

## CORRECTIVE-PEDAGOGICAL WORK ON THE DEVELOPMENT OF THE SMALL HAND MUSCLES OF SCHOOL-AGE CHILDREN

Mirbabayeva Nodirakhan Soliyevna

Teacher of the Department of Special Pedagogy of Kokan DPI

Siddikova Sarvinoz Muhammadjon qizi

Kokan DPI student of special pedagogy, oligophrenopedagogy

### **Abstract**

In this article, it is possible to observe the changes that occur in the child through the development of small hand motor skills of mentally retarded children, and what happens during the development of this small hand motor in the child. difficulties and overcoming these difficulties, recommendations for parents are fully recorded.

**Keywords:** mentally retarded, education, correction, special school, defectologist, labor activity, exhibition, compensation, anomaly.

It is known that preschool age is the main factor in the correct development of a child. In order to ensure the implementation of the decision of the President of the Republic of Uzbekistan "On further improvement of our system of education and upbringing of children with special educational needs" PQ 4860 of October 13, 2020, the decision of the Cabinet of Ministers was adopted done. According to this decision, inclusive education was introduced. The goal of inclusive education is to introduce barrier-free education and create an educational environment for students with special educational needs, involving special pedagogues by using special tools and methods. In addition, the SIPR program has been designed for children who need special assistance.

**SIPR is a specially selected individual program for children with intellectual disabilities.**

Mentally retarded children behave like little children compared to their peers. They are stubborn, stubborn, show very slow emotion to laughter or do not want to express emotion at all. If we observe mentally retarded children, we can see that they have several deficiencies together in a complex state. Well, how does mental retardation appear; the development of mental retardation in a child is manifested from the age of 2-3 years. Because a child's speech appears slowly after 1 year of age. When the child reaches 5-6 years of age, signs of mental retardation are evident. Children with a mild degree of oligophrenia do household chores, can establish friendly relations, and children with a severe degree of mental retardation do not have such emotional characteristics.

His teachers and educators are directly involved in the initial diagnosis of mentally retarded children. For this reason, it is very important for psychologists working in kindergartens and schools to be attentive and at the same time experienced and have sufficient qualifications in their fields. Can these children be treated? If we pay attention to the question, treatment procedures are recommended only for mildly mentally retarded children. Treatment is mainly carried out using various psychological exercises and pedagogical methods. It takes several years to achieve a good result. Sometimes we cannot judge these children as mentally retarded or disabled. In the teaching of mentally retarded children, the lesson should be conducted mainly in the form of a game or exercise, the main goal of this is to increase the child's interest in the lesson and help him learn easily. The methods that are widely used in this regard will help us. As an example of these methods, such methods as: find the difference of one word, form a pair, generalize and express with z, and find the excess can be used on a wide scale. Each lesson organized for mentally retarded children should incorporate a correctional approach along with educational and educational activities. Only then will we have a comprehensive approach to the child. In addition, if we try to make different things with mentally disabled children, we can create understanding in them. For this, first of all, we give the child information about what we are making, and we present this thing to the child in a natural state. After knowing that the concept has been formed, we can move on to making it. Every lesson organized for these children is connected to social life and the sciences must be related to each other.

Experts involved in the development of preschool children believe that fine motor skills are very important, because they develop higher functions such as thinking, attention, memory and visual. Fine motor skills are also important for the development of speech, imagination, observation and coordination. A number of scientists have covered the connection between the movements of the hands and the body in their works, especially in the works of V. M. Bekhterev, he distinguishes the development of nervous activity.

Motor skills are motor reactions, skills, abilities and complex motor actions characteristic of a person. (E.A. Strebeleva)

Psychologists distinguish three main types of motor skills:

1. Responsible for gross or muscular gross motor skills for group movements. For example, running or stretching.
2. The articulatory motor is responsible for the work of the speech apparatus, that is, the coordination of the abilities of the speech process.
3. Fine motor skills coordinate hand movements

Corrective pedagogical work includes the following main processes in the development of small hand motor skills:

**Diagnostics and analysis:** Corrective pedagogy uses diagnostic tools to identify problems and deficiencies in fine motor skills. In this process, professionals collect data to check, analyze, and communicate with others.

**Individualization:** Corrective pedagogical work is carried out with an individual approach that takes into account the unique characteristics of each child in the development of fine motor skills. As a result, every child or student is allowed to develop quickly and effectively at his own time.

**Creating an anxious environment:** Corrective pedagogic work places importance on providing an anxious environment for the development of fine motor skills. In such an environment, students are given opportunities for serious consideration and application, and are supported by professionals who approach them on their own time.

**Practical exercises:** Practical exercises are widely used to develop fine hand motor skills.

In conclusion, in order to reduce the number of children with special needs, parents and their educators are also socially important. If the parents follow a healthy lifestyle and the society has its own place, I think that the society will create a basis for the reduction of children with such special needs.

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