

DEVELOPING MOTIVATIONAL READINESS FOR LEARNING IN PRIMARY
SCHOOL AGED CHILDREN WITH INTELLECTUAL DISABILITIES

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Abstract: This article covers the issues of education, upbringing and social adaptation of children with mild mental retardation in inclusive education. Mainly, the methods of complex influence aimed at diagnosing children from the first period, involving them in appropriate education based on the results of diagnosis, ensuring that they receive quality education, and controlling their adaptation to social life are listed.

Key words: mental retardation, diagnosis, education, differential, method, tool, intelligence, innovation.

Today, in our country, the issue of improving the content of special education, like in every other sphere of education, and the introduction of innovative technologies into practice is considered urgent. Special education solves the tasks of educating, educating and preparing children with developmental problems for life. As is known, among children with one or another type of developmental problems, there are children with certain deviations and deviations in intelligence due to organic disorders in brain activity, who receive education in specialized educational institutions. Globally, such children make up 3% of the world's population. Education of mentally retarded children and adolescents is based on international and national legal norms.

In our country, legal foundations for the protection of children's rights have been created, a number of laws have been adopted, and children's rights are guaranteed in them. In 1992, the Republic of Uzbekistan ratified the Convention on the Rights of the Child (adopted by the UN on November 20, 1989). This Convention is the most universal UN document on the protection of childhood. The Law of the Republic of Uzbekistan "On Guarantees of the Rights of the Child" guarantees the rights, freedoms and legitimate interests of the child, the protection of his life and health, the prevention of discrimination, the protection of honor and dignity, and the implementation of a number of other tasks of socio-political importance. In addition, over the past 5 years, the issue of reforming education and ensuring a prosperous life by ensuring the employment of citizens has been raised to the level of state policy.

The Decrees of the President of the Republic of Uzbekistan No. PF-5270 dated December 1, 2017 "On measures to radically improve the system of state support for persons with disabilities", No. PF-5712 dated April 29, 2019 "On approval of the Concept for the development of the public education system of the Republic of Uzbekistan until 2030", Resolution No. PP-4860 dated October 13, 2020 "On measures to further improve the system of education and upbringing for children with special educational needs" and other regulatory legal acts set out the tasks to introduce adapted types of educational services to the most vulnerable segments of the population, a system based on differential approaches. Among the growing youth, there are mentally retarded children, and a number of positive changes are also taking place in their involvement in quality education. The content and forms of the special and inclusive education

system, which ensures the involvement and active participation of children with disabilities in the daily life of society, are being improved. As a result, it is possible to solve the issue of necessary infrastructure and personnel for timely and purposeful implementation of the comprehensive impact aimed at ensuring that children with disabilities are diagnosed from the first period, involving them in appropriate education based on the results of the diagnosis, ensuring that they receive quality education, and ensuring their adaptation to social life. For example, we can give examples of the optimization of curricula for schools of mentally retarded children, the introduction of variable approaches in science programs that take into account the mastery levels of students, the strengthening of the material and technical base in educational institutions for the types of professions that this category of children should acquire.

Today, due to the great importance of people with mental development problems in ensuring their active participation in various social, economic and cultural relations of society, their prosperous life and effective social adaptation to various life situations, the issue of involving this category of children in inclusive education is considered one of the urgent tasks of the special pedagogy and public education system. Scientific research and projects are being conducted on the involvement of mentally retarded children in pedagogically, psychologically and organizationally appropriate education and the intensive development of social skills in them. In connection with the late and slow development of mental processes in mentally retarded children, their education terms are determined, and appropriate methods and means are selected. Our scientific research work conducted in this direction served to substantiate the following conclusion. That is, if educational and upbringing work in inclusive conditions is established and continued in families, a mentally retarded child will be ready for inclusive education and will adapt to the new environment without difficulty. The participation of families in inclusive education is important. Because the family is the leading institution of socialization, through which a mentally retarded child acquires basic social concepts, interpersonal relationships, and acquires moral teachings and skills. In this environment, a healthy child develops a number of features that are different from those of a mentally retarded child. It is precisely they who have the opportunity to acquire, to a certain extent, self-esteem and goals, as well as the ability to influence others to achieve them, through imitation or with the help of adults.

Ya. A. Komensky in his work "Mother's School" substantiates the conclusion that a child can learn knowledge perfectly only if he relies on intuition and feeling to learn the world around him directly. Therefore, if a mentally retarded child is given a more differentiated approach compared to healthy children, if the educational material is prepared according to the child's capabilities, he will certainly not face obstacles in inclusive education. It also ensures that the educational needs of these children are adequately met. By meeting the needs of children, it is possible to achieve their activeness in the educational process. Only then, like all children, these children will develop spiritual and moral qualities, and civil education and the culture of behavior in society will be formed.

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