

Special Psycho-Correction of Learning Processes in School Readiness in Children with Deficiency and Hyperactivity

Askarova Nargiza Abdivalievna

Tashkent Medical Academy Senior Lecturer, Department of Pedagogy and Psychology

Annotation: Problems of upbringing and education of children with special needs are among the most important issues of pedagogical psychology. Without specially organized psychological support, such children face a low level of readiness for school, difficulties in adapting to school and mastering the school curriculum.

Keywords: Attention deficit syndrome, hyperactive children, mental development, behavior, cognitive processes, correctional and developmental education, low mastery, emotions, sensory-perceptual processes, psycho-correction of oral and written speech.

Psycho correction of cognitive processes is of particular importance in the preparation of children with attention deficit hyperactivity disorder, which is one of the urgent problems. Children with this syndrome face many difficulties in preparing for school compared to their peers, whose mental processes develop normally.

Because their violations concern not only the processes of cognition, but also the spheres of behavior, control of emotions. Therefore, the psycho correction of cognitive processes in the preparation of children with attention deficit hyperactivity disorder for school requires a special integrated approach. The problem of teaching and educating students, characterized by individual specifics of development, is one of the most important in educational psychology. Attention deficit hyperactivity disorder and hyperactivity in children are classified as normal development and can be taught in a general education school.

In addition, students with attention deficit hyperactivity disorder and hyperactivity have specific problems of mental development, behavior and performance, which, without specially organized psychological support, lead to low readiness for schooling, difficulties in adapting to school, and difficulty in mastering program materials. In connection with the prevalence of attention deficit hyperactivity disorder among children, the problem of studying the psychological personality of children in this category and forming their readiness for schooling becomes relevant. This problem has not been sufficiently studied in the pedagogical psychology of Uzbekistan.

DESG can conditionally divide the process of correctional and developmental education of children into several blocks. The task of a teacher in a lesson or a psychologist in special classes is to create conditions: to form students' learning motivation; develop a field of knowledge for mastering educational material (attention, memory, thinking, etc.); students gradually move to the management of educational activities and self-control; independent analysis of educational materials; the process of arbitrary performance of educational tasks and analysis of errors; elimination of negative emotional attitudes towards the educational process of students and a decrease in the level of school anxiety, which affects overall academic performance and the process of mastering writing.

Thus, the training of DESG students has a number of directions, but the division into blocks is conditional. For example, the formation of motivational conditionality of learning among students,

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the reduction of negative emotional experiences is a necessary basis for the implementation of other blocks of pedagogical work. The central direction of DESG's work with children and adolescents is to create conditions for students to understand the methods used for the successful implementation of educational activities, the transition to their own way of mastering educational material, control and management of their own activities.

A child entering school must be physically and psychologically ready for the most important period of his life, that is, to meet the various requirements of the school for education. After all, when a physically healthy child is recommended to school, he must meet certain requirements with his mental level, emotions and level of social consciousness. In the field of mental maturity, it is important to determine which cognitive processes must be taken into account and how fully and accurately they can reflect the external environment. Such qualities include the perception of the child, voluntary attention, the ability to analyze events and phenomena, the formation of cause-and-effect ideas, logical thinking, logical memory, the ability to consistently perform purposeful activities, the desire for innovation, the ability to understand the content. Simple proverbs, includes many manifestations such as subtle finger movements and eye movement proportions.

Psycho corrective activity should take into account the specifics of the impact on the child's psyche. Weak reflection does not give the child the faith to analyze the causes of his actions, feelings, thoughts. The rhythm of speech development makes verbal self-expression difficult. Emotional impulsivity, short attention span, limited psychomotor abilities determine the duration, intensity and composition of corrective exercises.

Correction of the cognitive sphere of a child at preschool age includes such tasks as sensory-perceptual processes, visual-figurative thinking, sign-symbolic functions, and the development of primary forms of voluntary attention and memory. Work on the correction of the sensory field is associated with the individual mental and age development of the child. Psychological studies have shown that preschoolers have the ability to adequately perceive the shape of an object, the constancy and size of an object, the ability to evaluate, looking at the proportions.

One of the conditions for remedial education is to involve them in an effective type of activity. The main content of these classes should be to teach the child to orient the perceptual properties of the object, to acquaint him with sensory standards and the rules for their application, to organize their mastery through the phased processing of perceptual behavior.

Correction of sensory development in preschool age is carried out due to the following psychological mechanisms:

- creation of a system of conditions for the development of the personality of the child as a whole at the optimal age;
- expand, deepen, clarify the child's perception of the world around;
- the use of various forms of objective activity of the child for the development of observation, analytical perception, systemic thinking;
- child's mastery of subjective, exploratory, asbolic and perceptual actions;
- the child's intellectual mastery of sensory standards;
- Establishing quantitative relationships and dependencies: determining ideas about geometric shapes, space, time, movements, colors, musical sounds, phonemes, numbers, etc.

The general sequence of correction of sensory processes in preschool age includes three stages:

The first stage consists in organizing practical perceptual actions in different directions:

- The child is shown a sample (standard sensor) and how to act with it;
- the child is shown a model, and the child tries to find ways to act independently;
- The child is taught the whole class of sensory standards, the generalized method of perceptual action, methods of comparison, analysis, measurement, restoration of the standard.

The second stage is the acquisition of the structural components of the perceptual action corresponding to a clear standard.

The third stage is the gradual formation of perceptual movement (external, practical, high-speed, internal movement in the mind).

Mental development in preschool age is a complex multifaceted process, focused not only on gaining knowledge, but also on the development of intellectual abilities. Corrective work on the development of thinking should facilitate the transition from practical, dynamic solution of intellectual problems to internal mental actions that reveal the connections and patterns of the environment.

The correction of visual-figurative thinking is based on the identification and reflection of subject connections and relationships in the form of visual-spatial models. In this case, the main task of correction is to develop in the child the skills to create and use symbolic means to solve cognitive problems. Correction of logical forms of thinking in preschool age is inextricably linked with the development of the generalizing and symbolic functions of the child's speech. Corrective education should be aimed at forming the basis for the child to master a system of scientific concepts, which determines the development of such logical operations as analysis, synthesis, comparison, generalization, and classification of actions as a goal.

The work on memory correction is aimed at qualitative changes in the mnemonic function and the development of the ability to use memory products in practical and intellectual activities. For the development of a child's memory, it is necessary to constantly maintain his interest in the world around him, focus on new objects, observe the movement of people, cars, etc.

The condition for the organization of correctional and pedagogical influence is the organization of activities that form the child's need for verbal communication. Answering questions, talking about the surrounding reality, watching and discussing films and TV shows, reading books, as well as various games with partners and joint activities with adults of the child are especially effective types - all this contributes to the development of the speech of a preschooler.

The development and correction of attention occupy a leading position in the field of cognition correction. The development of concentration of attention and its organization are factors that increase students' mastery of various subjects. Corrective tasks are used for correction and development of concentration. An exercise to increase attention is based on memorizing a number of objects that are displayed on the screen for 2–3 seconds. The basic principle in training the distribution of attention is to simultaneously perform a task in different directions. At primary school age, memory acquires arbitrary features, becomes consciously controlled and justified.

An ungraded school occupies a special place in the development of thinking at a younger age. With the beginning of learning, thinking becomes the center of the child's mental development and determines the system of other mental functions, which, under his influence, become intellectual and acquire an arbitrary character. Logical forms of thinking are developed with the help of exercises such as the "fourth plus", inventing the missing parts of the story, solving puzzles, logical problems, solving rebuses, and there are also special correctional programs. In the absence of the

formation of intellectual activity, a return to the previous forms of thinking - visual-figurative and visual-motor and their correction is useful.

A small child of school age is actively taught to read and write, with the help of which the child learns to coherently and thoughtfully build his oral speech. During this period, children acquire writing skills that are of great importance for all mental development. Memorizing poems and telling stories help in the development of coherent speech. The development of expressive speech is influenced by the fact that the child hears audio recordings of fairy tales, performances performed by master actors. An effective means of developing expressive (expressive) speech is fast speech, which helps to improve articulation, fluency and rhythm of speech.

In conclusion, it should be noted that with timely psycho-correction of cognitive processes in children with attention deficit hyperactivity disorder, effective results can be achieved in preparing children with this syndrome for school. Psycho corrective measures - the earlier the measures are taken, the higher the compression capacity of the brain, and problems in this system of syndromes are solved.

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