

CORRECTIONAL WORKS WITH MENTALLY DEAD CHILDREN

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Annotation:The article describes the main aspects and methods of correctional work with mentally retarded children. Special education methods, psychological-pedagogical approaches and methods of speech and social skills development are analyzed.

Key words:mental retardation, intellectual development, cognitive activity, attention, memory, correctional work, emotional development, thinking, speech.

Mentally retarded refers to a steady decrease in mental, primarily intellectual development as a result of organic damage to the brain. Children with mental retardation will not be able to master the curriculum of comprehensive schools. In the clinical and psychological form of mental retardation, the leading defect is underdevelopment of cognitive activity. Decreased cognitive activity is manifested in the failure to develop thinking operations, the image of mental processes, impaired mobility, attention, memory and a number of functions.

Oligophrenia is classified according to the degree of manifestation of intellectual disability: mild, moderate, severe and deep.

Mild mental retardation. Children with mild mental retardation, who can concentrate and have good mechanical memory, can be trained in a special (corrective) program. This program is based on clear demonstration methods and makes learning math, writing, reading and other subjects much easier, so that a child can master it for 9 years. Later, the child acquires professional knowledge and can work independently. Limited and slowed visual, auditory, kinesthetic, tactile, olfactory, and cognitive senses make it difficult to orientate appropriately in the environment. Poorly developed perception makes it difficult for a mentally retarded person to form an accurate picture of himself and the things that surround him. It is characterized by slowness and slowness of memory, rapid forgetting. But the memory can be stored and well formed. Usually, only external features of objects and realities are remembered. Memories of internal logical connections and verbal explanations pose great challenges.

A person with mild mental retardation may have limitations in their intellectual development. Individuals with this condition often need help to manage themselves independently in everyday life, but they may be able to learn to read, write, count and do other basic activities.

Correctional works are carried out in the following main directions:

1. Cognitive development: Development of mental abilities with the help of logical thinking and memory exercises. Learning basic knowledge, such as numbers, colors, shapes, developing skills to perform everyday tasks.
2. Social Skills: Learning social skills and teaching behavior skills to be effective in communication. Working in a team, building relationships with other people, helping to express one's opinion.
3. Self-care skills: choosing clothes, following hygiene rules. Doing independent tasks in everyday life (cooking, cleaning the house, managing money).

4. Emotional development: Learning how to recognize and control your emotions, how to cope with stress and anger. Develop positive self-esteem.

5. Special programs and methods: Use of special educational materials, visual and audio aids (cards, videos) for persons with mild mental retardation. Strengthening skills through games and practical exercises.

Correctional services for persons with mild mental retardation are important in supporting their intellectual and social development. The main directions of this process are cognitive development, social skills, self-care, emotional development and special methods. These works are carried out by psychologists, pedagogues, social workers and other specialists with an individual approach. The active participation of parents and teachers is also important, because they play a key role in supporting this process and ensuring the development of the individual. Thus, the opportunities for individuals with mild mental retardation to express their identity and adapt to society increase.

Moderate mental retardation. Moderate mental retardation is characterized by the lack of formation of cognitive processes. The thinking is concrete, sequential. Individuals in this category develop lagging behind (3-5 years late) in understanding and using speech, and full development in this area is limited. Often speech is accompanied by gross defects. The vocabulary is small, it consists of words and phrases used in everyday life. Almost all children with this level of mental retardation have impaired coordination, accuracy and imagery. Movements are slowed down, clumsy, which hinders the formation of the running mechanism and learning to jump. Children with mental retardation, even in their teens, have difficulty entering a given movement state and cannot maintain it for more than a few seconds.

Correctional work at the moderate level of mental retardation is carried out in the following areas:

1. Pedagogical correction involves providing students with simple everyday knowledge and skills, performing activities aimed at developing independent thinking. Explaining abstract concepts in a clear and understandable form, extensive use of repetitive exercises and visual materials.

2. Speech therapy works, which include correction of speech disorders (dysarthria, dyslalia, alalia, etc.). Special games for increasing vocabulary, teaching to compose simple sentences, forming skills of verbal expression of thoughts, activating speech activity.

3. In psychological correction, stabilization of emotional state, development of social adaptation. Exercises aimed at increasing self-confidence, using psychotherapeutic methods to reduce stress and fear.

4. Preparation for independent life in social adjustment work, that is, formation of the skills of dressing, hygiene, simple household chores, correct behavior in a social environment. Students should be adapted to normal professional activities.

5. In the development of movement and motor skills, performing special exercises for the development of small motor skills, physical education training aimed at improving coordination and balance, developing manual labor skills through dancing, drawing, crafts.

Correctional work carried out at a moderate level of mental retardation is aimed at developing children's knowledge, speech, psychological state, social adaptation and movement activity. These works are systematically carried out by speech therapists, speech therapists, psychologists and other specialists.

Severe mental retardation. In severe mental retardation, thinking is not only concrete and rigid, but the ability to generalize is not formed at all. In most of them, underdevelopment of motor functions, coordination disorder and other accompanying pathologies are evident.

These individuals have great difficulty learning self-care skills. Some of them do not even know how to fasten buttons and tie their shoes.

Correctional work with children born with severe mental retardation or with acquired disabilities requires a long-term, systematic and comprehensive approach. It is difficult for such children to lead an independent life, and they need special education and training to adapt to the environment and join the normal social environment. Therefore, the main goal of correctional work is to support the child's physical, mental and intellectual development as much as possible and help him adapt to society.

An individual approach is important in this process, because the opportunities and abilities of each child are different. Therefore, corrective training is organized according to the individual characteristics of the child. To develop independent living skills, simple practical activities of daily living are taught, including activities such as eating, dressing, personal hygiene, and doing simple household chores. In addition, it is important to develop communication skills. Because such children have difficulties with verbal communication, it is necessary to teach them to communicate through gestures, visual symbols and simple phrases. Trainings conducted with the participation of speech therapists and speech pathologists play an important role in this regard. Also, social adaptation and emotional development are an integral part of correctional work. Children need to learn to express their emotions, to communicate with the environment and to act in a group. Art therapy, music therapy and various creative activities are effective methods for this.

In order to effectively organize correctional work, specialists such as defectologists, psychologists, speech therapists, physiotherapists and teachers should work together. At the same time, parents and family members should be actively involved in this process, because the child spends most of his time with his family, and their support is of great importance in the child's development. In general, correctional work with severely mentally retarded children is aimed at increasing their adaptability to life as much as possible, forming personal skills and supporting them, and as a result of such an approach, children will have the opportunity to live a social and private life in a comfortable environment for them.

Profound mental retardation. These children have limited ability to understand or follow requests or instructions. They have not developed attention, perception, memory. There are no elementary processes of thought. Most of the time, they leave some unintelligible sounds or phrases that they don't understand. Most of such children have severe motor disorders, they are completely immobile or their movements are severely limited, they cannot hold urine and feces, they can only communicate in a rudimentary form. They are unable to take care of their basic needs, or this ability is very slow, and they need constant help and support.

Children born with profound mental retardation or with acquired disabilities are persons who cannot lead an independent life and need constant care and support in any activity. Their physical, mental and psychological development has serious limitations, and their abilities to serve themselves, understand the environment, establish simple communicative relationships and adapt to social life are severely limited. Therefore, the correctional work carried out with such children should be based on their individual capabilities and should be specially planned based on the needs of each child.

The main goal of correctional work for children with profound mental retardation is to facilitate their daily life activities, develop communication skills, form sensory and motor skills, and improve their social and emotional adaptation. To achieve effective results in these areas, a continuous and individual approach is required.

First of all, it is necessary to form simple everyday life skills for children. For example, simple activities such as eating, dressing, washing, and using the toilet are taught step by step. In this process, the use of methods such as constant repetition, visual aids, explanations by touching the body, and hands-on assistance are effective.

The second important focus is sensory and motor development, and these children usually have difficulties interacting with the environment. Therefore, they are taught special exercises and games to touch different surfaces, respond to sound and light, perform simple movements. Working with different materials to develop hand motility, massage and physiotherapy sessions to improve muscle tone are organized.

The third important aspect is the formation of communication skills. In many cases, such children cannot communicate verbally or have a very limited vocabulary. Therefore, a communication system consisting of gestures, icons, simple words and sounds is developed. It is important to systematically work with speech therapists and psychologists to facilitate the communication process.

In addition, emotional and social adaptation is an integral part of correctional work, children should learn to express their emotions and adapt to normal social relations. For this, methods such as art therapy, music therapy, relaxation training and active participation in the communication environment are used.

In general, correctional work with children with profound mental retardation is a long-term process that requires patience and a constant approach. Although such children cannot fully integrate into society, through the right approach and systematic education, it is possible to improve their quality of life, meet basic life needs, and increase their opportunities to connect with the environment. Therefore, special education programs, alternative communication systems, and social adaptation training should be organized for such children on an ongoing basis.

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