ISSN: 2181-4341, IMPACT FACTOR (RESEARCH BIB) – 9.145, SJIF – 5,431

Shadiyeva Navbahor Khabibullayevna

Jizzakh State Pedagogical University,

Teacher of the Department of special pedagogy

shadiyevanavbahor@gmail.com

ORCID 0009-0007-4740-3092R

DISTINCTIVE FEATURES OF THE ORGANIZATION OF THE PROCESS OF FORMING GEOMETRIC CONCEPTS IN STUDENTS WITH A DEFECT IN THEIR INTELLECT

Annotation: This article will help readers with a defect in their intellect learn geometric processes. In the assimilation of geometric knowledge in special schools, a software system plays an important role, since in the speakers geometric shapes, figures and file quality teach differentiation. Attention is paid to the development of spatial thinking of students using geometric processes in the process, exhibited processes, visual and sensory methods, as well as tools connected with life experience. This helps students develop physical geometric features not only in their own right, but also practical vision methodology. To give students exercises based on life experience and to participate in their practical activities, the support of the methodology is explained.

Keywords: geometric concepts, students with intellectual harm, a special school,an exercise System, competition for activities, visual and sensory methods, step-by-step thinking, life congratulations, educational activities, practical skills, L.S.Vigotsky, zone of close development, geometric shapes, thought development, concept formation.

In students with a defect in their intelligence, in the formation of geometric concepts, the disadvantages of attention in comparison with their normal counterparts are more pronounced: low stability, distribution difficulties, the possibility of slow transitions. Students with defects in Special School intelligence have a low level of attention development in the formation of geometric concepts. When analyzing objects or their images, they do not perceive the important elements inherent in them. Due to the low level of development of attention, the formation of geometric concepts in students with a defect in their intellect is not able to capture much that the teacher informs them, erroneously performing some part of the same type of work offered to them. In the formation of geometric concepts in students with a defect in their intellect, the careless focus is strongly distorted, mainly because its volitional side is not sufficiently developed. This is due to the fact that students with a defect in their intellect do not try to overcome them in the event of difficulties in the formation of geometric concepts. They, as a rule, drop the case in such a case. However, if the work is interesting and convenient for them, it will hold the attention of children, it will not require great tension from them. The weakness of voluntary attention is manifested in frequent changes in the objects of attention in the educational process, inability to concentrate on one object or one type of activity. In the process of teaching, the focus of the formation of geometric concepts in students with a defect in their intellect improves. The skill of distributing attention, concentrating it is formed, the volume of attention increases, the opportunity to focus on a particular type of activity appears. Students with intellectual disabilities develop a self-control skill in the formation of geometric concepts, which is closely related to criticality and self-control. In the formation of geometric concepts in students

with a defect in their intellect, there is not only an insufficient formation of cognitive activity, but also a violation of the emotional-volitional sphere, which is characterized by a number of features. Due to the decline in mental activity, students with intellectual impairments did not have sufficient differentiation in the emotions of forming geometric concepts. Perejivania simple, polar; in students with a defect in their intellect, the formation of geometric concepts often only feels pleasantness or dissatisfaction, there are practically no differentiated, thin puddles of perejivanias. The emoticons that appear will not be justified all the time. Children laugh for no reason, rejoice in trifles. Negative emotions occur in affective form, without expectation, and have a robust property. A characteristic feature is the pessimism of emotions. The state of joy frees the place for no reason to sadness, alternates between laughter and tears. Perejivania is shallow, superficial. In students with a defect in their intellect, the feelings of the formation of geometric concepts are often inappropriate, disproportionate in their dynamics in relation to the influences of the outside world. Sometimes there are cases of high emotional arousal or strong emotional decline (emotional pathological conditions – euphoria, dysphoria, apathy). Formation of geometric concepts in students with a defect in their intellect poorly controls their own emotions, is unable to find comfort after the perceived danger, and is not satisfied with good compensation. Logical arguments are almost absent in positive and negative emotions. The weak management of emotions causes the spiritually late formation of geometric concepts in students with a defect in their intellect. All the above-listed features of the psychic processes of the formation of geometric concepts in students with defects in Special School intelligence affect the nature of their activity. G. to the study of the psychology of activity of the formation of geometric concepts in students with a defect in the intelligence of this category.M.Dolnev , B.I.The research of Pinsky and others is dedicated. Various violations of the components affecting the activity are noted: immaturity of the motives and goals of the activity, inability to choose the necessary tools for solving the task posed, uncritical attitude to the obtained intermediate and final results. In this regard, a number of shortcomings and features occur in the structure and course of the activity of forming geometric concepts in students with a defect in their intellect. Their activity is characterized by the following disadvantages. Students with disabilities in their intelligence experience a violation of goal orientation in the formation of geometric concepts, which is explained in many ways by poor orientation in Task conditions, inability to overcome the difficulties encountered, lack of understanding the importance of the results of activities. In students with a defect in their intellect, when the formation of geometric concepts is faced with difficulties in the process of activity, they deviate from the initial goal, begin to follow a less specific goal, perform another task. Students with disabilities in their intellect experience difficulty in forming geometric concepts in moving past experience to new conditions, there is a tendency to move elements of past experience into the task currently being solved in an unmodified, ready-made form. Without realizing the specifics of the task, they perform it in accordance with the past experience obtained in a similar situation, not exposing it to transformation and restructuring. Students with disabilities in their intellect have a narrowness of motivation, which occurs due to a low level of awareness of activity motives and goals in the formation of geometric concepts; inadequacy, scarcity, situational specificity, instantaneous, as well as inability to plan their activities and not be able to see its results. The formation of geometric concepts in students with a defect in their intelligence in the performance of constructive tasks is poorly guided in the task, disappears; in the face of difficulties, they do not check the results of their actions, they do not alternate them with samples. Instead of the task offered to them, they often solve a less complex task. In students who have a defect in their intellect when doing something, the formation of geometric concepts follows close motives; it is difficult for them to rely on distant motives. Therefore, actions aimed at creating a specific product are performed by them more willingly and better, in relation to cognitive activity. Disorders of the functioning of the upper nerve, insufficient development of thinking, cognitive processes, immaturity of the emotional-volitional sphere cause a number of distinctive features inherent in the personality of the formation of geometric concepts in students with a defect in

their intellect. Researchers (A.D.Vinogradova and others) shows that in students with defects in this category's intelligence, unlike their normally developing peers in the formation of geometric concepts, limitations of perceptions of the environment, simplicity of interests, needs and motives are observed. They are often uncritical of their own and others ' behaviors and actions. Low levels of self-awareness in many cases cause them to see the movement for months after it is performed, rather than before it. The formation of geometric concepts in students with a defect in their intellect cannot critically assess the results of their capabilities, abilities, own labor. It should be noted that, according to scientists, the development of the personality of the formation of geometric concepts in students with defects in Special School intelligence, despite its originality, is subject to general laws inherent in the development of the personality of normal children. The difference is that the structural components of the personality of the formation of geometric concepts in students with impairments in intelligence do not reach the level of normal. The analysis of studies on the study of the cognitive activity of the formation of geometric concepts in students with defects in Special School intelligence makes it possible to determine the individual and typological features of the formation of geometric concepts in students with defects in intelligence. These include the following. Features related to cognitive processes: disorders in perception, attention, thinking, memory, speech, etc.; Features related to the emotional-volitional and personal spheres: insufficient differentiation of emotions, instability of emotions, lack of motivation, etc.; features related to the Organization of activities: immaturity of activity motives and goals, low level of activity organization, poor self-control and formation of a holistic system of knowledge and skills with a generalized character, high level of generalization and efficiency are recognized by researchers. The formation of geometric concepts, the developmental task of which is of particular importance for implementation, provides for the development of thought processes, attention, memory, perception, speech. As a positive influence on the formation of geometric concepts in the process of special education, it was demonstrated that it is necessary to analyze and research as an object of scientific research.

Literature used:

1. Akramova, H. (2020). Methods of developing general work skills in mentally retarded students through information programs. Archive Nauchnix public JSPI, 7 (1). izvlecheno horse https://science.i-edu.uz/index.php/archive_jspi/article/view/697

2. Akramova, H. (2020). The use of modern multimedia tools is a pledge of responsibility . Archive Nauchnix public JSPI, 1 (12), 1-5.

3. Akramova, H. (2020). The technology of social pedagogical activity, which is carried out with preschool children. Archive Nauchnix public JSPI, 1 (16), 1-5. izvlecheno horse https://science.i-edu.uz/index.php/archive_jspi/article/view/3994

4. Mamedova K, Shoumarov "psychology of Mentally Retarded Children". Tashkent 1994. Pages 30-39 5 X.Muzaffarova–the skill of the teacher in the use of innovative methods in the educational process. Scienceweb academic papers collection, 2021

6. Dadakhojayeva N.X. Methodology for teaching students with intellectual disabilities to arithmetic operations on multi-digit numbers. Ped. fanl. nom. diss... - T.: 1995.

7. N. Shadiyeva - Characteristics of mathematical knowledge acquisition of mentally retarded students in boarding schools. EDUCATION, SCIENCE AND INNOVATION Spiritual-educational, scientific-methodological journal 2024.

8. N. Shadiyeva-effective ways to teach mathematics to Mentally Retarded Children. MÜGALLIM Həm YZLIK BILIMLENDIRIO Ilimi-methodical Journal 44-n 3-San 2024 mayed Children.