



INNOVATIVE METHODS OF STUDYING THE SOCIAL ADAPTATION OF MENTALLY RETARDED CHILDREN

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ABSTRACT

This article reveals the specific psychological and pedagogical aspects of the adaptation of mentally retarded children to social life. Theoretical data are presented mainly on the basis of a comparative analysis of the education of mentally retarded children.

KEYWORDS: *mentally retarded child, social skills, integrated approach, correction, compensation, private approaches, education, upbringing*

INTRODUCTION

Due to the importance of preschool education in ensuring the active participation of people with intellectual disabilities in various social, economic and cultural relations of society, their well-being and effective social adaptation to different life situations, the issue of preschool special education is also a special pedagogical and is one of the urgent tasks facing the public education system.

MATERIALS AND METHODS

Scientific research and projects are being carried out to involve mentally retarded children in pedagogically, psychologically and organizationally appropriate education and to intensively develop their social skills. The content and forms of the special and inclusive education system, which ensure the involvement and active participation of children with disabilities in the daily life of society, are being improved. Particular attention is paid to the social protection of the needy, strengthening state support for people with disabilities.

As a result, the ability to diagnose children with disabilities from an early age, to involve them in appropriate education based on the results of the diagnosis, to provide quality education, to address the complex infrastructure aimed at timely adaptation to social life has expanded.

It is even more important to substantiate the possibility of equipping mentally retarded children with healthy children with the knowledge, skills and competencies necessary for socialization from the very beginning of their involvement in education, ie

in the preschool education process, and to improve their pedagogical learning methods.

It is known that for mentally retarded children, as well as healthy children, preschool age is an important period of complex development, the first age in the formation of the child's personality. During this period, their interactions with their peers create relationships that seem organizationally complex and affect the child's personal development. In preschool, the world of mentally retarded children is unique and connected to the world of other children and adults. As a mentally retarded child gets older, he or she tends to communicate more with his or her peers or avoids the process. Preschool is a sensitive period in the formation of collective qualities, as well as arousing human relationships with other people. If the basis of these qualities is not formed in preschool age, it can negatively affect the child's personal development. As a result, there are barriers to child development. At this age, cognitive activity increases: cognition, visual thinking develops, buds of textual thinking appear. The increase in cognitive capacity leads to the formation of memory, voluntary attention.

The use of verbal expressions plays an important role in the study of the socialization of mentally retarded children. Because through speech, a mentally retarded child engages in a variety of activities. Preschoolers with mental disabilities perform verbal actions and tasks, learn the names and symbols of things based on the teacher's explanation. As a result, the mentally retarded child acquires the necessary skills to apply these things in daily life. Most importantly, the process needs to be visual.



The principles of the psychological study of social adaptation of mentally retarded children are as follows:

1. The principle of complex study of the psyche of a mentally retarded child, ie the study by narrow specialists involved in the overall development of the child. It involves taking into account the information obtained from the examination of a pediatrician, speech pathologist, psychologist, educator.

2. The principle of analytical-synthetic learning, that is, the examination of not only the cognitive processes of the child, but also the emotional-volitional scope and behavior.

3. The principle of systematic, targeted learning. This principle analyzes the circumstances that depend solely on the process that must be observed in the child.

4. The principle of an integrated approach. It refers to the interrelationship and interdependence between the manifestations of individual disorders in a child's mental development, their hierarchy, and the relationship between primary and secondary disorders that result from them.

5. It is the principle of linear study of the child's psyche. According to this principle, in the study of the child, it is necessary to record the results obtained during the examination, to compare the previous and subsequent cases. Often educators do not pay enough attention to this principle, and as a result have to draw non-objective conclusions, relying only on the results of the study.

6. Underlying the dynamic principle is Vygotsky's views on the study of children's "immediate development zone", their potential in education. In other words, it is necessary to take into account the educational potential of the mentally retarded child, not to show what he knows and can do, but to show action by encouraging him to do something new.

CONCLUSIONS AND RECOMMENDATIONS

We recommended to practice the rules to be followed in the study of social adaptation of children of small preschool age. They are:

- The principle of objective study of the adaptation of a mentally retarded child, ie the creation of a natural state for the child in the examination;
- The rule of taking into account the age characteristics of the child when choosing the conditions and methods of examination, as the adaptation of a mentally retarded child is more pronounced in everyday situations;
- The rule of taking into account the basic skills of a mentally retarded child in the study of flexibility, especially self-expression, his activities, the performance of tasks.

We considered it expedient to adapt the process of psychological learning to the pedagogical process. Because it is necessary to avoid one-sidedness in the study of a mentally retarded child.

As mentioned above, cases of non-moderate, long and short-term tension, agitation of a mentally retarded child indicate that the child's learning process must take place in different conditions.

We have divided the methods of studying the social adaptation of mentally retarded children of preschool age into three areas:

-sensory direction (subject-practical, focused on intellectual activity);

communicative-emotional (based on verbal, nonverbal communication and types of psychological work);

-complex-integration (based on the integration of various activities in the study of social adaptation of mentally retarded children).

It is expedient to define the tasks of the first stage of the complex study of children by studying the levels of mental retardation and the resulting defects, as well as the time of their occurrence. Preschool special education is the foundation in the social adaptation of mentally retarded children. Its basis and content are subject to the didactic principles of special preschool pedagogy and the special principles and methodological approaches of special psychology.

Our studied literature and observations on special education show that the environment has a great influence on the choice of methods of studying the socialization of mentally retarded children. The environment affects the overall development of a mentally retarded child. As a result, the mentally retarded child manifests himself in all aspects in the process of pedagogical and psychological learning. Parents are the first to teach the world around mentally retarded children. Therefore, the socio-cultural, physical and mental development of children should be approached responsibly by parents, educators and teachers.

Experiences and pedagogical views on the development of the individual show that social experiences are strengthened and manifested in different forms with the spiritual and material culture of mankind. A mentally retarded child, like a healthy child, naturally feels the need for different interactions with the people around him. As a result, the mentally retarded child becomes involved in a variety of activities, depending on the situation, expressing their wishes and desires, and engaging in a communication process. It is this process that allows the selection of appropriate methods for studying the social adaptation of mentally retarded children.

In mentally retarded children, the abnormality of cognition has a negative effect on him in self-analysis, in understanding and differentiating his desires, aspirations, state from an early age. Therefore, one of the most important factors negatively affecting the socialization of mentally retarded children is, first of all, the physiological and psychological condition of the child and the lack of



appropriate methodological approaches to the child's capabilities. As a result, the methods used in the periodic study of mentally retarded children may not show their effectiveness. This situation has a negative impact on the learning of a mentally retarded child. The educator, on the other hand, is required to prepare additional alternatives to the chosen method.

Pedagogical principles and modern technologies should be followed in selecting methods for studying the social adaptation of mentally retarded children of preschool age and identifying appropriate educational pathways. Consequently, modern technologies encourage and prepare mentally retarded children to be active, to organize self-service activities in a certain order, to apply their knowledge effectively in practice. It is also necessary to establish pedagogical conditions aimed at the continuous improvement of methods of studying the social adaptation of mentally retarded children of preschool age, to identify their various directions.

In conclusion, the educator should choose a method that is appropriate to the situation, the age and ability of the child in the study of the child. To do this, it is recommended to use the categorized learning methods given above.

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