



## METHODS USED TO EXAMINE MENTALLY RETARDED CHILDREN

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<b>Received:</b> 21 <sup>th</sup> March 2021 <b>Accepted:</b> 3 <sup>th</sup> April 2021 <b>Published:</b> 18 <sup>th</sup> April 2021	We can use a number of methods to examine children with intellectual disabilities. Psychological examination begins with a conversation. The conversation is focused on establishing an emotional connection with the child, on establishing the right attitude to the proposed work.
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Understanding the nature of mental retardation is important, both scientifically and practically, to help diagnose the condition correctly and to prevent errors in staffing schools. "Mental weakness" is not simply a decrease in abilities, a lack of intelligence, but a change in the quality of all aspects of a person. In mental retardation, the child is mainly intellectually impaired, but there are significant defects in the emotional, volitional, behavior. The main task of pedagogy is to distinguish mental weakness from situations in which it has some commonalities, but differs sharply from them. In all cases where mental retardation is confused, we cannot find all the specific features of mental retardation. A careful analysis will certainly reveal that there is no depth of impairment in the intellect, or that the defect is not stable, or that the central nervous system is not organically damaged.

We can use a number of methods to examine children with intellectual disabilities. Psychological examination begins with a conversation. The conversation is focused on establishing an emotional connection with the child, on establishing the right attitude to the proposed work.

Loose, indecisive, cowardly children should be encouraged, praised, and strict and demanding towards rebellious children.

The content of the conversation should focus on identifying the characteristics of the child's perceptions of the environment. The conversation should focus on the child's interests, hobbies and games.

The conversation should be lively and free. It is a good idea to start the conversation with simple questions. If the child refuses to answer the questions, you can offer to look at a picture or a toy and gradually establish contact with the child and direct the conversation in the right direction.

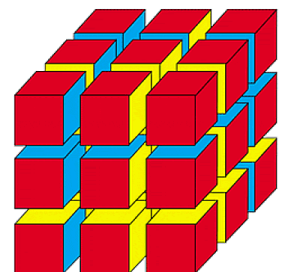
### KOOS CUBES

**Objective:** to determine the level of formation of visual-imaginative thinking, visual-spatial analysis and synthesis, the characteristics of attention and performance, the ability to act in accordance with the purpose and conditions of the task, to be taught.

**Material:** 9-12 identical cubes to check, one side is blue and yellow, the other side is white and red, the third side is blue, the fourth side is red, the fifth side is yellow, the sixth side is white; 10 numbered cards with different patterns.

**Drawing technique:** The child is given a task to see a pattern from cubes by showing a pattern of different shapes. As the task progresses, the child will see a sample picture. Instructions: "Look, a picture is drawn in the picture, which can be folded using cubes. Give it a try. " The patterns are increasingly complicated. When hearing loss is suspected, verbal instruction is accompanied by gestures and demonstrations.

In the process of completing the tasks, the child can be helped in different ways: to further explain the task, to divide the form into its constituent parts, to tell, to show.



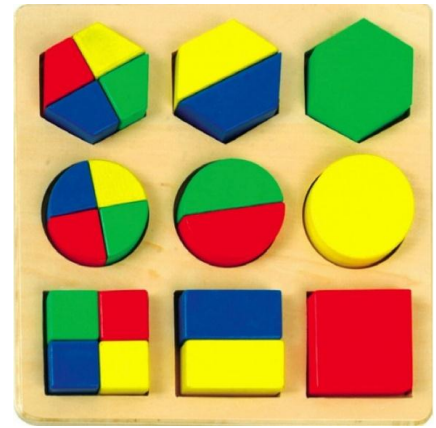
**SEGEN BOARD**

It is recommended that this task be given first when examining a child, as it will be of interest to children.

The methodology is used to determine the understanding of the instruction, the level of knowledge of basic geometric shapes, the state of coordination of movements, spatial estimation, the nature of the activity (holding figures, comparing with pits, etc.).

3 variants of the methodology in the order of complexity are offered.

**Transmission Techniques.** The child is shown a board with the shapes on it. In doing so, the child's attention is focused on the pits where the shapes are placed. The shapes are then poured on the table and the child is asked to reposition them in the recesses. Instructions: "Look, I have a board with shapes. I'll cast the forms, and you put them in their places. "



**EVENT PICTURES**

By showing incidental pictures, the child is focused on understanding the meaning of the task, establishing spatial-temporal and cause-and-effect relationships, as well as determining their understanding of humor.

The process of completing the task is analyzed, i.e. answering questions about the picture, composing a story, emotional response to the picture, and so on. The nature of the assistance provided to the child will be taken into account.

6 (six) versions of the assignment are offered

- A. A meaningful picture
- B. A picture of a hidden event
- V. Event pictures in a clear sequence
- G. Event pictures in a series of hidden meanings
- D. Pictures in an unfinished sequence of events
- E. Stupid, disproportionate pictures



**Transmission Techniques.** Options A, B. The child is shown a picture and asked to tell what it depicts. If the child is not able to tell the story, a question and answer session will be held on the picture.

Sometimes it is enough to ask a question or two, after which the child will create an independent story. If the picture has a hidden meaning, and the child seems to have understood the meaning of the picture from the story, then descriptive or guiding questions are asked.

V, G and D options. Pictures are poured randomly in front of the child; the child is then asked to place the pictures in the correct sequence and create a story based on it.

**Hint:** These pictures show a single event. The beginning in the first, the continuation in the other, so to the end. Arrange all the pictures in the correct order: what happened first, what happened next, and what happened. Write a story about it (tell me what happened). Often, verbal instruction alone is not enough. The child is shown the first picture and then asked to continue the work. If the child does not immediately understand the meaning of the picture, the picture will be shown to him again. If the child does not understand the plot (event) at all, the work is stopped. Sometimes children are unable to set the sequence of pictures because of a gross distraction; but in this case they can explain the content of the story through a series of previously posted pictures.

If a sequence of unfinished event pictures is shown, once the sequence of events has been determined, the child is asked to think about the end of the story: "What do you think, then what happened? What happened? "

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