



STUDYING THE CHARACTERISTICS OF CHILDREN WITH PSYCHOLOGICAL RETARDATION

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ABSTRACT

Mental retardation (MR) is a specific type of developmental disorder characterized by a slowdown in the development of a child's cognitive, emotional and volitional abilities. It is important to note that MR differs from intellectual disability: children with MR have the potential to develop and, with timely and adequate corrective and developmental support, can catch up with their peers and successfully adapt to society. Much has been written about the psychosocial problems and difficulties faced by children with intellectual disabilities. The purpose of this study is to examine the impact of psychosocial problems and difficulties on children with intellectual disabilities.

ИЗУЧЕНИЕ ХАРАКТЕРИСТИК ДЕТЕЙ С ПСИХОЛОГИЧЕСКОЙ ЗАДЕРЖКОЙ

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ABSTRACT

Задержка психического развития (ЗПР) — это особый тип нарушения развития, при котором наблюдается замедление темпов формирования познавательной, эмоциональной и волевой сфер ребенка. Важно отметить, что ЗПР отличается от умственной отсталости: дети с ЗПР имеют потенциал к развитию и при своевременной и адекватной коррекционно-развивающей помощи могут догнать своих сверстников и успешно адаптироваться в обществе. О психосоциальных проблемах и трудностях, с которыми сталкиваются дети с умственной отсталостью, написано много. Цель данного исследования —



изучить влияние психосоциальных проблем и трудностей на детей с умственной отсталостью.

RUHIY RIVOJLANISHI ORQADA QOLGAN BOLALARNING O'ZIGA XOS XUSUSIYATLARINI O'RGANISH

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ABSTRACT

Ruhiy rivojlanishdan orqada qolish (RQ) - bu bolaning kognitiv, hissiy va ixtiyoriy qobiliyatlari rivojlanishining sekinlashishi bilan tavsiflangan rivojlanish buzilishining o'ziga xos turidir. Shuni ta'kidlash kerakki, ruhiy rivojlanishdan orqada qolish intellektual nogironlikdan farq qiladi. Ruhiy rivojlanishi buzilgan bolalar rivojlanish salohiyatiga ega va ular o'z vaqtida yetarli darajada qo'llab-quvvatlansa rivojlanishda tengdoshlariga yetib olishlari va jamiyatga muvaffaqiyatli moslashishlari mumkin. Aqliy nogironligi bo'lgan bolalar duch keladigan ruhiy va ijtimoiy muammolar va qiyinchiliklar haqida ham ko'p yozilgan. Ushbu maqolada psixosotsial muammolar va qiyinchiliklarning aqliy nogironligi bo'lgan bolalarga ta'siri haqida bayon etiladi.

Studying psychic health, characterological and behavioral characteristics of people with cognitive impairment (PCI) is an important question. Children of this nosological group have additional difficulties in adaptive and social behavior [1, 2].

It influences children's development and socialization, mastering some activity and self-realization in some activity. Inconsistency and interest are caused by the research works. They, on the one hand, describe minimal differences in children's temperament between the groups of usual and special education and at the same time, significant differences in social behavior. They are conditioned by the difference in intellectual abilities [3].

Some other research works reveal positive correlation between the defect influence not only on social, but also on personal qualities, psychological peculiarities of children with mental retardation [2, 4]. Special attention should be paid to children's development in terms of sport classes. Sport is undoubtedly useful and important. It is proved by great amount of research works [5-7]. However, this question should be considered from the



point of view of sports classes influence on personal qualities of children, emotional health and steadiness of psychic states.

Taking into account that such children have emotional instability [10, 11], which is demonstrated in anxiety, aggression, disorganizing activity, sport can influence these indices [8, 10]. However, it is necessary to understand such differences can be not only in terms of groups of children, who are not involved into sport, but also in terms of the group of healthy schoolchildren. In the future it is necessary to reveal correlation between the term of lessons and the index of children's psychological health change.

Studying the specific characteristics of children is very important for providing them with proper education and upbringing. Below we will analyze their main psychological and physiological characteristics:

1. Characteristics of cognitive processes

- **Attention:** These children have very unstable, short-term and scattered attention. They cannot concentrate on one thing for a long time and are easily distracted.

- **Perception:** The speed of information reception is low. They need more time and visual aids to explain something than normal children. They make mistakes in perceiving the shape, color and size of objects.

- **Memory:** Although involuntary memory (spontaneous recall) is relatively well developed, voluntary memory (deliberate recall) is weak. Visual memory works better than auditory memory.

- **Thinking:** Difficulties arise in generalization and comparison. They see only the superficial signs of things; they fail to understand the internal logical connections. Visual-motor thinking is dominant (abstract thinking is weak).

2. Features of speech development

- Vocabulary is small and limited.

- They make mistakes in grammatically correct sentence construction.

- They have difficulty expressing their thoughts coherently and logically.

- Often there are defects in speech related to sound pronunciation.

3. Emotional-volitional sphere

- **Infantilism:** The behavior of these children resembles that of children younger than their age. They may be excessively playful, capricious, or unstable.

- **Playfulness:** Even when they reach school age, play activities come first for them rather than studying.

- **Weakness of will:** When faced with any difficulty, they are characterized by giving up work before completing it, getting tired quickly, and losing interest.

- **Rapid mood swings:** You may experience unexplained sadness, aggression, or excessive joy.

4. Motor Area

- There is a general lack of coordination and difficulty with gross motor skills.

- **Fine motor skills:** Finger movements are poorly developed, which makes it difficult for them to write, draw, and press buttons.

5. Social Adaptation



Children with ASD have difficulty communicating with their peers. They have difficulty understanding and following group rules. They often have low self-esteem or, conversely, overestimated self-esteem.

Learning methods and recommendations:

The following methods are used to study such children:

1. Observation: Observing the child's participation in games and lessons.
2. Projective tests: Knowing his inner world through drawing and writing stories.
3. Didactic games: Determining the level of cognitive processes.

Children with a mental retardation lag behind in mental development, unlike mentally retarded children, have a "development potential". If a defectologist, psychologist, and speech therapist work with them regularly, they can eventually catch up with their peers and lead a normal life.

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