

## DEVELOPMENT OF CHILDREN WITH SPECIAL NEEDS IN PRESCHOOL AGE

Rimbayeva Ozoda Bazarbayevna

Student of the Nukus State Pedagogical Institute

**Annotation:** the preschool age period plays an important role in a person's life. During this period, the child receives a lot of information. This article provides the necessary recommendations for the development of children with special needs in preschool age.

**Аннотация:** дошкольный возраст приобретает важное значение в жизни человека. В этот период ребенок получает много информации. В этой статье даны необходимые рекомендации по развитию детей с особыми потребностями в дошкольном возрасте.

**Keywords:** development, game, training, build-make, plot-role-playing, adaptation, Skill, Qualification, defectologist, specialist.

**Ключевые слова:** разработка, игра, обучение, конструирование, сюжетно-ролевая, адаптация, умение, квалификация, дефектолог, специалист.

The main tasks of children with special needs in preschool age are as follows:

1. To be able to communicate with peers and play games with them.
2. It is necessary to control itself in its targeted activities and develop self-control, develop its purposefulness and freedom, further development of independent actions and compliance with the rules of the game, respectfully react to other children around it.

Of course for children who need special care, these skills can be a little complicated but it is essential that the adults and close family members around them help him and create the conditions for the formation of these skills.

Thus, the child begins to know in the preschool age that he deserves respect and attention, that he is a person with established rights, that he lives in this universe, as a person who can cope with a lot of interesting tasks and difficulties, and this is the most significant period of his life. For this reason, we must respect the preschool age of the child.

But at the same time, children of this age are not yet ready to accept that others should have the same respect, have their own rights and interests, and be reckoned with this. It is this concept that should be formed in a preschool child. The child should be happy to communicate with other people around him, understand the feelings of others and be able to express sympathy, try to understand the rules and norms that exist in the social environment and adhere to them, learn to plan and organize his activities, master these skills in himself.

And to the question of how to do this, we will find the answer below. First of all, create an opportunity for the child to play together with other peers. The game helps to satisfy the intellectual and emotional needs of the child and develop his personality.

The child learns to act as a team in the process of playing games with other children, to follow the rules of the game, while others learn to exchange ideas. Learning to follow the rules is considered one of the main tasks of this period and serves as the basis for school education. It is in the process of playing games that the development of these abilities is easy and light for the child. Obedience to the rules in the process of playing the game does not limit the creative abilities and independent possibilities of action of the child, but rather provides him with opportunities to overcome difficulties. The game is not accidentally highlighted as the main activity of a preschool child.



Children with special needs with some developmental disorders have been found to form with great difficulty in play activity, especially in children with mental problems.

Such children find it difficult to establish communication with peers, to express humility, others, to understand the senses, to act as a team, the development remains behind. If conditions are not created for the child to form the necessary social skills, the child will remain lonely, and his development will be seen even further behind his peers.

Parents with disabilities are shown to offend their children and to be worried that others will not understand him, that they will separate the child, as a matter of course. But this child must learn to live in this very world, only then can he form in the sispath of an independent person and find his place in life.

It is necessary to teach other children to engage in communication with a child who is "in need", how they can behave correctly, how they can help them if necessary. This is great if you have decided to give the child to an ordinary children's preschool. If he grew up from an early age without being cut off from society, then he will not have any problems with his peers at school.

Try work in consultation with a defectologist-specialist, ask whether it can be given to an ordinary children's preschool institution or not, do the child need special pedagogical-Correctional assistance? Determine what exactly this help will consist of. You have the right to open advice, because everything should be clear and clear to you. Many thinkers involuntarily direct the child to a special preschool due to the fact that he is not just like other children, which is considered a big mistake.

Do not hide the child with this you will be pushing his development back and deprive him of the opportunity to become a happy and self-contained person in the future.

At this point, let's talk about what games are best played to increase the child's chances.

In role-playing games, life itself gives the child the opportunity to play a role. Such games as "shop", "school", "doctor" further develop the social adaptation of the child.

You help them form mutual assistance and mutual understanding skills by playing games, teach the person of a person to be respected, to be able to perceive different sides of the world, regardless of whether he is like others or not. It is known that in a preschool educational institution, children who are lagging behind in development and children whose development is in moderation are brought up together, and this allows both categories of children to develop very well.

Build-make it is one of the main games that ensure the intellectual development of a preschool child. Several types of building-making training are distinguished. These are types of imitation, pattern-wise, picture-wise, and model-wise construction. Always start training with simple devices with 2-3 objects. Then the child will not get bored and will be easy to adapt.

Let's get acquainted with how imitation build-make is organized. Divide the wooden construction-making forms into equal parts, separate the necessary details and ask the child to find the same details. Praise the child if he can cope with the task, help him if he cannot. Build a device where step and step are thought out. As a result, you will have two identical constructions. Rejoice together and show it to the child through an emotion. Building by sample is the next step. Now you show the child your device ready and ask him to build the same device. Help the child if he has trouble and needs help.



Building by image is a more complex task for a child with a special need in preschool age. The child is given an image of the object that needs to be built, all the details should be visible in the picture, and the child will try to build a similar device.

A more complex type of construction-making is building by model. But it is this type that is of particular importance for the development of child thinking. In this method, the child is given a ready-made model, but individual parts should not be visible in this, and the child, depending on it, should find the necessary parts himself and make the complete device himself.

If a building-making exercise is organized using tiny human or animal forms, then the process becomes more interesting. It allows you to include them in the construction process and build the desired object in accordance with the purpose. This will further increase the child's motivation.

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