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CHARACTERISTICS OF THE FORMATION OF EXHIBITION IMAGERY THINKING IN MENTALLY PAINTED STUDENTS

Submission Date: May 13, 2023, Accepted Date: May 18, 2023,

Published Date: May 23, 2023

Crossref doi: <https://doi.org/10.37547/ijp/Volume03Issue05-12>

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ABSTRACT

In this article, the characteristics and tasks of the formation of visual image thinking in students with mental retardation are highlighted. It has been shown that the thinking of mentally retarded students is frozen in one place and inertness, slowness of pace, lack of development of abstract thinking affects almost all mental operations.

KEYWORDS

Mental retardation, disability, thinking, thinking, correctional-pedagogical work, organic injury, primary and secondary disability.

INTRODUCTION

In the studies, it was noted that mental retardation is related to persistent impairment of cognitive activity as a result of organic injury of the central nervous system (S.Y. Rubinshtein, G.YE. Sukhareva). Disturbances in conditioned reflex activity, interaction of excitation and inhibition processes, and interaction of the first and second signal systems in children with mental retardation, all of which show that the child's mental activity is disturbed on the basis of physiological bases and mechanisms. raised According to L.S. Vygotsky's theory, the mental development of mentally retarded children is determined by the intensity of the primary and secondary defects.

THE MAIN RESULTS AND FINDINGS

Often, as a secondary syndrome, higher mental functions in mental retardation, i.e., memory, thinking, and character disorders are observed.

The grouping of mental retardation is determined by the degree of intellectual disability (V.G. Petrova, V.I. Lubovsky, A.P. Gozova, I.G. Yeremenko, V.V. Kovalev, T.YE. Sukhareva).

Some researchers have noted in their work that mental retardation is manifested in the slow formation of various mental functions. Mental retardation is caused by organic injury of the brain due to infectious diseases

and various other diseases occurring at an early age in prenatal, intrapartum and postnatal periods.

Stiffness and inertness of thinking of students with mental retardation, slowness of pace, lack of development of abstract thinking affect almost all mental operations. For example, analysis is characterized by the lack of systematicity and the selection of only the main signs of the surrounding things. An analysis characterized by the lack of systematicity and the selection of only the most significant signs of the surrounding reality. Synthesis is characterized by the lack of connections between different parts of things, which undoubtedly leads to difficulties in forming concepts about the properties of things and its meaning.

The comparison is made not according to the main, important features of the object, but according to its insignificant, sometimes even insignificant features. Abstract thinking is characterized by the inability to understand the meaning of words and the inability to apply knowledge about general relationships. In critical thinking, students cannot independently analyze the work done, notice and correct their mistakes, cannot immediately understand the purpose of the task, create a plan of action or listen to the teacher's instructions to the end.

Students with mental retardation need more time to learn information than students with normal development [14].

For students with mental retardation, performance of tasks will be at a low level:

- 1) students do not know how to analyze; 2) low activity;
- 3) practical work is needed to reveal the nature of the subject; 4) low level of perception.

In students with mental retardation, it is shown that it is aimed at focusing attention and relying on mental operations, taking into account the features shown in the development of visual thinking. Psychological development of the child requires corrective and pedagogical work. It is necessary to solve the following tasks with the development of figurative thinking in students with mental retardation:

- creation of the necessary conditions for the development of figurative thinking;
- ways to form orientation and implement it in solving practical issues;
- inclusion of speech in the process of solving all cognitive tasks;
- formation of the ability to rely on past practical experience in solving problems;
- formation of the understanding of cause and time relations;
- forming the ability to perform tasks for classification, generalization and comparison;
- formation of necessary conditions for the development of verbal and logical thinking.

It is the mastery of figurative forms of cognition that leads students with mental retardation to logically understand the rules, and the exhibition helps to develop figurative thinking. Having studied the special literature, we came to the conclusion that one of the indicators of mental retardation is the lack of cognitive development. Figurative thinking in students with mental retardation is characterized by specific features that can be determined using specially selected diagnostic tools.

For students who are developing under the age of 7, educational activity becomes a leading activity, which is characterized by acquiring new knowledge, skills, and gathering systematic information about the world, nature, and society.

Based on the analysis of psychological and pedagogical literature, we have come to the conclusion that students are able to identify important features between objects around them, relying on visual thinking. Students who develop normally, relying on their life experiences, quickly absorb concepts that reflect the important laws of events.

Later, normally developing students move from visual-image thinking to abstract-logical thinking. abstract-logical thinking leads to the restructuring of all mental processes: it allows the child to solve problems based on internal properties, important properties and relationships. According to E. S. Galanjina, normally developing students solve problems faster and easier if they rely on clear images of objects, images or actions. At first, they remember interesting, emotionally colorful, unexpected and new things that made the biggest impression on them. As a result, normally developing students do not have difficulties in solving problems based on the exhibition, they easily imagine situations based on visual perception, not performing practical actions with objects, this exhibition affects the formation of figurative thinking. Unlike typically developing students, the primary activity of students with mental retardation is play. Analyzing the psychological-pedagogical literature, it should be noted that the delay in the development of thinking is one of the main indicators characteristic of mentally retarded students.

The analysis of psychological and pedagogical literature showed that the delay in the development of thinking of students with mental retardation is one of their characteristic indicators. Psychologists and pedagogues emphasize that the development of thinking in students with mental retardation should involve their independent implementation of practical activities. (J.I.Shif, V.N.Sinev). Demonstration-

movement and demonstration-image thinking in mentally retarded students also develop on the basis of the same laws. According to many studies, it is said that the development of all types of thinking of students with mental retardation lags significantly behind children with normal development. The exhibition is a model for figurative thinking and solving mental problems according to imagination.

In normally developing students, visual-image thinking is mainly formed at preschool age. The analysis and synthesis of perceived and described things is not well developed in students with mental retardation.

T.A.Protsko studied visual-image thinking of students with mental retardation. The author identified a number of features characteristic of the development of visual-image thinking of students with mental retardation.

During the perception of things, their analysis operations were fragmentary, poor, insufficient, unsystematic. Attention to specific external features (color, size, familiar shape); to some conspicuous parts; focuses on some functional features that occur in a situation known to children. In the oral description of perceived objects, students do not distinguish the important signs of objects, even if it is necessary in speech.

CONCLUSION

As a result of the study and analysis of the literature, we witnessed that the visual-image thinking of students with mental retardation is not sufficiently developed compared to children with normal development. There are difficulties in the process of using images, which affect the general development of visual-image thinking in students with mental retardation. The results of the study of visual-visual

thinking of students with mental retardation in the literature serve as a basis for organizing and conducting a psychological-pedagogical experiment.

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