

Peculiarities Of The Formation Of Personal Qualities In Children With Disabilities

Erjanova Matluba¹, Salamova Feruza², Tajimuratova Karima³

*^{1,2,3}Teachers of the Department of Preschool Education and Defectology, NSPI
named after Ajniyaz*

E-mail: matlu82@mail.ru , m.erzhanova@ndpi.uz

Everyone who lives has a purpose. He strives to achieve this goal. But he does not stop there that he shows love to his relatives, pays attention to others, hurries to help people in need. So these are our human qualities and personal qualities. No matter what profession a person chooses, he should never forget his human qualities. In particular, the teacher-defectologist or teacher-educators, along with their pedagogical culture and image, should further cultivate and form these personal qualities. Because we are an example to the children brought up through this image.

However, there are cases among us when we may have a misconception about the child or the person being brought up and educated, which is often felt by those working in special educational institutions when we do not fully understand their psychological characteristics and capabilities.

The subject of psychology is the study of the manifestation and development of the psyche in general, and the human psyche in particular. Psychology studies the conscious object - the inner world of man.

The term psychology means "psyche" - the heart, "logos" - reading, the word. However, this short sentence does not provide enough information about the human psyche. In order to fully understand the psyche of the subject of psychology, it is necessary to understand the essence of mental processes, the laws of manifestation of inner experiences (feelings, thoughts, emotions). We must remember the achievements of the historical development of human society. The field we are talking about is the psychology of mentally retarded children, a branch of special psychology that studies the mental laws of mentally abnormal children and students at various levels. Special psychology is a science that studies the mental laws of children with disabilities and consists of the following parts:

1. Psychology of mentally retarded children,
2. Psychology of deaf and hard of hearing children,
3. Psychology of blind and visually impaired children,
4. Psychology of children with speech disorders to varying degrees,
5. Psychology of children with complex disabilities.

Among children with disabilities, the psyche of mentally retarded children is a relatively well-studied network. However, this network is also not widely studied in relation to the psyche of normal children.

It is known that each science has its own history of origin, development, development, laws. Similarly, the science of child psychology has a certain history of development. The possibility and necessity of studying mentally retarded children, the need to educate them is inextricably linked with the development of medicine, especially psychiatry. At the end of the 13th century and the beginning of the 19th century, certain positive views on the treatment, upbringing and education of mentally retarded children emerged and began to take shape. It should be noted that the issues of education of the mentally retarded began primarily with children with severe disabilities. It became more difficult to study, treat and raise mentally retarded children after the second half of the 19th century. In 1858 in the Russian pedagogical literature N.A. Dobrolyubov revealed the peculiarities of a mentally retarded child. According to him, low activity, slow comprehension, dry memorization, monotonous actions, poor adaptation to new conditions, inability to apply their knowledge are the characteristics of mentally retarded children.

In the second half of the XIX century and the beginning of the XX century in Russia began to open a number of medical and educational institutions for the study, treatment, education and upbringing of mentally retarded children. (Riga, St. Petersburg, Moscow, Kiev) In 1910 in Moscow, the Postovsky brothers opened auxiliary classes for mentally retarded children at the primary school. They also set up an experimental psychological room to study children. In 1911, a psychiatrist, Professor G.I. Rossolimo opened the Institute of Child Psychology and Neuropathology in Moscow. Here the peculiarities of the psychology of mentally retarded children began to be studied. Since the 1920s, special psychology, especially the psychology of mentally retarded children, has been introduced into the education system as an independent science. Since that time, this problem has been included in the system of affairs of state importance, and special attention has been paid to it. In 1925, an experimental defectology institute was established in Moscow. Under the leadership of L.S. Vngotsky (1896-1934) began the study of regular, consistent mentally retarded children mature psychologist D.S.Vngotsky left a great theoretical legacy in the field of special psychology. And, rightly so, is the founder of oligophrenopsychology. In 1935, L.V. Zankov became the head of the laboratory for the study of the psyche of mentally retarded children. In 1943, the existing Institute of Experimental Defectology was transformed into the Institute of Defectology Research. The institute was headed by T.A. Vlasova until 1985.

Theoretical researches of our country and advanced foreign defectologists, as well as the advanced experience of the auxiliary school show that mentally

retarded children have the opportunity to develop in a special educational environment. Ignorance of the characteristics of mental development of children with mental disabilities, stages of development, as well as the characteristics of their acquisition of knowledge leads to great difficulties in their daily work for speech pathologists.

Oligophrenopsychology, like other sciences, is inextricably linked with various disciplines. These include oligophrenopedagogy, psychiatry, physiology, speech therapy, general and child psychology, and other disciplines. The peculiarities of the psyche of mentally retarded children are studied in connection with the results of modern science. Given that the development of normal and defective children is based on common, uniform laws, the science of normal child psychology serves as a scientific basis for the psychology of mentally retarded children. However, the development of mentally retarded children takes place in a unique way. Psychology of mentally retarded children is based on the data of general and social psychology. Psychology of mentally retarded children also draws on the achievements of early childhood psychology. He knows at what age, what mental conditions, to what extent he grows and develops. Pedagogical psychology also provides sufficient information for the psychology of mentally retarded children.

Explaining the theory of the unity of social and biological factors, the psychology of mentally retarded children is based on the achievements of the oligophrenia clinic, neuropathology and physiology.

The oligophrenia clinic helps to reveal the etiology of mental retardation. Neuropathology provides knowledge about the anatomical and organic disorders of the central nervous system in mentally retarded children. Physiology, on the other hand, provides information on functional disorders of the central nervous system. All this further expands our knowledge of the mental defect of the mentally retarded child. Psychology of mentally retarded children is based on the physiological teachings of I.P. Pavlov on the flexibility of the central nervous system. Maximum development and compensation of certain parts of the healthy central nervous system is one of the achievements in the development of mentally retarded children. Psychology of mentally retarded children also makes full use of the achievements of psychiatry. G.E. Sukhareva, M.S. Pevzner made a great contribution to the clinical study of mentally retarded children. They study in detail the etiology, pathogenesis, treatment, outcomes and secondary complications of mentally retarded children. The peculiarities of mentally retarded children were revealed, the dynamics of their development was studied. Similar aspects of the mentally retarded have been studied and described. As a result of joint examinations by psychiatrists and educators, criteria for pedagogical psychological diagnosis of mental retardation have been created. In particular, the psychology of mentally retarded children is inextricably linked with the science of

oligophrenopedagogy. Regardless of the cause or level of mental retardation, mental development continues. Even when the disease is getting worse, development continues according to the degree of brain damage. The structure of the science of psychology of mentally retarded children is as follows:

The first part contains information that is not available in general psychology. It describes the concept of "mental retardation", the characteristics of the development of the psyche of mentally retarded children, the composition of secondary school students, diseases of the central nervous system of mentally retarded children, methods of experimental and psychological examination of mentally retarded children. The second part reveals the peculiarities of the cognitive processes of mentally retarded children. The third part contains knowledge about the personality of mentally retarded children, the features of its formation.

In recent years, perceptions of the development of the psyche of mentally retarded children have been enriched with new information. According to S.L. Rubanstein, "the structure of an organ is balanced, the relationship between its function is not one-sided, the function depends not only on the structure of the organ, but also the structure of the organ depends on its function."

The goals and objectives of the science of psychology of mentally retarded children are to equip oligophrenopedagogues with knowledge about the mental characteristics of this category of children. Knowledge of the characteristics of mentally retarded children is essential for the proper organization of education and correction. The data of psychology of mentally retarded children play an important role in the formation of dialectical-materialist worldview in oligophrenopedagogues. Scientifically correct understanding of mental processes; deserves special attention in the harmonious formation of the individual.

The practical and theoretical significance of the correct understanding of the concept of mental retardation is great. Theoretical significance is necessary for a deeper understanding of the nature of defective mental development in children. The uncertainty of science often leads to various errors. Therefore, it is necessary to fully understand the weakness of the mind. This can lead to the misdirection of scientific and experimental work. Giving a correct definition and understanding of "weak mind" helps to understand its causes. The practical significance of this is even greater. There are special educational institutions for mentally retarded children. All mentally retarded children should be educated in auxiliary schools. It is necessary to work very carefully, taking into account that the correct identification of mentally retarded children determines their whole life. Correct diagnosis of mental retardation is carried out in detail. If a child is not mentally weak and resembles them in certain respects, we cannot call them mentally weak. "Here, the level of knowledge may have decreased due to the shortcomings of various analyzers of the child. We can

inflict great moral damage on parents, children and relatives on the basis of the conclusion that they are weak. It should be noted that the education of the mentally retarded is more expensive for the state. A normal child is mentally retarded, or vice versa. The causes of mental retardation can be different. Mental retardation can be caused by various diseases of the brain, as well as various injuries, as well as poor brain development. Two factors together for mental retardation one of them is an organic disorder of the central nervous system, as a result of which there is a steady decline in cognitive activity of the child nor can it be admitted to be mentally weak. In life, you can meet children who look like mentally retarded people. However, despite their low level of knowledge, the absence of organic damage to the brain does not allow us to say that the child is mentally retarded.

For various reasons, children with hearing loss, speech impairments, visual impairments, chronically ill children lag behind their normal peers in terms of knowledge and skills. However, we cannot call such children mentally weak. It is because their cognitive activity has not decreased steadily. If educational work is carried out with them in appropriate conditions, their cognitive deficiencies will be eliminated and they will be able to catch up with their normal peers. Sometimes the level of education of children in families with low parental education is slightly different from children in families with high levels of parental education. In such cases, sometimes many people may have misconceptions. Even well-educated children can sometimes come to different conclusions. However, even in such children, the main symptoms are not organic disorders of the brain and a steady decline in cognitive processes. That is why we cannot call such children mentally weak either.

However, it should be noted that any organic disorders of the brain do not lead to mental retardation. The concept of mental retardation is a much broader concept. This includes both cognitive decline (oligophrenia) during pregnancy and early infancy for a variety of reasons, and dementia in children with cognitive decline after the age of two. Group 2 or 3 disability does not mean a specific disease, but the ability of a disabled person to work.

Not all children with schizophrenia, epilepsy, encephalitis in the preschool age may be mentally retarded. It should be noted that unskilled workers refer to the mentally retarded as oligophrenics, or vice versa. In their view, these concepts are of equal importance. However, these children are different from each other. Oligophrenia is a mental disorder caused by damage to the fetus in the womb, at birth, or in early infancy. For a variety of reasons, illnesses can result in general, physical, and mental retardation. Such children are called infantile or mentally retarded (rrs) children. This category of children also does not include mentally retarded children.

Between 1925 and 1930, a number of errors occurred in the interpretation of mental weakness. An example of this is the supporters of the current of

pedagogy. According to them, a number of sciences about children: pedagogy, psychology, physiology, anatomy, synthesis of such disciplines as school hygiene are the creation of a new science. According to them, memory, attention, thinking, and personal qualities are innate. When educators explain the nature of mental weakness, it is considered a mental deficiency that is inherited from parents to children. Proponents of this non-scientific approach were eliminated by a special resolution of 1936.

Data on the decline of spiritual development began to appear mainly after the second half of the twentieth century. According to preliminary data, the decline in mental development was considered a temporary condition. The deeper the study of this condition, the more often it appears that the decline in mental development is not a temporary condition, but a permanent one. Types of mental retardation include: 1. Constitutional type of mental retardation,

2. Somatogenic type of mental retardation,

3. Psychogenic type of mental retardation,

4. Organic cerebral type of mental retardation.

Vlasova T.A., Pevzner MS, Lubovsky V.I., Lebedinskaya K.S. and others made effective contributions. In oligophrenopsychology, knowledge is given about three levels of mental retardation. A mild degree of mental weakness is called dementia.

Moderate mental retardation is called impulsivity. The most severe form of mental retardation is called idiocy. Let's talk about each of them briefly. Dementia is the mildest form of mental retardation and children successfully complete the 8-year program of the secondary school. Along with graduating from auxiliary school, these children also acquire a certain specialty.

Imbetsil children are not involved in public education. Some of these children are taught on an experimental basis in the classrooms of children with special needs. Due to the limited level of education of these children, not all of them can read. People with this level of mental retardation cannot live independently. Severe mental retardation is considered idiotic and they are not involved in education at all. This group of mentally retarded children is kept in social institutions. Such children are brought up and treated in these institutions. Speech is almost undeveloped in these children. Self-service skills are almost non-existent. As a result of the violation of the musculoskeletal system of these children, their behavior takes on a special character. Despite all the negative traits in these children, they can also develop a certain level of basic skills, abilities, habits.

After the 1950s, on the basis of a deeper, more creative study of the teachings of I.L. Pavlov, the narrow understanding of mental retardation was limited. On the basis of this doctrine, the essence of the "protective-protective" process was revealed. The reflex theory of the psyche has clarified the impairment of the ability to function as a result of disease of the central nervous system. The

scientific work carried out by A.R. Luria, MS Pevzner on the features of the higher nervous activity of mentally retarded children was of great theoretical importance. The International Council of 1962 helped to accurately analyze the philosophical issues of the physiology of higher nervous activity.

The teachings of the famous psychologist, the founder of oligophrenopsychology LS Vygotsky have acquired great theoretical and practical significance. Today, the teachings of LS Vygotsky are becoming more relevant. Work is underway to differentiate mentally retarded people based on various etiological factors.

A number of scientific and experimental observations have shown that the development of mentally retarded and normal children is based on a single, universal law of development. While normal development takes place dynamically at all stages, there is a slight deviation in the development of mentally retarded children. The development of mentally retarded children is based on brain defects. This means that mentally retarded children develop various aspects of the central nervous system, mental processes dynamically. In this regard, LS Vygotsky's great works on the theory of "primary" and "secondary" defects, "achieved" and "the degree to which they can be developed in the near future" are of great importance. By primary defects we mean organic damage to the brain as a result of various negative impressions. Such negative effects include various injuries, bruises, diseases. All of this damages the brain to one degree or another. Under the influence of the above primary defects, secondary defects occur. Such defects are also called secondary products. The content of secondary defects depends largely on the depth and timing of primary defects. Secondary defects are various changes in the personality of a mentally retarded child. "Achieved" (actual) developmental zone means the level of development of the child at the time of examination. "Zone that can be developed in the near future" means the level of development after certain stages of education and development. According to L.S. Vygotsky, education is ahead of development. Development takes place after education. Therefore, education should be organized not on the basis of the "achieved" level of development of the child, but on the basis of "the level at which the child can develop in the near future." It is known that the underdevelopment of the thinking of a mentally retarded child is a disorder of the lower parts of the cerebral cortex. According to educators, a mentally retarded child acquires theoretical knowledge during development. However, there are those who argue that the child's mental capacity (IQ) does not change. The development of the psyche continues even in severely mentally retarded people.

Even in the case of aggravated mental retardation, mental development continues. The child's psyche has the ability to develop in any serious defect. "The mentally retarded child goes through a period of development, like a normal child's psyche," I.J. Schiff admits. Education also has a certain

influence on the laws of development of the psyche.

If we analyze the literature on the problem of aliphrenia, we can see two specific trends.

Proponents of the first stream claim that a mentally retarded child acquires somewhat simple, elementary knowledge. However, they cannot perform generalization, abstraction processes like normal children. No matter what area of the psyche you take, you can't reach a high level in development. At the heart of this is the weakness of generalization processes, which is a leading shortcoming.

The second direction was developed by L.S. Vygotsky. Considering spiritual development as a single process, they teach that each stage of development is directly related to the level of further development. L.S. Vygotsky shows the need to be able to distinguish between primary and secondary defects. "The first and most common defect is the underdevelopment of psychological functions, which is based on memory, thinking and character disorders. The main sign of the development of a mentally retarded child is a violation of the relationship between biological and cultural development, says L.S. Vygotsky.

The biological defect in the child, in turn, hinders the acquisition of cultural knowledge. According to L.S. Vygotsky's theory, higher mental functions = memory, thinking, character are the product of cultural development. As a result of the separation of biological and cultural spheres in the development of a mentally retarded child, their aspirations and requirements are formed in a disharmonious way. S.S. Korsakov in his work "Psychology of microcephaly", published in 1905 noted that "in children with profound mental retardation, the desire to learn about the environment is not formed." G.E. Sukhareva develops these ideas in her work. M.G. Blyumina points out that "oligophrenic children of kindergarten age are characterized by emptiness, weakness, lack of initiative and lack of interest." It should be noted that in mentally retarded children it occurs shortly before puberty. Of course, this situation has a flawed content. On this basis, gradually all mental development begins to deteriorate. Speech in mentally retarded children develops more slowly. As a result, mentally retarded children are delayed in their interactions with others. It is known that the team plays a leading role in the development of the child's psyche. However, mentally retarded children are excluded from their normal peers. The development of the psyche of a mentally retarded child is difficult to carry out on the basis of internal and external adverse conditions. The main unpleasant factors are the weakness of the child's interests, difficult reading and poor perception. Such traits in mentally retarded children are internal biological traits. Based on this, the mentally retarded child is excluded from the children's community. L.S. Vygotsky in his 1936 work "Diagnosis of development and the pedagogical clinic of difficult childhood" expresses the following views. "The longer the symptom stays away from the primary defect, the easier it is to

nurture and treat." This manual emphasizes the importance of early diagnosis of the defect. Significant scientific work on the problem corresponds to the work of M.S. Pevzner and V.I. Lubovsky. Based on their long-term observations, in 1963, in their fundamental work entitled "Dynamics of development of oligo-brake children", they showed the effective periods in the mental development of mentally retarded children. According to the authors, despite the comprehensive pedagogical impact of the first year of education, the development of mentally retarded children is slow. Grades 3-4 play a key role in the development of a mentally retarded child. It seems that there are significant shifts in young people.

During adolescence, the acquired knowledge is strengthened. However, there is a big difference between acquiring knowledge and applying it in practice. The upper classes play a leading role in the mental development of mentally retarded children. Of course, the conclusions of the scientists are mainly related to the envy of mentally retarded children. In our opinion, some mentally retarded children may not be suitable for some of the above age groups.

The impact of education on the intellectual development of mentally retarded children has been studied by foreign scholars in specific areas. A.D. Clark admits that education does not effectively affect the mental development of mentally retarded children. The author suggests a method of exercise mainly when working with mentally retarded children. French scientist Claude Kohler, on the other hand, recommends more use of hand movements in mental development. However, the author does not describe how different hand movements affect the overall development of a mentally retarded child. P. Moor from Switzerland, on the other hand, recommends religious education for the mentally retarded. In 1963, Norman Ellis published a handbook in England on the development of mental processes in mentally retarded children. In their work, the above authors provide a one-sided approach to the development of children with intellectual disabilities.

Among foreign scientists, the most advanced are scientists. Examples include E. Heisserman, R. Zazzoni, Dj. Wortis. According to these experts, even mentally retarded children have the potential for development. There are also currents that disrupt the dynamics of the development of the psyche of mentally retarded children. Examples of this are a number of unscientific views, such as "border", "cessation of development", "border of development", "degeneration theory", "moral defect". Amio, the results of scientific experiments obtained by advanced foreign scientists and scientists of our country have already proved the invalidity of the above views.

If we focus on the problems associated with the problem of mental retardation in special psychology, the problem of studying the personality of mentally retarded children is very little information. A developed person is a person with a certain worldview, a person with a certain worldview. We understand a

person who understands and has a purpose and can act independently in pursuit of these goals. That is why the worldview and consciousness are of great importance in the education of an independent person. The issue of personality of mentally retarded children is relatively little studied in oligophrenopsychology. We know that a person develops under the influence of social relations and social environment. One of the scientists L.I. Bojovich has done a lot of work on this issue. Under the influence of social conditions in children develop aspirations and demands of a certain system. The influence of innate biological characteristics on the individual is given. However, biological properties affect the formation of a particular person, but do not play a major role in determining. Well-known psychologist SL Rubinstein explains his idea: "Any external influences directly affect a person through the internal conditions of the organism. The main physiological part of this internal condition is the characteristics of the nervous system. However, this is not a leading factor in the formation of personality, because the development of personality is determined by social conditions, upbringing, a specific historical environment. That is why educational tools and knowledge play an important role in the formation of personality and place in life. The lack of development of mentally retarded children, their lack of understanding of general concepts, has a negative impact on the formation of their personality. For this reason, as a result of the superficiality of the concepts of mentally retarded children in the primary school, their personal qualities are formed accordingly. Mentally retarded children learn the concepts of morality and ethics from their parents, teachers and books. They have difficulty in applying this knowledge to life and misapply it. Therefore, they observe immoral behavior. Teachers and staff of institutions for the education of children with intellectual disabilities must have a thorough knowledge of the problem of mental retardation. The purpose of educating children with intellectual disabilities is to help them to serve themselves in social life. To do this, the defectologist-oligophrenopedagogue and educator, psychologist must be literate, able to help the child in every way. The organization of educational work plays a key role in the work of educators. Educators must reinforce the information provided by the speech pathologist or oligophrenopedagogue in the first half of the day, and develop the skills and abilities to use and apply this information in children's daily activities must be educated. The reason is that it is necessary to be able to connect the theoretical data with practice. The task of the defectologist-oligophrenopedagogue is to organize the subject in a simplified way in relation to everyday life and activities and to use more didactic tools in the lesson, as well as to meet the requirements of oligophrenopsychology. Cards and simplified assignments on a variety of topics during the lesson, as well as physical minutes and the participation of children in the materials on the topic, provide an opportunity for children to better understand the topic. For example, the participation of

children in the presentation of mathematical concepts, the choice of names of children in the classroom to the images when reading stories are very effective. We must not forget that the clinic of mentally retarded children, that is, the specific features and symptoms of the disease, its causes can not be forgotten. We need to know as much as possible about such information, whether it is a congenital or acquired defect in the life of the child, whether it is a primary or secondary factor or a defect.

Only when the staff of each special institution organizes correctional and pedagogical activities in this way can we help children with intellectual disabilities to adapt to life. Children with intellectual disabilities can adapt quickly to life, they also have the ability, but we need to support their interests. It is also important to pay attention to the fact that in the education of graduates of special education in pedagogical universities we need to instill in them such personal qualities as patience, perseverance, will and kindness. We also need to teach more specialized subjects. When working with children in special education, it is always necessary to know three aspects of the child. That is, he must know the medical, psychological and pedagogical aspects of the child, his disabilities. It is also impossible to achieve results only with theoretical data, so in practice, future defectologists will be able to work with children in special institutions to further develop their personal qualities and have the skills and abilities to work with these children. There are two responsibilities in the profession of defectologist, that is, he is both a teacher and a service provider. That is why these professionals cannot be uneducated and unqualified.

REFERENCES:

- [1] Mamedov K.K, Shoumarov G.B. Psychology of mentally retarded children-T.: Teacher, 1994
- [2] Petrova G, Belyakova I, Psychology of mentally retarded schoolchildren-M .: Vlados, 2004