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**PECULIARITIES IN THE DEVELOPMENT OF PRESCHOOL CHILDREN  
WITH MENTAL RETARDATION**

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**Abstract**

This article discusses the specific characteristics of preschool children with mental retardation, conditionally dividing the complex causes of mental retardation into 3 groups, two types of diagnostic deficiencies, errors that lead to an increase in mentally retarded children.

**Introduction**

According to statistics, this category of children makes up half of the children who do not learn. The origin of mentally retarded children is connected with kindergarten age. According to research data, those who are not ready for school education according to psychophysiological indicators make up 16-17% of children from kindergarten to school education. In the city of Gorky, 6-year-old children were examined in a mass way (3000 children). According to the results, 20% of children are lagging behind the requirements of the program. Later, after a detailed examination of these children, it was shown that half of them were mentally retarded children. The retardation of the mental development of parents occurs as a result of general pedagogic neglect or poor health. Children whose mental development slowed down in preschool age began to learn a little more than those of school age. There is a small amount of research devoted to certain mental functions, and they are also devoted to the play activities of children of kindergarten age and their readiness for school education. We have information that special corrective-pedagogical work for a mentally retarded child, whose brain is intensively forming at the age of preschool education, can give good results in early youth.

**Currently, our main tasks are:**

- Be able to distinguish mentally and pedagogically children with retarded mental development from those who lag behind in other types of development in a timely and reliable manner, without mistakes;
- Development of the system of learning and correction of children of preschool age with mental retardation;
- Organization of the necessary differentiated support in preparing 6-year-old children for school;

Children of preschool age whose mental development has slowed down have a narrow outlook, their imagination is not clear, and their speech has not yet fully formed. They cannot distinguish the characteristic signs of familiar objects around them. This indicates that their perception and thinking are not developed. This group of children cannot participate in training. They remember poorly, have difficulty with elementary mental processes, avoid any mental work. They don't show curiosity typical of their age, they don't ask different questions to adults. His speeches are unique. They cannot continue the tale that started short. They make short grammatical sentences. The development of their active and passive vocabulary is significantly behind. They do not understand speech well, their internal speech, which is involved in planning and managing their activities, lags behind significantly. A child does not perceive or understand many things. They cannot master the material based on them. The personality is not formed harmoniously due to insufficient external environment and communication with the surrounding people. Interest in learning is not well developed in them, the desire to be a good student does not arise, they cannot make an objective assessment of themselves, and negative feelings arise in the formation of their character. The child's mental development lag behind can be seen from their interest in more meaningful and role-playing games. Sometimes in the literature on children with special mental retardation, it is noted that they achieve more in game activities than in reading. When children come to special diagnostic groups, some physical weakness is noticeable. There are 2 times more sick children in diagnostic groups compared to children in groups of public preschool educational institutions.

Generally healthy children in diagnostic groups are 4 times less than children in normal kindergarten. More than half of the children in these groups have abnormal health to one degree or another. In most cases, there are defects in their central nervous system. This situation also affects the behavior of Ulra. Some of these children are prone to irritability and emotional instability. Such negative situations lead to a decrease in working capacity. In children of other species, there are cases of braking. As a result of neurotic conditions in children accompanied by general fatigue, these children's working abilities decrease, they get tired quickly, and it becomes difficult for them to engage in communication. The health of preschool children is somewhat similar to children with mental retardation.

It is necessary to conditionally divide into 3 groups the complex reasons that lead to retardation in mental development.

Group 1. Being behind in development is social and pedagogical children who develop character (pedagogically neglected children),

Group 2. Lagging behind in the development of socio-pedagogical,

Children with mental retardation due to the reasons. It is difficult to determine which of these reasons is the leading one.

Children in this group are born for biological reasons called pedagogically neglected children.

3 groups. Biological factors are the leading cause of retardation of mental development.

Different types of mentally retarded children are relatively unfamiliar to clinicians and pedagogues, and since they are at an "intermediate" level of mental development, it is difficult to distinguish them from similar types. In the work of the medical-pedagogical commission, a number of diagnostic errors are encountered during the separation of mentally retarded children from children without pedagogical care and from mild forms of mental retardation.

During the selection of children for special institutions, there are mainly 2 types of errors:

- Hypodiagnosics - sending children to public educational institutions as a result of not being able to identify the lag in mental development of children.

-Hyperdiagnosis - replacing mentally retarded children with oligophrenia at the level of a moron.

Two types of diagnostic deficiencies and errors lead to an increase in children with mental retardation. This increases the number of children who need special correctional work.

The conclusion is that the lack of mastery in education can cause the child's mental development to slow down and various spiritual and moral defects. Timely and correct diagnosis helps to prevent disappointments and increase the effectiveness of pedagogical correction. gives

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