

Teaching Numbering and Arithmetic Operations to Children with Mental

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Abstract: In this article, the development of cognitive process based on scientific approaches to improve the efficiency of work for children with mental retardation in performing numbering, counting and arithmetic operations from one to ten, using game activities in training, demonstration. Tayanch so'z va iboralar.

Keywords: Mentally retarded children, numbers from 1 to 10, arithmetic operations, exercises, game activities, exhibitions, flashcards.

In the current period of great economic changes, the importance of mathematics has increased even more, therefore, mathematical education has a great social importance. The government of our republic has set the task of improving the system of education and upbringing of young people, bringing education and upbringing to the level of the increasing demands of life. In 1997, the "Law on Education" was adopted. In this law, the role of the school has grown even more during the period of social and economic changes, the main task of the school is to provide students with a thorough knowledge of the basics of science, to form economic and mathematical literacy in them, to prepare them for life and to choose a conscious profession, as well as curriculum and programs opinions are given on bringing the content of education up to the level of modern achievements and requirements. In order to implement these tasks, a new curriculum will be introduced for almost all subjects, including mathematics, and teaching methods will be improved. Primary classes were canceled for 4 years of education instead of three years. In connection with the transition of primary classes from mathematics to new programs, a new system was developed.

In recent years, the number of children with intellectual disabilities and learning difficulties has been increasing. The search for the most effective methods of correcting children with intellectual disabilities is a real problem in modern pedagogy and psychology. It is known that among schoolchildren of low-income primary classes, their mental development lags behind their peers by almost half. These students have great difficulties in mastering writing, reading, number concepts, arithmetic operations, constructive activities, etc.

Failure to achieve good results at school often causes children of this group to have a negative attitude to learning, any activity, and creates difficulties in communicating with others, with successful children, with teachers. All this contributes to the formation of antisocial forms of behavior, especially in youth. Therefore, the abnormal development of children's mental sphere and, first of all, mental retardation should be considered as a psychological and social problem. ZPR is a delay in the development of the entire mental sphere, not individual mental processes. Specialists in preschool educational institutions conduct rehabilitation work with such children aimed at forming higher mental functions (HMF). If the formation of the VMF is uneven, appropriate corrections are made. As a rule, children who attend our preschool do not have pathological defects of organic origin, but some HMFs have signs of age-related underdevelopment and immaturity. Formative teaching is carried out taking into account the age

of our students and the leading activities of this age. Therefore, we consider it our main task to form higher psychological functions that are experiencing developmental defects (perception, attention, memory).

Naturally, the main role in child education is given to the family. We consider it our main task to provide pedagogical knowledge to fathers and mothers, to focus them on the child, to protect his childhood from unreasonable punishment, rudeness and injustice. After all, any professional activity of a teacher can be effective if parents are his active assistants and supporters. To get parents to do this, you often have to work with them no less than with their children. We consider parenting as the ability to make pedagogical judgments, that is, to be able to critically evaluate oneself as an educator, to look at the situation from the child's point of view. The main task of a pedagogical psychologist in working with parents of children with mental developmental disabilities is to interest parents in the prospects of a new direction of child development. Parents should always be aware of all issues, so the most successful forms of interaction with them should be selected in advance. Then we can ensure one of the most important conditions for the development of the child's personality - the coordinated joint work of the adults around him. This gives the child the opportunity to move to the next, higher stage of development. Unfortunately, today almost healthy children and undiscovered correctional groups are not the exception to the rule, but a necessity in preschools. Therefore, when we opened a group of children with mental retardation (3 years ago), we were confident with any deviation. With age norm development and any severity of this deviation, it is possible to create conditions that provide the child with positive progressive dynamics of his development. We consider our tasks not only the development of children's intellectual abilities, but also their emotional well-being and social adjustment. We also set ourselves a goal: to activate the child's self-power, to force him to overcome life's difficulties.

Children in specialized correction (especially speech therapy) groups have large internal reserves and often have very good natural abilities. However, it is difficult for these children to express themselves due to limitations in speech development, excessive excitability or inhibition. This means that our goal is to help them realize their inclinations by choosing the most adequate tactics of corrective work, choosing special methods and methods of influencing all areas of the child's personality. Correctional work is carried out on the basis of the principle of formative and gentle teaching. We teach children the elements of psycho-gymnastics, relaxation and transition from one type of activity to another. The work of a pedagogical psychologist begins with an examination, during which information about the child is collected (see the map of psychological and pedagogical support for the child). The obtained information helps the psychologist to determine the directions of correction and educational work. Based on this information, as well as observations of the child in different situations, the pedagogical psychologist draws up a pedagogical description that indicates the directions of work for other professionals. Approximately 50% of children in the mental retardation group have only separate, mildly expressed motor disorders, along with agitation, motor restlessness, sleep and appetite. These are children with minimal brain dysfunction (MMD): aggressive, impulsive, unable to play, unable to control their desires, react violently to all prohibitions, and stubborn. They are characterized by motor instability and poor development of finely differentiated movements of the fingers. Therefore, they have difficulties in acquiring self-care skills. It takes a long time for them to learn to button up and tie their shoes.

A characteristic feature of mental retardation is the unevenness of impairment of various mental functions: logical thinking may be more stable compared to memory, attention and mental activity. Mentally retarded children are also characterized by low cognitive activity, insufficient perception, memory, and attention processes. It is difficult for them to combine individual details into a single image, but all deviations from the norm are variable. Children of this category do not have the inertia of mental processes, they are able not only to accept and use help, but also to transfer learned mental skills to other situations. With the help of adults, these children can perform the instructions and intellectual tasks offered to them at a level close to the norm. The

subject taught to mentally retarded children should be taught with the help of adults with mathematical operations, connecting it to life

The task of the teacher in teaching mathematical skills to children with mental retardation is to form children's counting skills and to reveal the structure of the natural series in the section of numbers 1-10, and to describe this basis as a term of the natural sequence. For this, it is necessary to ensure that students achieve the following.

- It is necessary to master the sequence of numbers from 1 to 10;
- They should be able to count things and tell the order number of each item in a group when the order of counting is shown:
- They must consciously master how each number in the number line from 1 to 10 is formed;
- When they can read numbers and match each number with the corresponding number of objects;
- They should know how to compare numbers;
- they should be able to master all cases of the numerical composition of the numbers 2,3,4,5 consisting of 2 addends;
- They should be able to read mathematical notations in the form of $2+1$, $4-1$, $1+3$ and know how to match such notations with clear pictures. They should be able to solve relevant problems based on full clarity and write their solutions using number cards;
- They should be able to distinguish a circle, a square, a triangle from each other and name them.

A student who has mastered the sequence of numbers well can tell this sequence in the right and reverse order starting from any number, the number that comes after the given number in the count, the number that comes between two numbers, the number that comes before the given number can tell the number. In addition to the tasks given in the textbook, the following exercises also allow to achieve such skills.

Mentally retarded children are strengthened with the help of a number of exercises to perfectly learn numbering and counting from one to ten, these are the following;

- Look at this number (the teacher shows, for example, the number 3) and take as many in your hand.
- How many dolls are there on the shelf? Show such a number. (Children show matching number cards)
- Which card is turned upside down? (Which number ran away? Which number hid?) (Children show a card with the appropriate number and number)
- Show the number to its neighbor on the left, show its neighbor on the right, show the neighbors of the number (children show the necessary card)
- Put the numbers in order (children place the cards in increasing or decreasing order according to the teacher's request in the section of numbers being studied).

In order for mentally retarded children to perfectly learn to number and count numbers from 1 to 10, it is advisable to use color displays for each number during the lesson. If there is a lot of visuality and color in the teaching of numbers, children's concentration and knowledge of the studied subjects will be strengthened. To learn the sequence of counting numbers from 1 to 10, it is appropriate to use game activities.

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