

Formation Of Independent Life Skills In Mentally Retarded Children

Mamatkulova Lobar Tolibjonovna

PhD, Teacher of the Department of Speech Therapy of the National Pedagogical University of Uzbekistan named after Nizami, Uzbekistan

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Abstract: This article covers the theoretical and pedagogical foundations, psychological characteristics and content of correctional and developmental work for the formation of independent life skills in mentally retarded children. The author analyzes the importance of self-service, organization of daily life activities, adaptation to the social environment and development of life competencies in children with mental retardation. The article explains the problems encountered in this category of children - poor attention, insufficient development of motor coordination, difficulties in organizing independent activities, shortcomings in communication and social adaptation, based on scientific sources. The effectiveness of game technologies, modeling, practical exercises, step-by-step training and motivation methods in the development of independent life skills is also substantiated. The study highlights the important role of family, teacher and specialist cooperation in the process of special pedagogy and remedial education. The author emphasizes that the development of independence in mentally retarded children is an important factor in their future successful integration into society, active participation in labor activities and finding their place in social life. This article is of scientific and practical importance for educators, researchers and parents working in the field of special pedagogy, defectology and inclusive education.

Keywords: Mentally retarded children, independent life skills, special pedagogy, remedial education, social adaptation, life competencies, self-service, pedagogical technologies.

Introduction: Today, the development of the special education system, the successful integration of children with disabilities into society and ensuring their social adaptation are one of the priority areas of state policy. A number of laws, presidential decrees and resolutions aimed at improving the education system in the Republic of Uzbekistan pay great attention to the issues of comprehensive support for children with special educational needs and the development of life competencies in them. The formation of independent life skills in mentally retarded children is of great importance for their future adaptation to social life, participation in labor activities and acquisition of self-service skills. The specific features of the mental development of mentally retarded children create certain difficulties in the processes of organizing daily life activities, communication, decision-making and

independent action. The formation of independent life skills in them should be carried out on the basis of special pedagogical approaches, correctional and developmental methods and practical exercises. In this process, taking into account the age and individual capabilities of children, linking educational work with life, and strengthening cooperation with the social environment are important factors. One of the urgent issues is the study of the problem of forming independent life skills in mentally retarded children on a scientific and pedagogical basis, the development of effective methods and technologies and their implementation in practice.

The problem of developing various skills in children with mental retardation is fully reflected in the psychological and pedagogical literature (G.G. Zak, Yu. Karvyalis, E.L. Kovaleva, V.V. Korkunov, V.F. Machikhina, S.L. Mirsky,

N.P. Pavlova, V.A. Pashkov, B.I. Pinsky, V.I. Lubovsky, E.A. Strebeleva, etc.). [6]

The development of self-service skills in children with intellectual disabilities has been studied by J. Piaget, L. S. Vygotsky, M. Montessori, S. D. Zabramnaya, V. V. Voronkova, S. A. Kazakov, and others. [1]

Self-service is, first and foremost, the desire and ability for independence. As G.V. Belokurova noted, "By limiting the child's initiative, adults can cause problems in the relationship between the child and adults. [5]

According to researchers, self-service skills are the ability of a child to perform basic daily tasks without the intervention of others. These include skills such as dressing, feeding, washing hands, going to the toilet, bathing, and maintaining personal hygiene.

The most important ones that need to be achieved independently are eating, going to the toilet, personal care, dressing, and undressing. This is a very important issue for parents and teachers, since children with developmental delays cannot perform these important functions independently for a long time. These self-service activities should be included in daily activities at home, in preschool, and at school. Teaching these skills prepares children for adulthood, independence, and social and family life.

A child with intellectual disabilities can successfully integrate into society integration largely depends on the development of their self-service skills and the ability to independently organize their daily lives. Therefore, the main goal of special education is to prepare each child for independent life without the help of others. In general, the entire process of educating and raising a child with mental retardation is aimed at ensuring a certain level of quality of life and their social adaptation.

Mentally retarded children cannot independently follow the rules of personal hygiene, including brushing their teeth, bathing, washing their hands and combing their hair. They do not know how to dress and how to choose appropriate clothes for different situations. They do not have sufficient skills to feed themselves, cannot prepare breakfast or snacks themselves, and also find it difficult to help themselves with cleaning their house, folding clothes, collecting toys, dusting, setting the table, etc. They rarely perform objective actions, are stuck in the initial way of performing them, and stereotyped actions and tend to be persistent. They

may need constant help and direction from adults, and may need extra time and guidance to master skills such as eating, dressing, or using the toilet. Lack of coordination, asthenia, lethargy, decreased muscle tone, and impaired sense of movement and pace and rhythm are observed. For example, they may have difficulty buttoning, tying shoelaces, or using utensils. Children with intellectual disabilities may have difficulty concentrating, which makes it difficult to perform some self-care tasks. For example, they may become distracted while washing their face or teeth. They may have limited social skills, which may make it difficult to interact with others and perform self-care tasks in public places, such as public restrooms. Children with intellectual disabilities may need adults to perform self-care tasks need help. They may need constant supervision, help with routine tasks such as hygiene or dressing.

By teaching children with intellectual disabilities general labor skills, educators not only develop independence in household chores, but also achieve the most important goal of a special school - the correction of mental disabilities in children with intellectual disabilities. As is known, practical methods include exercises and simulations of real-life situations. These methods are widely used in self-service skills classes. Exercises develop motor skills, without which it is impossible to correctly perform various tasks.

The main method of developing skills is to demonstrate the execution of each elementary movement and their sequence. Introducing children to the method of performing a new movement always requires a detailed demonstration and explanation of each movement in its sequence.

It is important to maintain the same method and sequence of movements when teaching dressing, washing, and personal hygiene. If the child does not understand how to perform the exercises, they should be patiently and carefully explained and shown again.

To teach children to dress and wash correctly, first of all, you need to make sure that they understand how to do these things. Then you need to constantly practice them. Over time, the necessary, long-term skills develop. Some children need less time to master a particular skill, while others need more time.

These skills can be effectively developed using specific

methods and developmental approaches.

1. Play-based development - using play activities to help children understand the purpose and tasks of self-service. Use a variety of educational games that help develop self-service skills, such as dressing, eating, washing hands and face, etc.

2. Gradual introduction of skills - starting with simple self-service activities and gradually increasing the complexity of the tasks. For example, asking to put on clothes independently, then gradually adding other activities, such as buttons or laces.

3. Modeling - it is important to show children how to perform self-service tasks correctly. Show them an example and teach them to follow what they observe based on this example.

4. Gradually increasing independence - as children learn to perform self-service tasks, teach them to be more independent. It is necessary to create opportunities for them to practice and continue to develop by providing appropriate tasks for their performance.

To develop certain self-service skills in children with mental retardation, it is necessary to use various teaching methods, such as exercises, didactic games, etc. The regularity of repetitions in the process of forming self-service skills and the positive emotional environment created by encouragement indicate the child's success in his activities.

These methods and development approaches help children with mental retardation develop self-service skills and gradually become independent and self-sufficient. However, it is important to remember that each child is not the same and has unique needs. Therefore, it is recommended to adapt the exercises to the specific skills and abilities of the child.

In conclusion, the formation of independent life skills in mentally retarded children is of great importance for their social adaptation, independent organization of daily activities, and finding their place in society. The process of developing these skills will be effective only if it is organized on the basis of a special pedagogical approach, correctional and developmental methods, and practical activities. The gradual formation of such vital competencies as self-service, communication, participation in labor activities, and independent decision-making in them expands their opportunities. At the same time, the establishment of cooperation

between the educational institution, family, and specialists further strengthens the readiness of children for independent life.

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