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CHANGES OBSERVED IN THE PHYSICAL AND MENTAL DEVELOPMENT OF CHILDREN WITH DISABILITIES

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Abstract. The article states that a defect observed in a child with a disability may be related to organic or functional changes in the central or peripheral nervous system. It is stated that various shortcomings in the development of a child are associated with an unfavorable environment, improper upbringing, unfavorable family conditions, pedagogical neglect, improper attitude of the teacher to the child and many other reasons that negatively affect the development of the child, make him unable to master the program materials well, get among the immature students.

Key words: inclusive education, integration, congenital defects, meningitis, meningoencephalitis, otitis, damage to the cranial nervous system.

Introduction. In our republic, inclusive education is based on the strong integration of science, education, and production, based on the social needs and personal interests of students. In order to organize inclusive education for children with special educational needs, such important tasks as strengthening the material technical base of educational institutions, adapting educational programs, increasing the possibilities of health-improving quality educational services and training highly qualified personnel suitable for this process were established. In the implementation of this task, work is being carried out to ensure the rights and freedoms, equal opportunities of people with developmental disabilities in the Republic of Uzbekistan, limit in living activities, eliminate borders, modern approach to the organization and management of education, improve its quality and efficiency, ensure continuity and continuity of education for different segments of the population in society.

Main part. Severe, abrupt changes in the physical or mental development of children with disabilities negatively affect the formation of the child's personality. Therefore, special conditions must be created for the upbringing and education of such children, that is, they should be taught and brought up on the basis of a special program and textbooks, among all and if necessary, among special specialized preschools and peers who have developed in schools or in moderation, they need special assistance.

The defect observed in any child with a disability may be related to organic or functional changes in the central or peripheral nervous system. Various developmental disorders in a child can also occur as a result of an unfavorable environment, improper upbringing, and education. For example, unfavorable family conditions, pedagogical neglect, improper attitude of the teacher to the child and many other reasons negatively affect the development of the child, causing him to not be able to master the materials of the program well, to merge between the older students. However, we do not include such a child in the category of children with disabilities, since the developmental deficiencies in his development are not due to any organic or functional pathological changes in the body, but are caused by other reasons. Parents, caregivers, and teachers should be able to

distinguish such children from children with disabilities. Depending on the cause, any developmental disorder can be congenital or acquired.

Congenital defects largely depend on the health and living conditions of the pregnant mother. The development of the fetus in the womb can be affected by infection, intoxication, injury, and other factors. A mother's illness during pregnancy or her unintentional use of various medications can cause a child to be born with a defect. Birth defects can also be caused by genetic, or hereditary, factors. For example, hearing and vision impairments, as well as mental retardation, are also observed to be inherited (phenylketonuria, Down syndrome, Rh incompatibility, etc.). Parental alcoholism, drug addiction, and toxicomania can also lead to the birth of a child with a defect. Acquired defects in the body occur as a result of exposure to harmful factors during and after birth. Brain damage during childbirth, when the baby's navel is wrapped, suffocated (asphyxia), etc., can sometimes lead to its defective development. Various diseases in early childhood (up to three years old), such as meningitis, meningoencephalitis, otitis media, damage to the cranial nerves, and other similar ailments, can also cause defective development.

Our country is taking many measures to prevent physical or mental developmental disabilities in children, and has achieved significant progress in this area. In Uzbekistan, the number of children with disabilities has decreased due to the expansion of treatment and prevention of the population and significant advances in medicine. Children are at risk of becoming disabled due to smallpox, plague, typhoid, cholera, trachoma, measles, and other childhood infectious diseases. There are still cases where a child's abilities are limited due to hereditary factors, intoxication, and other causes that lead to damage to the brain and analyzers during the formation of the body.

Children with lagging psychic development. Children with impaired mental development are also found among older students. Their cognitive abilities - intelligence, logical thinking, perception, memory, voluntary attention, working capacity and other characteristics - are primarily affected by mental retardation as a result of diseases of the central nervous system. In such children, deficiencies in the emotional and volitional spheres are considered primary, and mental retardation is considered a secondary phenomenon.

Children with mental retardation are mainly divided into two groups in terms of their mental level:

— Children with mild disabilities - after receiving special education for 1-3 years, they can continue their studies in the appropriate grade of a public school;

— children who have significantly lagged behind in their spiritual development-these should be taught in special conditions until they graduate from school. Such children cannot master the school program among their healthy peers.

Teaching children with impaired mental development as everyone else in a public school has a negative impact on the educational process, that is, it pulls back the level of the average student, prevents the adequate upbringing of good and excellent mastering students. Children who have difficulty mastering the program materials and whose mental development is delayed are constantly experiencing failures, which leads to the emergence of various negative traits in their behavior.

Signs that characterize the constitutional form of mental retardation include: the child's body structure appears 1-2 years younger than that of healthy peers. She behaves much like her kindergarten age and has not yet "matured" to be educated. Such a child does not get into educational activities well, because there is no interest in studying in it, the ability to work is low.

Conclusion Due to irresponsibility, lack of motivation, and poorly developed analytical and synthetic abilities in mental processes, he has great difficulty in learning to read and write and in mathematics. Cases of rapid fatigue during lessons, headaches, and decreased work capacity and

activity in such a child with a constitutional form of the disease. This developmental defect can be caused by impaired thyroid function during the mother's pregnancy or cardiovascular disease. If a child often falls ill with various chronic diseases in early childhood, he may not grow and develop well, which in turn leads to mental retardation and developmental delay. This is called a somatic form of mental retardation. cowardice, capriciousness, arrogance, lack of interest, etc.

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