychological support (training, advice, social coordination) is necessary will be. Because, on the contrary without them general from society separated to remain possible.

Current in the period used approaches

Modern defectologist education " inclusive " in the system principles of education is developing. This is an opportunity limited the children general education in institutions healthy children with together teaching system. But this in practice effective to be for special conditions, qualified personnel and individual training plans to be necessary.

Conclusion

Intellectual disable children's psychological -pedagogical features deep understand – them effective education and upbringing on the way important This is the stage. children with at work following aspects separately attention worthy :

- ✓ Attention reinforcement tools (tasks) reduction, encouragement).
- ✓ Linguistic and the speech develop methods.
- ✓ Emotional and social skills to form.
- ✓ Psychomotor to grow support.

In this way step by step, systematic pedagogical-strategies children's general development noticeable contribution Addictive.

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