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Research Article

TECHNOLOGY OF FORMATION OF ELEMENTARY MATHEMATICAL IMAGINATION OF PRESCHOOL CHILDREN WITH DELAYED MENTAL DEVELOPMENT

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ABSTRACT

In this article, the problems in the development of elementary mathematical imagination of children with impaired mental development in preschool age and its negative impact on education are given undeniable information.

KEYWORDS

Special pedagogy, educational system, elementary mathematical ideas, activity, action.

INTRODUCTION

The future of our country directly depends on the scientific potential, talent and independent thinking of today's young generation. That is why the education of knowledgeable, mature and mature individuals with a broad outlook has been raised to the level of a priority. After all, as President Sh.M. Mirziyoyev stated, "It is very important for our youth to grow up to become people who think independently, have high intellectual and spiritual potential, and are not inferior to their peers in any field on the world scale. "We will mobilize

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all the strength and capabilities of our state and society for

These decisions and decrees are also relevant for special preschool education organizations with developmental disabilities.

THE MAIN RESULTS AND FINDINGS

Caring for children and adolescents who are an integral part of the population in need of special assistance, healthy and well-rounded upbringing, social protection of their personal rights, appropriate organization of the educational process, development of normal children urgent issues such as ensuring that people find their place in the development of society as a result of comprehensive equalization have never been excluded from the policy of our state.

The formation of elementary mathematical ideas of mentally retarded children implies not only the acquisition of certain knowledge and skills, but also the general development of their cognitive abilities, such as perception, memory, thinking, and imagination. The work carried out in this direction allows them to teach important methods of mental activity, perform mental operations such as analysis, synthesis, comparison, generalization, concretization.

The organic disorder of a child whose mental development has slowed down, lagging behind normal peers, is clearly manifested at the pre-school stage. In them, insufficient formation of thinking in the formation of concepts of elementary mathematics determines the relevance of the topic. At the same time, the formation of mathematical ideas plays an important role in preparing them for social life.

A child's speech should have a certain amount of vocabulary, the ability to form words and sentences. In order to acquire mathematical knowledge in the program, the child is required to have knowledge about the number, size, and structure of objects, and to have practical skills based on different dimensions of objects (length, height, width). Children with mental retardation have a somewhat simpler set of knowledge than their normal peers.

In everyday life, almost every day, one encounters situations where it is necessary to perform various operations with numbers and numerical expressions, work with mathematical concepts, and perform calculations. Mastering mathematical concepts is one of the effective means of correcting deficiencies in mental development of preschool children. At the same time, this process is the most difficult for preschool children with mental retardation.

There is a need to stimulate cognitive processes through various games in the formation of elementary mathematical concepts of mentally developed children. It is necessary to form the elementary mathematical ideas of children with mental retardation through play, thereby gradually teaching them to do simple arithmetic work that will be necessary in their future life. When giving elementary mathematical concepts to children with mental retardation of preschool age, every defectologist or educator should know the specific characteristics of each child, that is, the level of mental development, and deal with each child individually.

The use of various methods in the formation of elementary mathematical ideas of children with mental retardation of preschool age gives positive results. For this reason, we recommend using the following methods in the formation of mathematical concepts.

"SEPARATION AND ASSEMBLY OF THE PYRAMID" method

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Test material: pyramid with 3 and 4 rings.

Purpose: to check the level of size discrimination, the formation of exhibition-active thinking.

Testing method: in front of the child's eyes, people are gathered in a pyramid saying "first we will shoot the big one, now the smaller one, the smaller one and the smallest one." Then the child is invited to spread the pyramid and collect the balls, taking into account the size of the balls.

Execution:

From 2 years to 2 years - 2 months - collects a 3-ring pyramid taking into account the size of the rings.

From 2 years old to 3 years old - collects a pyramid with 4 rings, taking into account the size of the rings.

"Seasons" method. This method is intended for children from 3 to 4 years old. The child is shown a picture and, looking carefully at these pictures, is asked which season of the village is depicted in each part of the picture. 2 minutes to complete the task During the allotted time, the child must not only tell the seasons, but also why they are so and show the signs of the seasons and justify that this part belongs to this particular season.

Evaluation of results:

10 points - during the given time, the child can correctly tell the seasons in the picture in relation to each other and show two signs of each season (if a total of 8 signs of each season are shown) will cry;

8-9 points - if the child correctly tells each season in the picture in relation to each other and can correctly indicate up to 5-7 signs of the seasons in total;

6-7 points - the child can correctly determine the seasons, but can show a total of 3-4 signs of the seasons confirming his opinion;

4-5 points are given if the child can identify only 2 of the seasons and shows a total of 1-2 signs of the seasons confirming his opinion;

0-3 points are given if the child cannot correctly identify any of the seasons and cannot indicate any of the signs of the seasons (these points depend on whether the child tried to find the seasons).

Making a conclusion about the level of development.
10 points - very high

8-9 points - high

6-7 points - average

4-5 points - low

0-3 points - very low

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