The OSCAR PUBLISHING Services
International Journal of Pedagogics

VOLUME Vol.05 Issue10 2025
PAGE NO. 243-245
DOI 10.37547/ijp/Volume05Issue10-59

Teaching Students To Use Elementary Mathematical Skills In Everyday Life

Khamidova Muyassar Polsaidovna

Professor, Acting, Candidate of Pedagogical Sciences Uzbek National Pedagogical University Department of Oligophrenopedagogy, Uzbekistan

Received: 26 August 2025; **Accepted:** 22 September 2025; **Published:** 24 October 2025

Abstract: The article reveals the content of correctional developmental work aimed at developing elementary mathematical concepts and skills for applying them in everyday life in mentally retarded students. The correctional course program "Interesting Mathematics" developed within the framework of the study substantiates effective methods for forming mathematical ideas in students through games, labor and visual activities. The program was developed taking into account the individual psychological and physical characteristics of mentally retarded children, and it reflects such areas as the development of cognitive processes, the formation of spatial-temporal representations, and the strengthening of social and household skills. The use of didactic games, practical tasks and verbal methods in correctional classes develops positive motivation, speech activity and logical thinking in students. The results of the study showed that such classes, organized on the basis of a systematic and individual approach, contribute to the thorough mastering of elementary mathematical concepts and their application in real life situations.

Keywords: Mentally retarded students, elementary mathematical concepts, correctional developmental program, "Interesting mathematics", cognitive activity, didactic game, social and household skills, spatial and temporal perception, individual approach, special education.

Introduction: For more effective correctional work aimed at increasing the level of formation of elementary mathematical concepts and skills of their application in everyday life in mentally retarded students, it is necessary to involve extracurricular activities.

As part of the research conducted, a correctional and developmental course program was developed to develop elementary mathematical concepts and skills of their application in everyday life among mentally retarded students.

The program is designed taking into account the main didactic principles: availability, scientificity, systematicity and correction orientation;

When developing the work program, the individual psychological and physical characteristics of children are taken into account.

The purpose of the program: to form elementary mathematical concepts and skills of their application in everyday life in mentally retarded students.

The tasks of the program: to form elementary mathematical concepts on an integrated basis using various types of activities: games, elementary labor, fine arts.

Correctional educational tasks:

1. To form an idea of shape, color, size;

2. To form subject practical activity skills based on volumetric and spatial objects;

3. To form spatial-temporal representations and teach to aim;

Correctional developmental tasks:

1. To form elementary communication skills;

2. To clarify the level of formation of elementary mathematical representations in students

3. To identify potential opportunities for the development of elementary mathematical representations in students;

4. To form and strengthen social and household skills in students associated with the use of elementary

mathematical concepts.

Correctional educational tasks:

1. To educate and develop the student's ability to enter into communicative communication with others

2. To form a positive emotional attitude to the lessons on the development of elementary mathematical representations.

3. To develop interest and need for emotional communication with the teacher and children during the lesson (using verbal and non-verbal means).

4. To form the skill of adequately using toys in accordance with their functional purpose (together with adults, imitating the actions of adults)

General characteristics of the correctional developmental course

"Interesting mathematics"

Students with mental retardation experience great difficulties in mastering mathematical concepts due to insufficient development of cognitive activity. Difficulties are especially pronounced in actions with objects and toys that have a mathematical content. The emergence of these difficulties is mainly associated with the characteristics of the psychological and physical development of children in this category. In particular, the underdevelopment of sensory-perceptual processes and motor functions affects the performance of practical actions with objects. General motor disorders significantly affect the spatial orientation of students. They experience difficulties in moving around the classroom, in the playroom, etc., performing movement exercises, playing games outdoors, determining directions of movement, finding parts of their own body, and aiming at a table and a sheet of paper. The underdevelopment of all mental functions in mentally retarded students leads to the inability to learn even the elementary foundations of mathematics based on a specially developed work system.

The content of the correctional developmental program includes five blocks aimed at developing elementary mathematical concepts and skills and applying them in everyday life:

1. “Imaginations about size”;

2. “Solving simple problems”;

3. “Taking time as a goal”.

Correctional developmental programs include the development of the student's individual characteristics and social (life) competencies, socially significant values:

1. Mastering the initial skills of adaptation in the developing world;

2. Mastering the necessary social roles in educational activities, developing motives;

3. Developing skills in cooperation with adults and peers.

Subject results:

1. Identifying objects by color, size, size, shape;

2. Determine the position of objects in space and on the plane relative to themselves and each other and designate them based on words;

3. Parts of the day, their order; days: yesterday, today, tomorrow;

4. Teach to distinguish objects by size, dimension;

5. Know and name geometric shapes;

6. Perform arithmetic operations: addition and subtraction;

7. Solve problems on finding the sum and remainder;

8. Solve problems on finding the money and its return.

2. The content of the correctional developmental course "Interesting mathematics"

Fig. The main form of teaching is a lesson. The leading form of the teacher's work with students in the classroom is frontal work in the implementation of a differentiated and individual approach. Each lesson is equipped with the necessary visual aids, handouts, and technical means of teaching. Most of the lessons are conducted in a game style, with extensive use of didactic games and game exercises.

Methods - verbal methods, practical methods.

These corrective developmental works are based on the existing knowledge of students with "Interesting Mathematics".

CONCLUSION

The formation of elementary mathematical concepts in mentally retarded students is of great importance in their intellectual, speech and social development. Since the corrective developmental course "Interesting Mathematics" was developed taking into account the age and psychophysiological characteristics of students, it increases their interest in educational activities, forms independent thinking, communication and practical skills. The widespread use of game and practical methods in the lesson process serves to consolidate students' knowledge and develop the skills of effectively using mathematical concepts in everyday life. Therefore, the introduction of corrective courses such as "Interesting Mathematics" in special schools is important in ensuring the socio-cultural integration of mentally retarded students.

REFERENCES

1. M.I.Sagatov, M.P.Xamidova Matematika o‘qitish maxsus metodikasi. T.:2021 Nodirabegim nashriyoti
2. Khamidova M. Development of speech of mentally mental children in the process of mathematics lessons //European International Journal of Multidisciplinary Research and Management Studies. – 2022. – T. 2. – №. 09. – S. 1-4
3. Khamidova M. P. Developing Mathematical Knowledge of Mentally Retarded Schoolchildren Using Computer Games //Eastern European Scientific Journal. – 2019. – №. 1.
4. Khamidova, M. P. (2022). A Study of the Impressive Vocabulary of Preschool Children with Mental Frailty. Journal of Pharmaceutical Negative Results, 13.
5. Khamidova, M. (2022). FEATURES OF ACQUISITION OF MATHEMATICAL KNOWLEDGE BY MENTALLY RETARDED CHILDREN. In Conference Zone (pp. 149-154).
6. Xamidova, Muyassar. "IMPROVING THINKING ABILITY BASED ON USING GAMES IN MATHEMATICS LESSONS." International Journal of Pedagogics 4.05 (2024): 105-107
7. Khamidova, Muyassar. "WAYS TO ACQUIRE KNOWLEDGE, SKILLS AND ABILITIES THROUGH PROBLEM SOLVING." FORMATION OF PSYCHOLOGY AND PEDAGOGY AS INTERDISCIPLINARY SCIENCES 3.32 (2024): 56-60.
8. Xamidova M. IMPROVING THINKING ABILITY BASED ON USING GAMES IN MATHEMATICS LESSONS //International Journal of Pedagogics. – 2024. – T. 4. – №. 05. – C. 105-107.