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Technology to Interest Mentally Retarded Children in Lessons

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Abstract
Experimental investigation of individual cases, observation, and step-by-step generalization become understandable for mentally retarded students. This method of education allows you to connect the teaching of mathematics with life and new knowledge with previously acquired knowledge and provides both the conditions for their conscious acquisition and an optimal option for the social adaptation of schoolchildren.

Keywords: inclusive education, mentally retarded children, development, cognitive ability, issue, relationship, individual.

Introduction

Childhood is a valuable period in a person's life, which determines his future development prospects. The foundation laid in a relatively short period of life is of great importance for the entire further development of the child. The issue of comprehensive development of intellectual, cognitive and creative abilities of preschool children remains one of the most urgent issues today. Every year, the surrounding world, into which the child enters, sets more and more complex tasks, to solve them it is not enough to see, hear, feel, but it is important to emphasize the connections and relationships between events. During preschool childhood, the child's mind is not only filled with individual images and ideas, but also characterized by a holistic perception and understanding of the surrounding reality.Interesting questions become a natural accompaniment of growth. To answer them independently, the child must turn to the thinking process. A child who has not mastered the methods of logical thinking will find it difficult to learn: solving problems, performing exercises requires a lot of time and effort. As a result, the child's health may deteriorate, weaken, or even completely lose interest in learning. Good intelligence is a crucial condition for successful schooling, so developing intellectual abilities in preschool children is an important task for teachers. The problem of intellectual and creative development is relevant for modern kindergartens not only today, but also in the future, because society needs creative, independent thinking individuals. The most constructive solution to the problem is the idea that the systematic development of the forms and operations of logical thinking and intellectual abilities in the material accessible to children helps to develop children's cognitive activity, creative and logical thinking, and independence. systematic thinking. Skills and abilities acquired during preschool education serve as a basis for acquiring knowledge and developing abilities at an older age. And among these abilities, the most important is the ability to think logically, the ability to "act in the mind". After mastering logical operations, the child becomes attentive, learns to think clearly and clearly,

can focus on the essence of the problem in time, convince others of his rightness. Knowledge of logic contributes to the cultural and intellectual development of a person.The federal state educational standard for preschool education creates conditions for the development of preschool children, positive socialization of the child, his comprehensive personal development, development of initiative, creativity, creative abilities through cooperation with adults and peers in activities suitable for preschool children. aimed at opening opportunities. The current stage of pedagogical practice is the transition from educational information technology to the development of activities, which forms a wide range of personal qualities of the child. Not only acquired knowledge, but also methods of assimilation and processing of information, development of the child's cognitive powers and creative potential are important.The main factor that determines the development of intelligence and thinking is not what we teach, but how we do it.The features of the technology for the intensive development of intellectual abilities are as follows: Connection of figurative perception (through the image and story plot) with logic (through the symbol and solution algorithm). and logical tasks are organically woven into the understanding of mathematical content. The use of fairy tales is also important for the moral upbringing of a preschool child, his strong-willed efforts, and the formation of empathy. The child becomes the hero of events, "lives" complex, mysterious and funny fairy-tale adventures, overcomes obstacles together with the main character and leads him to success. A system of more complex developing questions and cognitive tasks for each game. This allows you to use one game to solve various problems of educational activity for a long time. It should be remembered that thinking without questions is impossible. The path from question to answer is a work of thought. The main thing here is not only to ask yourself a question, but also to teach it to children. Each question of a child is an opportunity to teach him to reason, to doubt, to think, to find a way out - the answer. The most effective means of intellectual and creative development are didactic games, intellectual games and warm-up, logical search tasks, entertaining game exercises, various presentations affect children emotionally. They activate children, because their activity changes: children listen, think, answer questions, think, find their meaning and open results, learn interesting facts, not only interact with different aspects of the world around them helps to bond, but also broadens their horizons and encourages new self-knowledge. An important component in the development and upbringing of a preschool child is the creation of an environment that develops the subject that activates the child and, if necessary, rests. The environment of the group should be formed taking into account the principles of flexible zoning, convenience and innovation. Creating conditions for children's development, children's age and individual capabilities are taken into account. By using interesting didactic materials in the educational process, we create all conditions for the development of active knowledge of the world around us, logical thinking, and intellectual qualities of preschool children. There are several blocks containing games, exercises, and tasks aimed at developing the intellectual and creative potential of the child. The tasks of each block are selected in such a way that they allow solving both psychodiagnostic tasks and the tasks of developing the child's intellectual and creative qualities at the same time. should remember the duality of his position. Being its initiator and organizer, he simultaneously works as an equal partner in children's play. Therefore, children's interest, emotional mood, the nature of children's relationships with each other, as well as the success

of game actions and the achievement of game results largely depend on the benevolent tone it sets. When choosing the content of the tasks, the teacher should implement an individual approach, monitor the dose of complexity of the tasks that allows creating a state of success for each child. Each child should move forward at his own pace with constant success! A well-proven balance is needed in the use of tasks aimed at developing convergent and divergent types of thinking in children. Only such an approach ensures comprehensive development of creative thinking. The best effect is given by games that are mandatory and regularly conducted in mathematics lessons, speech development and free time. The duration of the game part of the training is from 4 to 10 minutes, depending on the age group. The optimal number of participants is half of the standard group. As a result, it is possible to identify the gifted and the retarded, as well as to predict their intellectual maturity.

In conclusion, experimental investigation of individual cases, observation, and step-by-step generalization become understandable for mentally retarded students. This method of education allows you to connect the teaching of mathematics with life and new knowledge with previously acquired knowledge and provides both the conditions for their conscious acquisition and an optimal option for the social adaptation of schoolchildren. A special feature of teaching children in inclusive education is that a student with intellectual disabilities is in a normally developing environment. Accordingly, the teacher has two tasks: to convey the lesson material to the typically developing students and to the student with disabilities, according to his adapted program. First of all, it is necessary to develop children's performing and reproductive activities, taking into account the learning defects of students, their emotional and volitional state.

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