

FOSTERING PERSONAL QUALITIES IN CHILDREN WITH DISABILITIES

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ABSTRACT

As long as a person lives, he should help and support someone or someone for the rest of his life, benefit society with his strength and knowledge. We need to pay special attention to children with disabilities and not to deprive them of our love. Children with disabilities have their own world, and in order for anyone to interact with them, they must be familiar with this world. That is, they have traits that are radically different from the psychological characteristics of normally developed children. That is why a child with disabilities, from family members to the staff of the educational institution, should be well aware of the essence of the science of special psychology.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In order for a person to be healthy, all the processes in his psyche must be healthy, as well as the analyzers that receive information from the external environment must be healthy. This means that due to psychological changes in the child, it will be more difficult for them to develop personal qualities.

In order to understand and educate children with disabilities, we must first be aware of their spiritual world and inner potential. First, we need to pay special attention to their individual psychological characteristics, i.e., character, temperament, and interests. Each of these categories of children has a unique behavioral world. That is, children with hearing problems have separate traits, children with visual impairments have separate traits, those with speech defects have separate traits, and children with mental disabilities have separate traits.

The psyche of mentally retarded children among children with disabilities is a relatively well-studied network. However, this network is also relatively broadly unexplored in relation to the psyche of normal children.

It is known that each science has its own history of emergence, development, progress, laws. Similarly, the science of mentally retarded child psychology has a certain history of development. The possibility and necessity of learning for mentally retarded children, the need to educate them, are inextricably linked with the development of medicine, especially psychiatry. At the end of the 13th century and the beginning of the 19th century, certain positive views on the treatment, upbringing and education of mentally retarded children emerged and began to take shape. It should be noted that the issues of education of the mentally retarded initially began mainly with children with severe disabilities. It became more difficult after the second half of the 19th century to study, treat, and raise relatively mildly mentally retarded children. In 1858 in the Russian pedagogical literature N.A. Dobrolyubov revealed the peculiarities of a mentally retarded child. He showed that low activity, slow perception, the predominance of dry memorization, monotonous actions, poor adaptation to new conditions, inability to apply their knowledge correctly are the characteristics of mentally retarded children.

The second half of the XIX century At the beginning of the XX century in Russia began to open a number of medical and educational institutions that study, treat, educate and educate mentally retarded children. (Riga, St. Petersburg, Moscow, Kiev) In 1910 in Moscow, the Postovsky brothers opened auxiliary classes for mentally retarded children at the primary school. They also set up an experimental psychological cabinet to study children. In 1911, psychiatrist, Professor GI Rossolimo opened the Institute of Child Psychology and Neuropathology in Moscow.

It was here that specific aspects of the psychology of mentally retarded children began to be explored. Since the 1920s, special psychology, especially the psychology of mentally retarded children, has been introduced into the education system as an independent science. From this period, this problem was included in the system of affairs of state importance and began to receive special attention. In 1925, an experimental defectology institute was established in Moscow. Under the leadership of L.S. Vygotsky (1896-1934) the study of regular, consistent mentally retarded children began. The mature psychologist D.S.Vngotsky left a great theoretical legacy in the field of special psychology. And, rightly so, is the founder of oligophrenopsychology. In 1935, LV Zankov headed the laboratory for the study of the psyche of mentally retarded children. In 1943, the existing Experimental Defectology Institute was transformed into the Defectology Research Institute. The institute was headed by TA Vlasova until 1985.

Theoretical researches of our country and advanced foreign defectologists, as well as the advanced experience of the auxiliary school show that mentally retarded children have the opportunity to develop in a special educational environment. Ignorance of the features of mental development of children with intellectual disabilities, stages of development, as well as the characteristics of their acquisition of knowledge leads to great difficulties in their daily work for speech pathologists.

Oligophrenopsychology, like other sciences, is inextricably linked with various disciplines. These include oligophrenopedagogy, psychiatry, physiology, speech therapy, general and child psychology, and other disciplines. The specificity of the psyche of mentally retarded children is studied in connection with the results of modern advanced science. Given that the development of normal and defective children takes place on the basis of common, unique laws, the science of normal child psychology serves as a scientific basis for the psychology of mentally retarded children. However, the development of mentally retarded children takes place in a unique way. Psychology of mentally retarded children also draws on the achievements of early childhood psychology. It works by knowing at what age, what moods, to what extent it grows and develops. Pedagogical psychology also provides sufficient information for the psychology of mentally retarded children.

In children with hearing problems, the sensitivity of the downloading body instead of the hearing analyzer is strongly developed i.e. they feel a lot through body vibrations. The second additional intuition is this vision, that is, the correct understanding of the facial expressions and actions of a person.

In children with visual impairment, the skin analyzer replaces the vision analyzer. Any information given to a child must be formed in the child's imagination, if it is an object or an object, then it must inevitably lead to the creation of the imagination when the child touches or touches it.

In mentally retarded children, this is a bit more complicated because we know that in them, due to organic injuries, cognitive activities are permanently impaired. As we teach them to serve themselves in life and daily activities, the image and concepts we give them should be as simple as possible.

Children with a speech impediment are an exception because they are intellectually healthy, and we only address deficiencies that are caused by speech impediments. Psychologist L.S. Vygotsky, while commenting on children with disabilities, first of all shows that they need to be able to distinguish between primary and secondary defects. "The first and most common defect is the underdevelopment of psychological functions. At the heart of this lies memory thinking, character disorders. The main sign of the development of a mentally retarded child is a violation of the connection between biological and cultural development

First of all, before properly understanding the personal qualities of these children, we need to get acquainted with the state of development of their higher nervous system activity. To do this, we need a deep understanding of the essence of the science of the basics of diagnostics of defects in the development of children. More precisely, it is necessary to be aware of medical knowledge as well. This is because the child's level of intelligence must be able to understand the information we are giving, as well as be able to put that information into practice or perform a given task.

In conclusion, in the training of defectologists working with children with disabilities and in retraining and advanced training courses in this specialty, we need to instill in teachers the content of these disciplines and develop their skills to work with these children. The main task of each of us is to prepare children with disabilities for life, to eliminate their symptoms.

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