



Problems of Forming Relationships with Peers in Pre-School Children with Delayed Mental Development

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Article History	Abstract
Received: 12 June 2023 Revised: 10 September 2023 Accepted: 19 September 2023	<p><i>The article is devoted to the issue of correctional work in the formation of relationships with peers in children of older preschool age who are brought up in the conditions of an orphanage during the game. The characteristics of interactions with peers in children of preschool age who are brought up in the conditions of an orphanage are analyzed and based on the results of pedagogical experiments and tests. The directions of corrective and developmental work on the formation of relationships with peers in game activities are highlighted.</i></p>
CC License CC-BY-NC-SA 4.0	<p>Keywords: retardation of mental development, orphanage, relationships with peers, plot game, correction, formation, development.</p>

1. Introduction

Pre-school age is a very important period as the initial step in the child's socialization (T.N. Antonova, Ye.P. Arnautova, Ye.L. Belix, T.T. Zubova, O.A. Knyazeva, D.I. Feldstein). During this period, the child tries to understand his place in the system of relationships with the surrounding people, in which personal self-awareness occurs. One of the factors of a child's comprehensive development is his full relationship and cooperation with peers and adults.

The effectiveness of correctional, developmental and educational work with children with developmental problems is important for their adaptation to society. The effectiveness of correctional, developmental and educational work with children with developmental problems important in their adaptation to society.

The main results and findings

Children with mental retardation have unique difficulties in interacting with their peers. Ye.S. Slepovich, U.V. Ulenkova, S.S. Researchers such as Kharin show that the level of communicative skills necessary for full-fledged communication in this category of children is insufficient.

Even in a group, children like to play alone, and even in specially organized educational conditions, many of them do not pass to the level of plot-role play even by the end of preschool age. Having a limited reserve of verbal and non-verbal communication, children do not know how to express their requests and statements. Such children often have conflicts in joint activities, because they cannot agree with each other due to their own characteristics. Communal motives are difficult to develop in children and are characterized by instability and lack of awareness.

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These conditions become more acute in mentally retarded children raised in orphanages.

In the conditions of a boarding school, the child has to get used to the superficiality of communication and interaction. This hinders the development of the child's personality.

A.M. Prihojan and N.N. It is reflected in the works of Tolstoy. A child growing up in a boarding school naturally cannot acquire advanced communication skills. Incorrect communication experience causes the child to have a wrong attitude towards others.

V.S. Mukhina and K. Pospishil's research shows that children of orphanages are less successful in solving their problems with adults and peers compared to children brought up in full-fledged families. Orphans are often aggressive, try to blame others, do not want to admit their guilt, and, accordingly, are unable to properly solve the problem situation. Every child living in a boarding school has to adapt to the large number of children of the same age. The large number of children and constant walking among them increases anxiety, emotional tension, and the aggressive state of the child.

In the case of frequent separation from the orphanage with an adult, there is a risk of gradual erosion of the adaptation that the child has achieved earlier.

Thus, the problem of emotional instability has a negative impact on the formation of children without parental education and orphans as individuals, which prevents successful socialization of children.

The lack of communication with adults and the incorrect formation of interaction with him does not lead to the formation of full-fledged relationships with peers in an orphan child.

Many problems are also observed in creating relationships with peers in children raised in orphanages (I.V. Dubrovina, M.A. Yegorova, V.S. Mukhina, N.M. Neupokoeva, A.M. Prihojan, A.G. Ruzskaya, L.I. Ryumshina, N.N. Tolstikh). Such children's relationships with their peers at preschool age are much weaker than those of their normally developing peers in a preschool educational institution. The child cannot master effective communication skills. The wrongly formed experience leads to the fact that the child begins to have a negative attitude towards others. At the root of this backwardness is the lack of empathy, that is, the ability to sympathize, feel together, and share the needs and needs of another person. All this hinders the child's development as a person and has a negative impact on his successful social adaptation.

The content of our research is to study the characteristics of cooperation with peers in older preschool children with mental development problems raised in the conditions of an orphanage and to determine the pedagogical conditions that make it possible to form such relationships during the game.

Ye.S. Slepovich, who studied the communication processes of preschool children with mental retardation, found that children with this deficiency have a much weaker need for communication with adults and peers [11].

An important aspect of mentally retarded children is that they have slow activity in all kinds of activities, which is evidence of weak communication skills. According to Ye.S. Slepovich and U.S. Ulenkova, such a child's communication with adults is mainly formalistic, with personality, and heart-to-heart conversations are rare. The cooperation of a child whose mental development has slowed down in preschool age with adults is mainly made up of practical cooperation.

The lack of a goal in the relationship and the improperly formed communication experience with an adult have a negative effect on the behavior of mentally retarded children who move together with their peers. Compared to a normally developing child, preschool children with mental retardation do not need any social activities with their peers. not stagnant.

According to U.V. Ulenkova, interaction with children with mental retardation in the group is divided depending on the situation. Such children tend to interact with much younger children or adults who understand them better, but even then they are not very active. Some children develop a fear of the community, so they try to avoid it [12].

A special study was conducted by I.Y. Kuprekova under the guidance of L.V. Kuznesova to determine the level of formation of cooperation skills in children of pre-school age with mental retardation. The proposed task is performed by the group only under the condition of solidarity. The authors came to the conclusion that the formation of the ability to work together is much slower in children with mental retardation. According to their scientists, children can get out of difficult situations and achieve good results only if they receive maximum support from an adult [4].

It is known that the leading activity of the preschool period is the game. According to the researches of Ye.S. Slepovich and S.S. Kharina, in children with retarded mental development, plot game does not appear independently as an activity in partnership. In children with retarded mental development, it is performed for the first time by an adult in a goal-oriented, fully implemented organizational part of the game. Children prefer to play alone. The plot-role game of mentally retarded children can be likened to a "side-by-side" game in relation to their partner activities. In some cases, we can watch the communication during the game. In very few cases, the child takes responsibility for organizing the game.

We can note that children with retarded mental development do not have the correct acceptable style, they do not have a cooperative relationship, which includes the necessary content of the high-level communication process.

All this leads to the development of negative interactions in the group of preschool children, bad behavior and personality traits begin to strengthen in children.

Corrective-developmental work on the formation of communication skills in children with impaired mental development who are brought up in the conditions of an orphanage should first of all start with the development of the purpose of communication, the development of interest in peers, a good attitude towards them, and interest in their activities in partnership with peers. First of all, this applies to the game, which is the leading activity of the preschool age.

L.S. According to Vygotsky, through plot-role games, the child's desire to participate in the life of adults is realized, the child has a unique way of expressing his accumulated desires, such as being in the place of an adult, feeling like an adult. is revealed [3]. But the development and implementation of collective role-playing games reflecting real life cannot be imagined without children acquiring many types of communication with each other. Without the full range of communication tools, the kids in the group can't even warm up to the game, and each kid can't really enjoy the game. On the other hand, the game, which has its collective power, encourages children to master different forms of speech. Thus, the formation and development of children's personality is laid in role-playing games.

Taking into account the situation of children with retarded mental development, the game is not the leading activity of preschoolers. Children of preschool age with low mental capacity cannot master role-playing games independently.

D.Y. Augene tomonidan uzoq davom etgan intellektida muammolari bo'lgan bolalarni kuzatuv shuni ko'rsatadiki, tashkil etilmagan o'yin faoliyati vaziyatida ular, asosan muloqotning ikki shakildan foydalanadilar [1].

For children with intellectual problems of senior preschool age, the type of communication related to out-of-situational cognition applies, while the rest of the children choose a simpler form - a situational-work-based form. In none of them, the type of personal communication outside the appropriate situation of normally developing children was observed. Children with mental retardation often avoid speaking. In the case where

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communication between a child and a peer occurs, it is presented in a very short and incomplete form.

It is necessary to dwell on the characteristics of relationships between peers, which are realized in cooperative games between children with mental retardation. It is known that in the course of the game, the child begins real role-playing relationships with other participants.

The research of N.D. Sokolova shows that the performance of the role by the child during the game depends not on the observance of the relations of the participants in the role, but in many cases on the performed activity [10].

During the game, the child addresses his partner by name, sometimes to a doctor (seller), sometimes by name, as in everyday communication. It is in this case that difficulties arise in role-playing. Children have low temperament, do not know how to ask questions and respond to them in a role-appropriate manner, they expect help from the pedagogue. They independently pronounce individual words or pronounce verbatim phrases memorized during training.

The observations of L.B. Boryaeva and A.P. Zarin showed that in independent games, children rarely cooperate with each other. Cross-activity begins at the request or advice of a pedagogue who tells possible options. In some cases, children join together in groups of 2-3. Such unity will be short-lived. Children immediately have conflicts, they cannot agree and take away toys from each other.

Thus, the play of mentally retarded children brought up in orphanages cannot be as important as an activity that forms full-fledged interactions with people in the future.

In the process of purposeful training for role-playing games with a plot, significant shifts in independent face-to-face communication occur in children. The number of children who use the situational form of communication about work is significantly reduced. Accordingly, the number of preschool children using non-situational forms of communication is increasing. Research shows that it is difficult for children with retarded mental development to perfectly master the personal form of communication outside the situation. The dialogue that occurs and develops in the process of teaching role-playing games greatly enriches the speech of mentally retarded children. Children develop a desire to talk about what they are doing, to tell about their goals, to share new impressions with others, to share joys and sorrows with their peers and adults outside of the game.

Thus, the game, as the leading activity of the preschool period, serves as an effective way of communication development in children with mental retardation. This activity should be specially organized taking into account the potential capabilities of children and the uniqueness of mental activity.

We used the following methods to study cooperative relations in mentally retarded children raised in orphanages:

1 metodika. Kommunikativ ko'nikmalarni tekshirish.

Purpose: to assess the formation of communication skills in children.

2 methods. Studying children's organizational skills in joint game activities.

3 methods. Studying the formation of cooperation skills in the process of playing with objects and objects prepared as a result of the activity (in building and making activities).

The level of formation of cooperation skills was determined based on the following criteria:

Level 1 - high - the child can suggest the content of the activity, distributes roles taking into account the opinion of his partner, the desire and ability to cooperate with his peers has been formed.

Level 2 - medium - the child has a desire to cooperate with peers, children can organize a joint game based on the directed help of adults.

Level 3 - lower than average - the child does not have a clearly expressed desire to cooperate with his peers, he needs the guidance of adults in organizing joint activities and resolving conflicts.

Level 4 - low - the child is not interested in peers, does not seek to interact with other children, the help provided by adults is also ineffective.

6-7-year-old mentally retarded children raised in an orphanage took part in the research. All children in the group have the status of social orphans. All children have speech disorders.

In order to study the characteristics of relationships with peers in children of older preschool age with intellectual development disorders, especially those with retarded mental development, who are brought up in the conditions of an orphanage, we found the presence of the child's interest in peers and the need to communicate with him in the process of joint activities, the leading means of communication used, the child's ability to take into account the opinions and wishes of others when performing joint actions, the ability to independently solve conflicts and conflicts that arise during the activity, the ability to provide mutual assistance and joint actions to achieve the result of the activity we came to the following conclusion as a result of studying the understanding of the importance: the data obtained as a result of the research showed the weakness of the skills of cooperation and relationship with peers in the children involved in the research. Because of this, we found out that the conditions in which children are raised, the lack of goals, and the lack of communication tools do not allow the child to establish and conduct interpersonal communication.

The result of the study showed that the weak direction of these children in the process of joint activity showed a low level of their communicative knowledge and cooperative relations.

There were very few attempts to organize a joint game. Starting to organize a joint game, children face many difficulties in organizing the game (they cannot think of the content of the game, they have difficulty in allocating roles). Even if play did occur, it was mostly solitary play (they play independently, regardless of their peers), only in some cases side-by-side play was observed (they can observe each other's activities without engaging in game communication).

In the organization of joint games, the help of outside adults was of great importance: in these cases, play occurred, but when control by adults was reduced, the game stopped.

As a result, we came to the opinion that it is necessary to carry out special correctional work on the development of cooperative relations in children with impaired mental development who are brought up in the conditions of orphanages. Such correctional-pedagogical work should be focused on the formation of the child's interest in his peers, on the one hand, and on the other hand, on the formation of the means for the child to communicate with his peers. It is important to include joint games, joint drawing, joint construction and other activities in the educational process.

3 main directions of correctional and developmental work are recommended for the formation of relationships with peers in play activities for children of older preschool age with impaired mental development who are brought up in the conditions of an orphanage:

1. Formation of psychological preludes underlying the ability to cooperate. This direction is carried out with the help of a set of games and exercises aimed at developing interpersonal and social relations of children in the process of cooperative game activities. These things can be done in the pedagogue-psychologist training system.

2. Conducting training sessions on learning a role-playing game with a plot (based on the program and curriculum of the pedagogue-defectologist);

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Teaching to work in cooperation in the process of effective collective types of activity.

Formation of psychological preludes based on the ability to cooperate in correctional-developmental work on the formation of relations with peers in game activities in older preschool children with intellectual development disorders raised in the conditions of an orphanage, a role-playing game with a plot aimed at the formation of cooperation. It is necessary to conduct training sessions on learning, to include cooperative work in the process of effective collective types of activity.

In addition, it is important to develop communication skills in children with intellectual development disorders who are brought up in orphanages. In this work, it is important to first introduce the child to contact with adults, and gradually to contact with peers. It is also necessary to enrich the child's life with new experiences.

On the basis of the purpose of correctional and developmental work, we have allocated the following general tasks of these directions:

1. Teaching children to establish and support social relations;
2. To form children's skills of cultural ethics, to teach politeness when speaking;
3. Cultivating children's desire to help each other, and communication skills in partnership;
4. Teach children to understand some of the causes of conflict and how to find a solution to the conflict;
5. Cultivating friendly relations between children in the process of game communication.

The implementation of training goals is carried out in the process of various games: active, creative and didactic. Lessons can include exercises on drawing together, assembling a picture with a puzzle, and creating models.

The following recommendations can be made for the full formation of children's relationships with their peers. First, the child should be taught to cooperate and communicate with one or two partners. The general principle of adult participation in children's communication is to help as much as possible.

If children can't think of something to do on their own, an adult should suggest something more interesting. As soon as they start the game, he should step aside and let them continue the game. But if difficulties arise, an adult should interfere again, clarify the argument, that is, leave the game. One of the reasons why children brought up in orphanages stop developing their emotional and volitional feelings is the lack of experience of mutual emotional sympathy. To overcome this deficiency, it is necessary to enrich the child's life with new experiences that can be shared with peers. Watching cartoons together, listening to fairy tales or songs together, provides conditions for creating an emotional atmosphere and the qualities of sharing one's problems with others.

Proper organization of children's activities gives the staff of the orphanage an opportunity to bring the children closer to their peers. However, it should be remembered that no matter how diverse and comfortable the children's conversations are, an adult serves as the carrier and main source of the child's psychological characteristics and abilities. No one can give a child the attention and kindness that an adult gives.

2. Conclusion

Taking this into account, we emphasized the need for corrective and developmental work aimed at establishing cooperative relations for children raised in orphanages. We believe that it will be appropriate if these works are carried out in the following directions:

- Formation of psychological preludes underlying the ability to cooperate.

- Conducting trainings on learning a role-playing game with a plot (based on the program and curriculum of the pedagogue-defectologist);
- Teaching cooperation in the process of effective collective types of activity.

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