



MODERN APPROACHES TO DEVELOPMENTAL DISABILITIES IN CHILDREN WITH DISABILITIES

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The direction of oligophrenopedagogy

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Abstract:

Speech plays a crucial role in the formation of higher mental functions. P.K. Anoxin's concept of functional systems is used to explain psychophysiological mechanisms. According to A.R. Luria, the functional system is formed when a child is not ready at birth, but when his mental functions interact with objects and materials. A functional system is a dynamic structure that combines several anatomical and physiological structures to perform a single function and is located in different nervous systems.

Keywords: Verbal communication, psychophysiological

Higher mental functions are formed over the years. It is born of verbal communication and ends with a full symbol of activity (symbolic activity). The mental development and personality formation of a child are inextricably linked with the process of education and upbringing.

Speech plays a crucial role in the formation of higher mental functions. P.K. Anoxin's concept of functional systems is used to explain psychophysiological mechanisms. According to A.R. Luria, the functional system is formed when a child is not ready at birth, but when his mental functions interact with objects and materials. A functional system is a dynamic structure that combines several anatomical and physiological structures to perform a single function and is located in different nervous systems.

Psychologists (A.R. Luria, A.N. Leontiev) have consistently argued that the physiological basis of higher mental functions is not the central nervous system or its individual parts, but the interaction of the functional system in the cerebral cortex. The formation of this functional system in the course of a child's life gradually becomes more complex and functional. This scientific confirmation has changed the perception of the development of the human psyche. Studies by physiologists and psychologists show that the maturation of individual systems of functions is not the same at a particular stage of development: some systems have been formed and some are now being formed.

Therefore, it can be concluded that the system of development of functions is not the same. Each functional system, even individual zones, has its own development program, but they work as a whole. At each age, a certain functional system must be at the level of maturity, otherwise the functioning of these systems cannot be carried out in an interconnected manner (L.O. Badalyan). Thus, mental processes and personality traits are not considered the result of maturity in certain parts or zones of the brain. They accumulate in ontogenesis and depend on the child's social development.

LS Vygotsky generalized the work of his predecessors (G.Y. Troshin, A.S. Griboyedov, E. Segen, M. Montessori, etc.) and developed the concept of anomalous development. At the heart of this concept is the cultural-historical theory of psychological development, which was developed by LS Vygotsky by studying the normative features of development.

The main features of LS Vygotsky's concept of anomalous development are still relevant today. They developed in the 50-90s of the XX century in the works of TA Vlasova, JI Shif, VI Lubovsky, VV Lebedinsky, YE Mastukova and others. Children with developmental disabilities (mental and physical disabilities, developmental delays, developmental problems, need special care) - developmental disorders of the sensory organs, central nervous system or locomotor organs as a result of acquired or buton organic injuries 'Children who have died. In some cases, developmental deficiencies are caused by microsial causes rather than by defects in the central nervous system or analyzers. These include negative forms of family upbringing, social and emotional deprivation. L.S. Vygotsky's ideas about the systematic structure of defects allowed him to divide anomalous development into two groups.

This is a primary defect in the biological nature of the disease, a secondary defect in the social development of the child, in his interactions with the environment. Anomalous development is determined by the time of onset of

the primary defect and the severity of its manifestation. The mechanism of formation of secondary defects may be different, but social factors always play an important role in it. Defects caused by injuries to the visual, auditory, or other structures of the brain vary in nature and depth in children with different types of developmental disabilities. But the common denominator of these cases is that they all affect the child's subsequent development.

The object of psychodiagnostics and psychological-pedagogical correction is mainly secondary defects. The work of several leading experts shows that the primary defects in children are mental disorders, general and minor motor deficits, difficulties in interacting with the environment, changes in the means of communication, inadequate speech, making it difficult to perceive the environment, impoverishing the social experience. LS Vygotsky also noted that the interaction of defects creates difficulties in social adaptation to the social environment. Except for the general laws there are also laws that apply to some children with developmental disabilities.

These specific laws allow us to differentiate between categories of children with developmental disabilities through differential diagnostic criteria. Currently, children with developmental disabilities are divided into several categories:

- hearing impaired (deaf and hard of hearing);
- visually impaired (blind and visually impaired);
- defective limbs;
- children with severe speech defects;
- mental retardation;
- mentally retarded;
- children with severe emotional disabilities;
- children with behavioral disorders;

developmental complexes with two or more primary defects. Psychodiagnostics identifies developmental disabilities and their specific psychological and pedagogical features.

Knowing these characteristics in the child will help to develop a preschool and school education program, the type of educational institution, an individual medical psychological and pedagogical program that suits the child's capabilities. Effective education, upbringing, and social adaptation of children with developmental disabilities depend on an accurate assessment of their developmental opportunities and characteristics. This task can be accomplished through a comprehensive psychological and pedagogical diagnosis of developmental defects.

Psychological and pedagogical diagnostics identifies the shortcomings of children with developmental disabilities, provides an individual psychological and pedagogical approach to him, taking into account the psychophysical characteristics of the child. In short, there are a variety of special education institutions available today.

As a result of careful selection of children, various rehabilitation centers, development centers, mixed groups have been opened, along with special educational institutions that implement special educational programs approved by the Ministry of Public Education of the Republic of Uzbekistan. There are also children with mental and physical disabilities in pre-schools and secondary schools.

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