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PEDAGOGICAL-PSYCHOLOGICAL FEATURES OF INCREASING MOTIVATION TO STUDY AND IMPROVING THE PROCESS OF ASSISTING IN MENTALLY RETARDED STUDENTS.

Annotation

This topic includes changes and pedagogical-psychological factors to increase the motivation of students with intellectual disabilities in the learning process. Including students with intellectual disabilities in the learning process and checking their progress is one of the pedagogical tools to increase their learning. Support in the learning process is needed, individual actions of students, motivation helps in deepening the learning process.

Keywords

Reading, Reading motivation, Change process, Motivation strategies, Student learning, Psychological factors, Individual student attitudes, Ensuring the educational process.

In educational institutions around the world, corrective and developmental educational technologies are being implemented to rehabilitate disabilities in children with special educational needs, to form motivation in the process of mastering reading in primary school. Systematic work is being carried out to implement large-scale projects to identify the effectiveness of social adaptation of children with special educational needs in the Incheon Declaration, taking into account the diversity of requirements for inclusive education for all, the educational needs of children who require special attention, and combating various forms of discrimination against them, eliminating obstacles to the realization of the right to education.

Scientific research is being conducted in educational and research institutions around the world to help students with intellectual disabilities in primary education read the text of a work of art based on motivation, understand, comprehend and perceive its content, identify effective approaches to developing their speech using compensatory opportunities, develop effective technologies for teaching methods for correct, conscious reading, develop recommendations for their implementation in practice, and ensure that students with intellectual disabilities have equal opportunities like all citizens. At the same time, special importance is attached to research on the development of technologies that will eliminate limitations in life activities, ensure full-fledged life, active participation in the political, economic, and social spheres of society, and form the skills of students to master reading based on motivation, increase the level of reading, develop a positive attitude towards reading, cultivate artistic and aesthetic thinking, and improve the scientific and practical aspects of the formation of concepts of literary education in children's literature. In recent years, our republic has been developing politically, socio-economically, spiritually and educationally, achieving the primacy of democratic and humanistic principles in social relations, training personnel with high moral qualities, thoroughly mastering theoretical and practical knowledge in a particular field, and achieving success in professional activities. “Improving the quality of education in schools, bringing the knowledge and skills of teaching staff to the international level, adapting the secondary education system to the requirements of

the time, updating textbooks in general secondary educational institutions, gradually transitioning to a social model of determining disability, providing mandatory social guarantees for the population, and strengthening social protection of needy groups" have been identified as priority tasks. This will expand the possibilities for conducting scientific research on technologies that improve the process of learning based on motivation among students of specialized educational institutions.

The Law of the Republic of Uzbekistan "On the Rights of Persons with Disabilities" dated October 15, 2020 No. URQ-641, the Decree of the President of the Republic of Uzbekistan dated January 28, 2022 No. PF-60 "On the Development Strategy of New Uzbekistan for 2022–2026", the Decrees of the President of the Republic of Uzbekistan dated December 1, 2017 No. PF-5270 "On measures to radically improve the system of state support for persons with disabilities", the Decrees of the President of the Republic of Uzbekistan dated April 29, 2019 No. PF-5712 "On approval of the Concept for the development of the public education system of the Republic of Uzbekistan until 2030", the Decree of the President of the Republic of Uzbekistan dated October 13, 2020 No. PQ-4860 "On the provision of special educational needs for children This research work will serve to a certain extent in implementing the tasks set out in the Resolution "On Measures to Further Improve the Education System" and other regulatory and legal documents related to this activity.

Compliance of the research with the priority directions of development of science and technology of the Republic of Uzbekistan. This research was carried out in accordance with the priority direction of development of science and technology of the republic I. "Formation of a system of innovative ideas in the social, legal, economic, cultural, spiritual and educational development of an information society and a democratic state and ways of their implementation".

The level of study of the problem. Scientific and pedagogical foundations of teaching students to read and write in our republic, psychological features of the formation of reading motivation in younger school-age students, the formation of motivation in the process of preparing primary school students for literacy and mastering their reading, the use of problem-based learning in primary school reading lessons K.A.Abdullaeva, B.I.Ganieva,

M.E. Inoyatova, N.S. Ju'raev, G.A. Mamatova, U. Marasulova, S. Matchonov, I.R. Rakhimova, R.G. Safarova, A. Hamroev; various aspects of speech underdevelopment in national special pedagogy (correctional and speech therapy work in the development of speech in preschool children with incomplete speech development, development of active speech, elimination of phonetic-phonemic and written speech defects, grammatical construction of speech, bilingualism, etc.) Sh.D. Aripova, Z.M. Akhmedova, M.Yu. Ayupova, L.R. Muminova, X.M. Pulatova, N.Kh. Rakhmankulova, Sh.E. Tokhtiyarov; speech preparation of children with physical and (or) mental disabilities for school education, development of active and passive speech; vocational training, improvement of correctional-motivational-developmental educational technologies in primary grades of specialized educational institutions S.Sh. Aitmetova, N.Z. Abidova, Kh.S. Akramova, Z.N. Mamarajabova, N.S. Musaeva, D.A. Nurkeldieva, P.M. Pulatova, V.S. Rakhmanova, N.V. Sosedova, M.P. Khamidova, R. Shomakhmudova, D.B. Yakubzhanova, F.U. Kadirova, M.F. Khakimova; development of socio-pedagogical competencies of future defectologists and increasing the effectiveness of independent education, technologies for increasing the effectiveness of teaching the "special methodology of teaching the native language" module in higher education, cochlear implant improvement of children's auditory and speech rehabilitation was reflected in the scientific research of M.S. Makhmudova, X.S. Rakhimova, F.R. Teshaboeva, L.R. Khaitov. The unity of the mechanisms of reading and writing skills and their relationship with the central nervous system, the organization of correctional pedagogical work B.G. Ananev, P.K. Anokhin, T.G.

Yegorov, O.D. Kuzmenko-Naumova, G.Ya. Troshin, G.A. Sukerman, D.B. Elkonin; motivation in mentally retarded children

The problem of development The problem of the formation of motivation in children was studied in the works of V.G. Aseev, L.I. Bozhovich, L.S. Vygotsky, N.I. Gutkina, T.D. Dubovitskaya, L.V. Zankov, M.B. Kalashnikova, A.K. Kulagina, A.N. Leontiev, A.K. Markova, M.F. Morozova, V.G. Petrova conducted scientific research. Teaching students with intellectual disabilities to read and optimizing technologies for building motivation in the process of mastering their reading have been studied by Rollanda E. O'Connor and Victoria Sanchez, Clapper, A. T., Morse, A. B., Lazarus, S. S., Thompson, S. J., & Thurlow, M. L., McGrew, K. S., & Evans, J. Staiger, Ralph C., Stuart Woodcock, Wilma Vialle, Hefce, Poustie, J. British Dyslexia Association, Ellen Reynor, Hayati Akyol, Ahmet Çakiroğlu, Hayriye Gül Kuruyer, E. Thorndike, W. Kennedy, G. Wilkatt, E. Thompson, G. Hannikatt, J. Bruner.

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