

METHODOLOGICAL RECOMMENDATIONS ON IMPROVING THE LINGUISTIC BASIS OF TEACHING LITERACY TO STUDENTS WITH PROBLEMS IN MENTAL DEVELOPMENT*Abdujabbarova. Mayjuda Bakhtiyor kizi**JDPU. Intern teacher of the Department of Special Pedagogy.*

Abstract: This article is a methodological recommendation on improving the linguistic basis of teaching literacy to students with problems in mental development, one of the important tasks of world education - the formation of a functionally literate student.

The article is aimed at highlighting the scientific literature on teaching literacy to students with problems in mental development.

Keywords: Reading, defect, bibliopsychology, arousal, thinking, perception, memory, attention, speech, imagination, knowledge, art.

Most students studying in special schools have persistent cognitive impairment as a result of organic damage to the central nervous system, that is, all their mental processes are underdeveloped. As a result, deficiencies in cognitive activity have an impact on the process of teaching literacy. During corrective work, students' thinking, perception, memory, attention, speech, imagination, emotions and other mental processes are developed. The need to carry out literacy work in conjunction with corrective work was determined as a result of an analysis of the literature and a study of the teacher's work experience. The importance of didactic games in the correction and development of the cognitive activity of a mentally retarded child is widely covered in psychological and pedagogical literature. As psychologists A.B. Kovaleva, A.A. Smirnova, A.V. Zaparozhets, A.P. Usova, V.A. Kutetsky, G.U. Shchukina and others have noted, didactic games have a great impact on the mental development of children in primary school.

In the textbook "Psychology" by A.A. Smirnova, A.V. Kovaleva, it is emphasized that "Game is a reflection of the adult world for a child, it is a way to learn the world around him". V.A. Krutetsky, analyzing the psychological mechanisms of game activity in his works, believes that "A properly organized game serves to cultivate the positive qualities of a child's personality, helps to form a team, its cohesion, cultivates the qualities of friendship and camaraderie. The components of game activity are mental processes." "The game serves to perceive the surrounding environment, to feel, to develop perception, speech, thinking, to develop initiative, to create positive emotions." The game is one of the means of relaxation from mental activity in the learning process. The result and the satisfaction that the participants get in the game activity are important.

In his book "Activation of students' learning activities in the learning process", he emphasized the importance of creative activity in the learning process and the need for the teacher to be able to find the right solution to these problems in practice. The presence of interest in the learning process depends on the development of a desire for knowledge. Didactic game is one of the means of achieving the goals of interesting teaching and development.

According to V.P. Groshenkov and I.A. Stepanov, game activity makes it possible to activate the learning process, and children develop observation, attention, memory, and thinking skills. Game activity also serves to control, repeat, consolidate, and deepen previously acquired knowledge.

In the period of literacy training in the auxiliary school, in reading and writing lessons, the teacher selects and uses appropriate didactic games, riddles, quizzes, rebuses, etc., taking into account the purpose, content, level of knowledge of students, and methods used in the lesson.

Didactic games can be used at any stage of the lesson.

In educational activities, didactic games allow students to understand their knowledge in native language lessons, form the psychological basis of mastery, find new ways of satisfying the need for knowledge, and encourage them to engage in new educational activities.

“Game activity is a continuous link with educational activities, increases its capabilities, and has become one of the important sources of correction and development of cognitive activity of mentally retarded students,” he emphasizes.

After explaining the conditions of the game in each lesson, it is advisable to demonstrate it together with the students, and then have the children perform it.

The effectiveness of the game largely depends on the teacher's mood, attitude, emotional state, and interest in the results of the game.

Didactic games in literacy lessons arouse interest in the child in acquiring new knowledge, and develop their independence. In the first grade of a specialized auxiliary school, literacy training is carried out in reading and writing lessons, and starting from the second grade, the knowledge acquired in the first grade is strengthened and improved in reading lessons. While reading skills are developed in reading lessons, writing skills are developed in writing lessons.

The results of studying the characteristics of literacy training in the auxiliary school showed that in the pre-alphabet and alphabetic periods, students' ability to analyze and synthesize, phonemic hearing, confusing similar sounds with each other in the pronunciation of sounds, inability to remember letter elements well, forgetting letters, substituting paronymous words with each other, underdevelopment of spatial perception, poor thinking, attention, memory, and poor vocabulary are observed.

The features of literacy teaching in a special school arise precisely from the specific characteristics observed in students. During the period of literacy teaching, the teacher must organize his activities taking into account the above-mentioned characteristics of students.

In conclusion, we can say that in the development of reading and writing skills, students of special schools experience scattered attention, poor memory, underdeveloped spatial perception and phonemic hearing, weak ability to analyze and generalize, underdeveloped oral speech, including defects in the pronunciation of sounds, substitution or incorrect pronunciation of similar sounds, poor vocabulary, etc. These difficulties are expressed in remembering the shape of letters, interchanging sounds, seeing letter elements in reverse, dropping letters within syllables and words.

The results of the literature analysis and the emphatic experiment made it possible to develop some methodological recommendations for improving the effectiveness of literacy training for mentally retarded students in a specialized school.

References:

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