



A COMPLEX APPROACH TO PSYCHOLOGICAL CORRECTION OF PRESCHOOL CHILDREN WITH DELAYED MENTAL DEVELOPMENT

Akhmedova F.H.

Jizzakh State Pedagogical University

fotimaaxmedova@jdpu.uz

ABSTRACT

The article describes psychological correction in the system of psychological assistance to children with various disorders of neuropsychic development. To effectively provide psychological assistance to children with intellectual disabilities, it is necessary to represent the characteristics of an adult's behavior at various stages of correctional work.

Key words: psychological correction, neuro-psychic, correctional work, intellectual disabilities, correctional programs, mental activity, competence, personal properties.

Psychological correction is one of the most important links in the system of psychological assistance to children with various disorders of neuro-psychic development. Quite a lot of publications by modern authors are devoted to this problem: I.I. Mamaichuk, E.S. Slepovich, M.M. Semago and N.Ya. Semago and others. It is especially important at the present stage to create a model of correctional work with children with disabilities, based on a unified theoretical concept of the child's mental development. An example of such a model can be the concept of E.S. Slepovich and A.M. Polyakov [6], whose work is based on the cultural-historical theory of L.S. Vygotsky and the theory of activity of A.N. Leontyev. The main goal of this correction system is to help in the design and correctional work with children with mild deviations in intellectual development. This model involves taking into account a number of positions that determine the form and content of the specialist's activity with the aim of developing higher forms of behavior and mental activity of the child. The following positions are highlighted:

1. The relationship between factors influencing the characteristics of the condition and defects in mental development. Among them are: – Organic defect (manifested in the original defect); – Social factors – training and education (about addressing the behavior and attitude towards the child in adulthood); – Individual psychological characteristics most (how he himself experiences, understands,



perceives, etc. what happens to the child). Taking into account the influence of each factor on the formation of deviations in the psychophysical development of a particular child, it will be possible to determine the possibilities, tasks and methods of correctional work. In differentiating these factors when diagnosing the development of a particular child, a special place belongs to the method of clinical conversation conducted both with the child himself and his parents [1].

2. The relationship between the activities of a psychologist and a teacher (educator). The psychologist acts mainly as a developer, and the teacher – as an implementer of correctional programs.

3. The content of correctional work is determined by the leading type of activity of the child at a particular age: substantive manipulative, playful, and educational, etc. This is partly the manifestation of an age-oriented approach to psycho correction.

4. When organizing correctional work, one should take into account the child's developmental capabilities - his zone of proximal development. The zone of proximal development is identified by the degree of complexity of tasks that a child can cope with with the help of an adult. In this case, assistance can be provided at different levels: from stimulating ("look more carefully," "think," etc.) and organizing (organize the sequence of the child's actions, give an example, etc.) to educational (create conditions for the child to master certain means and ways to solve the problem). Determining the child's zone of proximal development allows us to make a forecast of mental development in each specific case, as well as to choose the form of correctional and developmental classes in accordance with the child's capabilities[4].

5. It is necessary to take into account that an adult acts as a model for a child's activities and relationships with the world (behavior, thinking, experiences, etc.), and is a source of development. In this regard, it is necessary: a) to offer the child such samples, b) to create conditions in which the child himself can accept these samples as his own (for example, creating a certain atmosphere, taking into account the individual, personal and age characteristics of the child during classes, etc.).

To effectively provide psychological assistance to children with intellectual disabilities, it is necessary to represent the characteristics of an adult's behavior at various stages of correctional work. At the first stage of correctional work, the adult fixes the tactics of calm waiting against the background of a friendly attitude towards the child without any attempts to organize his activities. This is necessary to create an atmosphere of trust and reduce the child's anxiety. At the second stage, the adult organizes the child's activities, demonstrating patterns of its implementation (for



example, patterns of role-playing behavior in the game). At the third stage, the adult mainly observes the child's activities and helps him in difficult situations, and also helps to improve and complicate ideas (for example, quietly pushing the child to think about the direction in which the plot of the role-playing game can be developed) [3].

6. It is necessary to take into account the standard ideas of a specialist working with a child about the norm of mental development. There are different versions of ideas about the norm of mental development:

1. Norm as a norm adopted in a specific sociocultural environment;
2. Norm as the absence of pathology;
3. Reducing developmental deviations to the specificity of the child;
4. The norm as a sociocultural ideal (standard).

The norm of mental development is not the average statistical standard inherent in society, but the ideal that can be achieved by a child under certain conditions of his development. To create and implement psycho correction programs subordinated to the goal of developing higher forms of behavior and mental activity of the child, it is also necessary to determine the main tasks of psychological correction. These tasks are highlighted in three main psycho correctional blocks, which are interconnected and complementary. This is a diagnostic block, a corrective block itself and a prognostic block [2].

The diagnostic block includes diagnostics of the child's mental development and diagnostics of the social environment. Diagnosis of a child's mental development includes: – a comprehensive clinical and psychological study of the personality of the child and his parents, the system of their relationships; – analysis of the motivational and need sphere of the child and his family members; – analysis of the development of sensory-perceptual and intellectual processes and functions. Diagnosis of the social environment requires an analysis of unfavorable factors in the social environment that traumatize the child, disrupt his mental development, the formation of personality, and social adaptation[5].

The correctional block itself includes the following tasks:

- correction of inadequate methods of raising a child in order to overcome his microsocial neglect;
- helping the child resolve traumatic situations;
- formation of productive types of relationships between the child and others (in the family, in the group);
- increasing the social status of the child in the team;
- development of the child's competence in matters of normative behavior;



- formation and stimulation of sensory-perceptual, mnemonic and intellectual processes in children;
- development and improvement of communicative functions, emotional-volitional regulation of behavior;
- formation of adequate parental attitudes towards the disease and socio-psychological problems of the child by actively involving parents in the psycho correction process;
- creation in the children's team, where a child with disabilities is studying, an atmosphere of acceptance, goodwill, openness, and mutual understanding.

Here, the psychologist's work comes to the fore not only with the child's close social environment (family), but also with the teachers who teach the child, and through them with other children in the group, friends and acquaintances. This is one of the main tasks, since the social integration of a child with mild intellectual disability in society is an important factor in the comprehensive education of his personality and personal growth. The prognostic block of psycho correction is aimed at designing the psychophysiological, mental and socio-psychological functions of the child. During the correction, the psychologist faces the following questions:

1. Designing possible changes in the development of cognitive processes and personality as a whole;
2. Determination of the dynamics of these changes. This allows the psychologist to objectively judge the potential capabilities of the child's personality and give a prognostic assessment of its development. When constructing predictive assessments, the psychologist must pay special attention to the child's activity. A psycho prognostic assessment should not include determining only one single path for the child's further development. It is necessary to identify a number of different, including alternative, options, indicating the conditions in which the personality of the subject of psycho correctional influences can be realized.

To solve correctional problems when working with preschoolers, the following types of activities are used: gaming and productive activities, as well as activities related to compliance with various rules and regimes (this can be the consolidation of certain self-care skills, following the rules of behavior and interaction with other people, as well as committing game actions according to a strictly prescribed externally prescribed set of rules). The proposed correction system includes classes grouped into the following main areas:

1. the formation of a system of relationships between the child and the surrounding social and objective world (the motivational and semantic side of the



activity) through play as a joint activity and the development of the need for play, as well as the creation of a certain attitude of an adult towards the child and the formation of his image of “I”;

2. developing in the child the ability to independently construct a plan for an activity through the formation of a game as an activity (creating a plan and the objective content of the game), productive activity and the development of creative thinking and imagination;

3. the formation of practical and mental actions (the operational and technical side of the activity) through substantive activities, role-playing and didactic games;

4. the formation of arbitrariness of behavior and mental functions (mastery of one’s own activities) through director’s games, productive activities and the formation of arbitrariness of mental functions (perception, speech, etc.). Thus, when carrying out work on organizing psychological correction of preschoolers with mild intellectual disabilities, the most important task for the psychologist and other specialists is to choose the optimal model, concept, in the light of which the correction process will be most effective, optimize the development of mental processes and functions, personal properties of each child.

Bibliography:

1. Mamaichuk I.I. Psychocorrectional technologies for children with developmental problems. – St. Petersburg: Rech, 2003.

2. Mamaichuk I.I. Psychological assistance to children with developmental problems. – St. Petersburg: Rech, 2006.

3. Mamaichuk I.I., Ilyina M.N. Help from a psychologist for a child with mental retardation. – St. Petersburg: Rech, 2004.

4. Workshop on children's psychocorrection: games, exercises, techniques / O.N. Istratova. – Rostov n/d: Phoenix, 2008.

5. Semago M.M., Semago N. Organization and content of the activities of a special education psychologist. – M.: ARKTI, 2005.

6. Slepovich E.S., Polyakov A.M. Working with children with intellectual disabilities. Practice of special psychology. – St. Petersburg: Rech, 2008.