

## A Unique Psychological Feature of Teaching Literacy to Students with Mental Development Problems

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**Annotation:** Today, all over the world, children with disabilities in physical or mental development are recognized as equal participants in the development of society and the state in the political, economic, social and cultural spheres.

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At the heart of all the reforms being implemented in our country, it is important that the next generation grows up to be perfect and become children capable of conquering world arenas like no other. Special attention was paid to the protection of human rights from the first days of our country. Specialized schools are operating in the continuous education system for children with intellectual disabilities. In all schools, the educational process begins with literacy. Literacy means teaching to read and write. Through literacy training, the necessary skills and competencies are formed for students to successfully continue their studies in the educational process. If literacy training is organized in accordance with the individual characteristics of students, opportunities are created to a certain extent for students to master their mother tongue and other educational subjects. In order to develop reading and writing skills in students, the teacher is required to skillfully use scientifically based and tested methods. To teach children to read, taking into account their psychological characteristics, interests, opportunities, abilities and other mental states creates opportunities for effective implementation of pedagogical activities. The method of teaching literacy is based on the phonetic features of sounds in the Uzbek language, the mechanisms of their formation, the laws of combining syllables, words, and sentences, and the ability to write letter symbols accepted in the language. must answer completely. Literacy teaching methods have a long history. Different methods were used in teaching literacy. Among them, the oldest method is the letter reading method. This method was created two thousand years ago. With this method, teaching to read and write, formation of reading and writing skills - skills were carried out in four stages.

1. Memorizing letters and their names.
2. Memorizing syllables and naming the letters in them and pronouncing a complete syllable.
3. Read the words from the book in syllables.
4. Read the book cover to cover.

The textbook is the main source of education and contains the necessary information and tasks for students based on the requirements of the program. With the progress of the society, advanced people come out with new ideas against the formalism prevailing in the field of

education and training and start paying attention to educating the young generation. Uzbek enlighteners Akhmad Donish, Muqimi, Zavqi, Avaz O'tar, Furqat, who lived and worked in the second half of the 19th century and the beginning of the 20th century, protest against the goals and tasks, content and methods of teaching in schools in their scientific and artistic works. they say. During these times, the Uzbek language classes of the Russian school were gradually taught literacy based on the use of the slow sound method. K. D. Ushinsky created an improved version of the sound method in teaching literacy. Based on the task of all-round development of the child, he justified the need to combine analysis and synthesis in teaching reading and writing. K.D. Ushinsky's literacy education system has not lost its importance even now. Especially his:

1. finding a certain sound in a word;
2. Choosing a word with a given sound;
3. dividing the word into syllables and sounds;
4. making words from sounds;
5. replacing one vowel or consonant in a word with another (don, non, koz, kuz, aka, uka)
6. Working methods such as creating a new word by adding a sound to the beginning or end of a word (sky - straw, eye - jar, tilak - key) are still widely used.

Sound analysis - synthesis method K.D. It was improved by Ushinsky's students. In the scientific works of methodologists A.V. Yankovskaya, S.P. Redozubov, this methodology was scientifically developed. Based on this methodology, national textbooks and methodologies were created in all republics of the former Soviet state. The illiterate O. Sharofiddinov, Fakhri Kamol, Y. Abdullaev in the improvement of letter-literacy teaching in the Uzbek language. O. Omilkhanov, Kumri Abdullayeva, H. G'afurova, T. G'aforova and others contributed a lot. Currently, the sound analysis-synthesis method is used in literacy teaching. Analysis - analysis, synthesis - content, attachment processes are the basis of the method of teaching literacy. Separation of sentences from speech, words from sentences, syllables from words, sounds from syllables, analysis and vice versa, syllables from sounds, words from syllables, sentences from words, making a sentence from sentences, creating a text from sentences is carried out on the basis of synthesis. In the Uzbek Latin script, each sound in live speech has an independent character in the script. But in words, sounds and letters do not always match. A literate student writes by changing the sounds in the word to letters, and when reading, on the contrary, turns the letters into sounds. In order to properly organize literacy training, it is necessary to know the difference between sound and letter. The relationship between the sound and the letter is different. However, in some fields, the number of sounds is less than the number of letters. The new Uzbek alphabet has 26 letters in Latin script, and three speech sounds are represented by combinations of letters. The expression "There are 29 letters in the Uzbek alphabet in school education" can also be used. 6 of these letters represent vowel sounds, and 23 represent consonant sounds. 5 vowel sounds are represented by 5 different letters (e, a, o, i, u, o'). and one is indicated by adding a displacement symbol to the letter o. In texts, the upper part to the right of the letter is in the form of an "inverted comma". 18 consonant sounds are defined by 18 letters. In writing, two means two speech sounds. The primary task of the teacher in teaching literacy is to teach children to distinguish sounds from each other, to develop phonemic hearing. These works are carried out with the help of various educational tools: pictures, conditional symbols, cursive letters, syllable words, sentence tables, etc. Mentally retarded children are educated in specialized schools. In the curriculum of this type of school, the most hours are allocated to mother tongue lessons. In addition to educational and educational work in mother tongue classes, the teacher should consistently correct and correct the cognitive deficits of the mentally retarded child. These works are carried out on the basis of the principles, methods and organizational forms of the science of oligophrenopedagogy, relying on oligophrenopsychology. The characteristics of the development of the cognitive activity of secondary school students have been thoroughly studied in the science of oligophrenopsychology. S.Sh. Aitmetov's book

"Characteristics of mental development of students of specialized schools" describes in detail the thinking, perception, memory, attention, speech, imagination and other aspects of cognitive activity of students with mild mental retardation. Psychological foundations of the problem B.G. Anan'ev, D.N. Bogoyavlensky, L.S. Vygotsky, V.L. Davidov, F. Talizina, D.V. Elkonin, S.Ya. Rubinshtein, L.R. Luria, V.G. Petrova and other scientists have found their clear expression. According to them, it is possible to organize and improve education and training activities taking into account the specific characteristics of children with intellectual disabilities. Although the cognitive activity of students with mental retardation is special, their internal potential is high. In the process of properly organized correctional and developmental education, it is possible to teach students of specialized schools the necessary amount of knowledge, skills and abilities for independent life. Through education and training carried out in special conditions and with special methods, the deficiencies in the cognitive activity of children with mild and moderate mental retardation are eliminated, and the deficiencies in their psychophysiological and physical development are corrected and eliminated. In connection with the socio-economic changes taking place after the state independence of Uzbekistan, the issues of improving the organizational, psychological-pedagogical and methodical approach to raising the quality of education of the young generation become particularly relevant. In particular, special attention is paid to the education and upbringing of students and adolescents with mental development problems, as well as their rehabilitation. At a time when social, economic, and political changes are taking place in our society, it is self-evident that the main attention is paid to the mental, moral, and physical development of young people in order to maintain the balance of the Motherland. The state program "Education for all" is dedicated to the issues of creating special conditions for children with disabilities, physical or mental disabilities to become full-fledged members of society. Special schools are also operating in the continuous education system. Mentally retarded children are educated in this type of school. The mother tongue lessons in the specialized school curriculum have an important educational, educational and correctional value. In each lesson, together with teaching to read and write, deficiencies in the child's cognitive activity are corrected. Specialized primary school teachers are teaching students to read and write in different ways in literacy classes. Due to the small amount of scientific research on this problem, the work experience of teachers has not been summarized in the last 10 years, and special methodical manuals have not been created. Some teachers are struggling to solve the issues of implementing literacy training in the 1st grade of a specialized school at the level of demand, combining it with the development of students' cognitive activity. We cannot say that the students who are placed in the process of education and upbringing in a special school are being adequately fulfilled. Some school leavers struggle with reading and writing, and their reading and writing skills are being turned into competencies. Teachers are not sufficiently provided with methodological manuals for teaching literacy. The above thought-comments became the basis for choosing the topic "Linguistic foundations of teaching literacy to students with mental development problems". One of the important tasks of global education is the formation of the personality of a functionally literate student, which is an important condition for the student's cultural inclusion in society. A component of functional literacy is competent reading, which allows solving a set of cognitive-communicative tasks based on the conscious application of reading tactics and strategies. The student cannot master the socio-cultural space without fully processing the textual information on the basis of reading, which is manifested as a means of forming meta subject skills and qualifications. In this regard, in our opinion, an important aspect of solving this task is not only teaching to read as a receptive form of speech activity, which consists in understanding speech and its graphic representation, but also understanding, analyzing the purpose of reading and appropriate reading also includes teaching meaningful reading related to winter strategy selection. A. Hertsen, without mastering the skill of teaching literacy, a person cannot be happy. A person deprived of the art of reading is uneducated and illiterate. He emphasized that without reading there is no real education, no taste, no style, and no comprehensive understanding. Tashkent State Pedagogical University named after 686-Nizomiy received a number of scientific results on the improvement of technologies of

formation of literacy skills among students of specialized educational institutions in Jahan. In particular, reliable results were obtained on the natural teaching of the concept of phonemes to students with mental retardation, and in the process of education, models of enabling (early intervention) were applied to reduce difficulties in the formation of literacy skills in students with mental retardation ( University of California at Riverside), recognizing the unique capabilities of students with intellectual disabilities based on the fact that reading is a top priority and is recognized as a skill essential to learning and achieving in other areas, in the process of correctional education, the technologies for developing their reading ability and the assessment system are optimized (University of Minnesota, National Center on Educational Outcomes), that the formation of literacy skills in mentally retarded students is not only a matter of pronunciation, but also an intellectual problem, The technology for developing students' intellectual development and understanding was developed on the basis of the individual educational trajectory (The International Reading Association on behalf of Unesco: The teaching of reading), to read primary school students with special educational needs. CORI (Concept Oriented Reading Instruction) instruction was developed during winter training, and based on this instruction, reading teaching technologies were put into practice, affecting the internal motivation of students (Griffith University, University of Wollongong Australia) , the factors of literacy training also have an impact on teaching primary school students to read, it provides for the gradual implementation of teaching to read, the educational process is carried out by each student "individual approach to the student, technologies related to communication models (prospective programs and plans) are being used in the process of formation of literacy skills (University of Hull, British Dyslexia Association). According to N.A. Rubakin's concept of bibliopsychology for the study of the psychological characteristics of the processes of literacy, the reading process is characterized by the interaction of sensorimotor and semantic levels as an effective type of speech activity, the interaction between the reader and the book The scientific basis of the nature of mutual relations is highlighted. Mastering the skill of teaching full-fledged literacy is the foundation of education in all other school subjects, the main source of information and, most importantly, communication. Literacy means teaching to read and write. Through literacy training, the necessary skills and competences are formed for students to successfully continue their studies in the educational process. If literacy training is organized according to the individual characteristics of students, opportunities will be created for students to master their mother tongue and other educational subjects. In order to develop reading and writing skills in students, the teacher is required to skillfully use scientifically based and tested methods. In order to teach students to read and write in a short period of time, a special, which corresponds to the sounds of the Uzbek language and the system of their expression in writing, takes into account the mental characteristics of the students of specialized schools, as well as the acquisition capabilities of children who have just arrived at school. there must be methods that can fully respond to the educational and training tasks of the institution.

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