

INCREASING THE INTEREST OF STUDENTS WITH INTELLECTUAL DISABILITIES TO THE EDUCATIONAL PROCESS

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Annotation

The article emphasizes the need to increase the interest of students with intellectual disabilities in cognition, the help of an oligophrenopedagogue for schoolchildren, to actively comprehend their knowledge, to actively solve cognitive problems, to understand the nature and logic of the learning process, its essence.

Keywords: Students with intellectual disabilities, cognition, interest in knowledge, logic, active integration into society, correctional and pedagogical, knowledge acquisition, educational process, academic work, leadership.

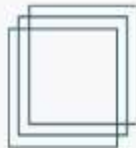
Introduction

From the first years of independence, the education and upbringing of children with physical or mental disabilities has been identified as a priority in the education system of our country. In particular, Article 41 of the Constitution of the Republic of Uzbekistan enshrines the right of everyone to education.

Today, the growing importance of the social approach to the concept of "disability" contrasts sharply with the need to create a separate category of society that needs not only the help of others, but also the elimination of its shortcomings from the earliest stages of development. It is also recognized that the study of the possibilities of active integration into society and socialization should contribute to the formation of a person as capable of meeting the needs of various areas through correctional and pedagogical technologies and methods. (Resolution of the Cabinet of Ministers of the Republic of Uzbekistan. On approval of regulatory legal acts on specialized state educational institutions for children with disabilities)

It is important to consider the intellectual curiosity of students with intellectual disabilities, but this is not the only way to succeed in learning. Increasing students' interest in knowledge is the responsibility of all teachers, but the role of class teachers in a specialized school is invaluable.

The oligophrenopedagogue prepares students to actively comprehend their knowledge and actively solve cognitive problems. This is not an accident, but the logic



of the learning process. It is important to explain the nature of the acquisition of knowledge and the logic of the learning process, its essence. There are two concepts: the logic of the school subject and the logic of the educational process.

In the logic of the subject, the main ideas of science are reflected in the content of the curriculum. However, the logic of the subject does not determine the specific course of the educational process in the classroom, does not take into account the level of knowledge and intellectual maturity of students with intellectual disabilities. The successful use of various forms and methods to increase children's interest in knowledge and learning has become a habit in our schools today. At the same time, it is useful to take into account the fact that students with intellectual disabilities are able to independently apply their theoretical knowledge in the organization of educational work. For example, a geography teacher asked one of the students to make a visual material "Weather Vane", a device that determines the direction of the wind. To make such a learning tool, the student must have theoretical knowledge. To successfully complete the task, the student tries to study a particular subject more seriously, deepen knowledge, and interest in the subject increases.

The specific way of learning is determined by the logic of the learning process. According to the same logic of the educational process, both the acquisition of knowledge by schoolchildren and the development of cognitive activity are effective. In the logic of the educational process, such issues as how to explain cognitive tasks to students in order to understand what factual material to choose and to what extent, what types of independent work to take into account, what observations to make, and so on justified, evidence are resolved. All this is done to ensure that the learning process is effective in terms of the assimilation of knowledge by students and their intellectual development.

The correct logic of the learning process is such that the teacher implements the educational material in practice not as a rigid, unchanging process, but as a set of facts, specific ideas, concepts, generalizations and specific ideas. learn in the process of their own actions, which are included in the usual practice with skills.

Although the logic of the learning process is intertwined with the logic of the subject, they are not the same thing, the learning process is more dynamic. This is a broader concept that covers the logic of the subject and the psychology of students learning the material.

Thus, didactic scientists, taking into account the logic and mobility of the structure of the learning process, distinguish the main parts (stages of the learning process) in which the movement of auxiliary students from ignorance to knowledge takes place, these are:

1. Encourage students to learn and set practical problems to keep them interested and affect their emotions.
2. Creation of a problem situation.



3. Use the previous experience of mentally retarded children in the educational process.
4. Students' perception of new material.
5. Understand the perceived material, formulate scientific concepts, master the rules.
6. Consolidate and improve the knowledge, skills and abilities acquired at school.
7. Apply knowledge, skills and competencies in practice.
8. Analyze learning outcomes, test the knowledge, skills, abilities and competencies of students.

It is important to take into account the child's interest in learning, but this is not the only way to successfully learn. It is also important to instill in children a sense of responsibility and responsibility for academic work. Elements of coercion include detaining a child after school and completing a task that he or she did not complete. However, the quality of education cannot be improved if children do not have the desire and interest to learn. Involve students in clubs. Classes strengthen and deepen the theoretical knowledge of students in the classroom. Depending on students' interest in a particular subject, they may consciously approach other subjects and learn the basics of science. For example, if a child may be interested in science, he may be interested in geography and history.

It is important that students are active in the classroom. But this does not happen spontaneously, it must be brought up by the teacher.

Thus, modern didactics has developed a whole system of ways to activate the learning process. For example, the setting of educational tasks in the learning process forms the desire for students to actively participate in acquiring knowledge, skills and abilities to master the material of the subject program.

List of Used Literature:

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