



INNOVATIVE APPROACH TO MATHEMATICAL KNOWLEDGE FOR MENTALLY DISABLED STUDENTS

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ABSTRACT: - After the independence of Uzbekistan, as in all spheres, the system of social protection of children has undergone profound reforms and changes. In the process of development of Uzbekistan as a state governed by the rule of law, the President has identified the rule of law as a key factor in protecting the interests of every citizen, regardless of gender, nationality, race or age.

KEYWORDS: Reader, mathematical knowledge, weak mind, innovative approach, mathematical knowledge.

INTRODUCTION

It should be noted that today every child in our country is considered a citizen who fully enjoys all the rights of our state. The use of new innovative technologies in the conduct of professional activities in various fields in modern conditions ensures a consistent, continuous, systematic and purposeful organization of professional activities. When these innovative technologies are used

effectively, taking into account all the factors that have a positive and negative impact, or eliminating them rationally based on their content, will allow them to be used appropriately and effectively. We need to use effective innovative educational technologies that meet the requirements of the times for the next generation to improve their social adaptation to life and find their place in life.

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The organization of an effective educational process requires the search for new, innovative pedagogical technologies for the development of the individual, a creative approach to each issue.

THE MAIN RESULTS AND FINDINGS

There are many people with disabilities in our society. It's important that these people have a place in society no less than anyone else. Everyone can have some weaknesses and some strengths. If we could organize the educational process in accordance with the requirements of the right time, we would help people with disabilities to find their place in life. There are people with disabilities who have intellectual disabilities. Like all sciences, mathematics has a special place in helping them find their place in life. Therefore, it is advisable to organize scientific and pedagogical activities with the help of innovative technologies, aimed at the relative elimination of difficulties in the acquisition of mathematical knowledge of children with intellectual disabilities.

If we help children learn the basics of mathematics from an early age, they will be a great help in their future careers. Every field is inextricably linked with mathematics. Before starting a business, of course, it is estimated in advance, and the pros and cons are calculated. Either way, it depends on whether you have enough money for the product you need before you go to the store. Numbers from 1 to 10, which are taught in 1st grade, are important for children to master all of this. are listed [1; 23].

When teaching children numbers, it is important to emphasize each of them and do a variety of practical activities involving this number. Today is the age of technical development. In this regard, the use of technical aids in each lesson will increase students' interest in science. For example,

when explaining the number 1 to students, they are given the concept of 1 and more. The student is shown 1 item and a set of such items. 1 set of pencils and crayons. The student feels it with his own hands, and then demonstrates it in several other objects. The more examples, the better the student's imagination. You can use reinforcement cards based on more examples. Using technical tools such as computers, tablets, and phones to develop students' ability to work with modern technology will also increase students' interest in the lesson and strengthen their knowledge.

The curricula of specialized schools and boarding schools for mentally retarded students are designed to take into account the ability of students to master, and are radically different from the general school curricula. From the day a student is admitted to the first grade, these schools work to adapt him or her to the school and the community. Mathematics, in particular, does not begin with teaching numbers, but with developing the knowledge and skills that students need to know elementally. During the first term, students will study the following topics::

1. Large - small, larger - smaller, the same size (equal, equal)
2. High - low, high - low, at the same height
3. Wide - narrow, wide - narrow, of the same width
4. Thick - thin, thick - thin, the same thickness
5. Long - short, longer - shorter, the same length
6. Doira
7. Many - few, many - one, several, so many
8. Equal (equal), in the same amount, as much
9. Closer - farther, closer - farther
10. Above - below, high - below, high - below
11. Right - left, top - bottom
12. Triangle

- 13. Next, in front, in the middle, in the middle
- 14. Rectangle
- 15. First, last, in front - behind (behind)
- 16. Heavy is lighter, heavier is lighter
- 17. Morning, afternoon, evening, night [3; 128].

These topics help students adapt to school and life. Also, first graders have different levels of knowledge. Some students are transferred from a special preschool to a specialized school, some are unable to master the general school curriculum, and some are transferred directly to a place where they have never been educated. The wolf comes from home to school. There is a preparatory period for students to learn and adapt to school. This period lasts for 1 term and helps students get their parents used to school.

From the 2nd term onwards, students are introduced to numbers, a category that is taught by repeating numbers up to 10 in 1st grade, taking into account the specific characteristics of the students. The place of each number in the natural series, the mechanism of formation, composition, adjacent numbers, comparing the sum of things, comparing numbers, counting in direct and reverse order, counting and adding things one by one, knowledge is given by counting things with the finger, counting by eye, and following this count by saying the names of the numbers in sequence, counting in, and then saying the result.

When teaching children to count, care should be taken to ensure that the items listed are not evenly spaced. For example, items that are placed in a row are not always given. Life does not have to be this way. Students should be taught to count objects horizontally, vertically, and vertically. So the count goes from left to right, from right to left, from top to bottom, from bottom to top. Students first learn to count one by one, then two (pairs),

then five (for example, five keys), then three or four[1;103].

The work of teachers is multifaceted, and they will have to play the roles of manager, communicator, facilitator, organizer, and evaluator. Nowadays, there is a growing interest in the use of innovative technologies, pedagogical and information technologies in the educational process, one of the reasons for this is the fact that so far in traditional education While students are taught to acquire only ready-made knowledge, modern technology teaches them to search for their own knowledge, to study and analyze it independently, and even to draw their own conclusions. In this process, the teacher creates conditions for the development, formation, acquisition and upbringing of the individual, as well as acts as a manager, a guide. The student becomes a key figure in the learning process. Knowledge, experience and interactive methods related to pedagogical technology and pedagogical skills ensure that students acquire knowledgeable, mature skills.

One of the urgent tasks of today is the active use of advanced innovative pedagogical technologies in the special education system, increasing the effectiveness of education, analysis, and implementation. It is important to develop the intellectual horizons of students with intellectual disabilities, to turn them from a free listener to a free participant. The teacher should be the facilitator and the students should be the participants. In this situation, innovation is multifaceted. The responsibilities of primary school teachers are endless. One of the main requirements of today is to bring up well-educated and creative young people in the period of renewal and spiritual growth [2, 12].

Today, education has become more relevant in the development of the world.

Great attention is paid to the effectiveness of educational work in our country. Because the development and prospects of our republic largely depend on the high intellectual level of students. Simply put, teaching is more than just teaching, explaining, or exhorting. In this regard, it is advisable to use active, innovative, more sophisticated methods of teaching, to use new tools wisely in practice. There are various factors that can affect the development of a child's personality, both positive and negative. It is well-known that parents and educators cannot find their way into the hearts of children without knowing their psyche. It is necessary to know the child's psyche in order to acquire the skills of communication with children, to encourage them to be active, to teach them to think independently and creatively, to develop existing skills. Educators here rely on a system of psychological knowledge. It is important that each lesson topic is designed to help students find their place in life, using innovative technologies that take into account the interests of the students. Tips for organizing math classes:

1. Always take into account the interests of students in the classroom;
2. Equipping with modern knowledge and skills;
3. Use of game technology;
4. Excursions to places such as shops, pharmacies, consumer services to gain the necessary knowledge in life;
5. Constantly enrich the lesson with news;
6. Encourage students to actively participate in the lesson.

CONCLUSION

The main task of the specialized school is to address the shortcomings in the intellectual development of students with disabilities, to prepare them for social life and productive activities. These are the main tasks that

should be used in determining the tasks of teaching mathematics to secondary school students. Teaching mathematics involves not only the acquisition of certain knowledge and skills by mentally retarded children, but also the general development of cognitive abilities such as cognition, memory, thinking, and imagination. The work carried out in this direction allows them to perform mental operations such as teaching, analysis, synthesis, comparison, generalization, concretization of important methods of mental activity. In the process of teaching mathematics, students' speech develops, and their vocabulary is enriched with special mathematical terms and expressions. Mathematics education allows a person to form freedom, order, will.

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