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TECHNOLOGIES FOR THE DEVELOPMENT OF VISUAL PERCEPTION OF PRESCHOOL CHILDREN WITH MENTAL DISABILITY

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ABSTRACT

This article details the importance of visual perception in preschool children in the formation of other mental functions, as well as the features of the formation of visual perception in Mentally Retarded Children of preschool age.

KEYWORDS

Psychic functions, mentally retarded children, visual ID, intuition, objectivity, subjectivity, sensory norm, negative impact, undifferentiated.

INTRODUCTION

Everyone has the ability to sense and perceive things around them. A person sees the blueness of the sky, the greenness of tree leaves, hears various sounds from the street, feels the coldness of some things, the heat of others. A person thinks and speaks, that is, he

has thinking and speech. We remember past events and events through memory and imagination, and we dream about the future.

A person aspires to something, shows perseverance and determination to achieve his goals, and uses his will. In some cases, mental processes have a more complex and stable appearance, their activity is manifested as increased or decreased, they bring certain experiences to the field.

THE MAIN RESULTS AND FINDINGS

Each person is distinguished from others by some stable personal characteristics, a certain level of stable mental qualities.

Mental processes, states and characteristics are not immutable phenomena, they develop and change during a person's life and activity. These changes, like all changes in nature and society, are subject to certain laws.

A child's personality and his personal psychological characteristics are formed not as a result of the irregular influence of some random factors, but as a result of the legal influence of certain concrete factors. A child's preschool age, from 3 to 7 years old, is a large part of childhood. Basically, from this period, the child's independent activities develop and personal individual characteristics (personal qualities) begin to form. The child actively learns and acquires all the achievements of mankind. In this, the world of objects, as well as actions performed with their help, language, relations between people, development of motivations for activity, growth of abilities, should be carried out with the direct help of adults.

In fact, the period of the child's preschool age is such a meaningful and active period that this period will certainly have an impact on the child's future growth. Therefore, the period of preschool age is very responsible in terms of the power of influence.

These changes in the preschool child's living conditions will not affect his physical and mental development. Due to the fact that the analyzers of preschool children are well developed and they have the opportunity to move freely, they develop quickly mentally during this period.

The development of perception in children is related to the gradual improvement of sensory organs, that is, analyzers. However, perception is not a process that depends only on the sense organs. In addition to the senses, the entire life experience of a person is involved in the process of perception. Therefore, the development of perception is inextricably linked with the increasing life experience and the acquisition of various knowledge.

One of the characteristic aspects of the perception of preschool children is that they are based on the visible signs of these things when perceiving different things. However, due to the fact that their experience is not yet sufficient, that is, they cannot fully understand the essence of many things, they cannot reflect the most important and general signs related to the essence of things. In their perception of things, they are based only on clear perceptions.

Insufficient life experience in preschool children sometimes hinders the development of their perception.

Preschool children cannot analyze things deeply during perception.

Perception is to reflect the unique features of objects and events as a result of understanding them in a holistic form. Perception is carried out by the action associated with the examination of the perceived object, the construction of its image. Perception is a very complex, systematic, multi-stage process that

reflects and regulates the child's behavior. Perception is considered both as a process of forming a subjective image of an object or event that directly affects the senses, and as this image itself, and as a system of actions aimed at familiarizing the human analyzer with the object. Sensory development is the development of processes of perception and ideas about the objects and events of the surrounding world in a child.

Visual perception plays a major role in the child's mental development, in the formation of ideas about the objects and events of the surrounding world. Visual perception is a complex task, during which the analysis of a large number of stimuli affecting the eye is carried out. The more perfect the sense of sight, the more varied the quality and strength of the senses. A person receives the main amount of information about the world around him by sight.

Visual perception is a complex process that includes various components: independence, purposefulness, visual abilities, analytical and synthetic activity of the visual analyzer, volume and permanence of perception. The subjectivity of perception is manifested in the superior selection of certain objects and events among their variety. Subjectivity is related to the orientation of the person, depends on the child's motivation, attitude, interests, emotional-volitional sphere and attention. The formation of the objectivity of perception is carried out in the course of the child's subjective-practical activity. When a child feels with his hands and looks at an object, when he makes eye movements, the object of perception is formed on the basis of tactile-motor and visual interaction. Thus, perception is the leading cognitive skill of preschool age. is a process and performs a unifying function: first, perception combines the properties of objects into a unified image of the object; secondly, it unites all cognitive processes in a joint coordinated work on

information processing and acquisition; thirdly, perception combines all the experience received about the surrounding world in the form of an image of objects and forms a complete image of the world.

Mankind has distinguished a certain standard system of sizes, shapes, colors, tones. Their endless variety has been reduced to a few main types. A child who acquires this type of system acquires, as it were, a set of standards against which any newly perceived quality can be compared and properly defined. The assimilation of these ideas allows the child to optimally perceive the surrounding reality.

Sensory norms are a system of geometric shapes, a scale of values, scales of weight, a range of heights, a spectrum of colors, a system of phonemes of the native language, etc. All these standards must be mastered by the child. The system of standards includes: the primary colors of the spectrum (red, orange, yellow, green, blue, indigo, violet, white and black), five shapes (circle, square, rectangle, triangle and oval), three different sizes (large, medium and small).

Visual perception develops in children from birth. When the mother bends over the baby and tries to focus her eyes on his face, the functions of visual analysis already begin to work in her brain. Toys of various objects hanging over the crib at different distances from the child's eyes also help to develop this function.

Much of preschool learning happens through play. This also applies to the development of visual perception. Mothers often entertain babies by moving a bright object in front of the baby's eyes, zooming in and out, moving it to the right and left. Many children really like to watch the toy, but it is not only a game, but also the development of visual perception.



Seeing and visual perception are not the same concepts.

Standard child psychology has a large experimental material on perception and perception. Spatial perception occurs on the basis of joint activity of vision, movement and skin analyzers. Perception of time is the result of joint activity of hearing, movement, interoceptive analyzers. I.M. Sechenov proved that in any process of perception there is partial knowledge. The increase of conditioned reflexes occurs on the basis of perception. This happens very quickly in normally developing children. In mentally retarded children whose brains are damaged by various diseases, intuition and perception are formed slowly and progress based on their own characteristics and deficiencies. In the process of knowing, intuition and perception have a special place and are preserved throughout life. Characteristic of mentally retarded children: slow, narrow, superficial perception has a great negative impact on the child's entire mental development in later periods. Psychologists: I.M. Solovyov, K.I. Veresotskaya, M.M. Nudelman, E.M. Kudryavtseva and others have studied the features of intuition and perception of mentally retarded children in various directions. In particular, K. I. Veresotskaya studied the narrowness and superficiality of visual perception of mentally retarded children.

M. M. Nudelman's scientific investigations show that the slowness of perception in mentally retarded children comes with its narrowness. I.M. Solovyov said that the existence of many items and many things seems to have few items and few things for mentally retarded children. Normal children see things instantly, but mentally retarded children see very slowly. Mentally retarded children cannot grasp the main idea, concept, thing quickly. According to E.A. Evlakhova, mentally retarded children cannot distinguish the facial

expressions of the people depicted in the pictures. They cannot fully understand and distinguish the colors of paint in large-scale pictures and small-scale landscapes. Mentally retarded children are also distinguished by the fact that their perception is not differentiated. Experimental data shows that mentally retarded children confuse similar things: a clock, a compass, a cat, and an apple. J.I. Schiff's scientific work shows that mentally retarded children cannot perceive colors well, and they mix colors that are close to each other without being able to distinguish them.

Another characteristic of the perception of children with mental retardation is that their perception is not active. They only see the things and objects shown on the surface. If the pictures, objects, and objects shown are rotated and displayed in a different way, these children will be in trouble.

The increase in life experiences and knowledge of mentally retarded children helps to a certain extent in the formation and development of intuition and perception. It is possible to shape the thinking of mentally retarded children based on the development of intuition and perception.

Perception is a holistic reflection of the direct impact of the surrounding things and events on our sense organs. Children with mental retardation have a reduced ability to adapt to impressions, which is found in normal children. At the same time, the development of these feelings in mentally retarded children is very slow until the age of 5-6 years. The physiological basis of perception is formed by complex conditioned reflex connections. Any violations of conditional reflex connections in mentally retarded children lead to cognitive defects. The process of perception goes along with other mental processes: sensations, imagination, thinking and speech. Individual psychological characteristics of a person also affect the

delay of perception. The lack of development of different aspects of the spirit has a negative effect on the formation of perception.

Due to the reasons mentioned above, the perception of mentally retarded children has a number of shortcomings. These include the lack of clarity, lack of thought, incompleteness, generalization, and impaired speed of perception. As a result of lack of development of interests and desires in children with mental retardation, their perception is not devoid of selectiveness.

Due to the fact that the process of perception plays a major role in the development of the cognitive activity of mentally retarded children, it is necessary to further study the features of this process in mentally retarded children and to determine the ways of its development.

Mentally retarded children of preschool age differ significantly from their healthy developing peers. A preschool child usually goes through major changes in all mental development. His cognitive activity increases tremendously - perception, visual thinking develops, the beginnings of logical thinking appear. The growth of cognitive abilities is helped by the formation of semantic memory and voluntary attention. It significantly increases the role of speech in knowing the world around us, in communication, and in the types of children's activities.

Children with mental retardation often do not understand the existence of a problematic situation, and in cases where there is general understanding, they do not associate the search for a solution with the need to use aids. Although from childhood they are surrounded by man-made objects as aids or tools, their mastery always occurs in a situation that is not understood by children. If children use an auxiliary tool

with the help of an adult, they do not generalize their movement experience enough and cannot use it to solve new problems, which is manifested in not transferring the experience to a new situation.

Children with mental retardation do not actively search for a solution, they often remain indifferent to the result and the process of solving the problem, even when the task is set.

By the end of preschool age, more than half of children with mental retardation reach the cognitive level at which children normally begin preschool age. Perceptual orientation occurs in them based on the acquisition of certain norms, which is facilitated by the acquisition of words denoting properties and relationships. In some cases, in children with mental retardation, word selection is better than model selection, because the word emphasizes a feature that the child needs to perceive. Mentally retarded children choose according to the model, that is, they use visual orientation, but they do not use the methods of trying, moving. They cannot correct their mistakes, because they do not use tests, practical directions. There are no real tests in the child's actions, only formal actions that resemble them externally. This is due to the lack of research and orientation of children with mental retardation. In mentally retarded children, the development of perception is uneven, the learned norms turn out to be unstable and unclear, the learned method of action does not transfer from one situation to another. The relationship between the perception of a characteristic, knowing its name, the ability to act on the basis of this characteristic, and the ability to make simple generalizations based on it is very complex.

CONCLUSION

In conclusion, it can be noted that we have determined the need to develop visual perception as a mental process. Visual perception helps regulate various mental functions. We were able to understand that visual perception becomes a type of mental activity that controls and regulates the development of mentally retarded children of preschool age.

First of all, due to the fact that the process of perception plays a big role in the development of the cognitive activity of mentally retarded children, it is necessary to further study the features of this process in mentally retarded children and to determine the ways of its development. Children with mental retardation often do not understand the existence of a problem situation, and in cases where there is general understanding, they do not know the need to use aids to find a solution.

Secondly, it was found that mentally retarded children of preschool age have difficulties in sequencing, summarizing, distinguishing and naming units of shape, color, size. They are characterized by weakening of visual perception, slowness of the process of analysis and comparison. In children with mental retardation, the development of visual perception is uneven, the learned norms and the learned method of action do not transfer from one situation to another.

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