

PECULIARITIES OF THE FORMATION OF SENSORIMOTOR PROCESSES IN CHILDREN WITH MENTAL DEVELOPMENT PROBLEMS

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ABSTRACT

In this article, the specificity of the formation of sensorimotor processes of children with mental development problems, its generalizing functions, goal-oriented sensory education and reflection of objects and events as a result of direct impact on their sensory organs are covered.

Keywords. Sensory processes, sensory development, tactile-motor and vision, mental development, environment, objects and events.

INTRODUCTION

Sensory development is a very complex, systematic, multi-stage process that is reflected in the child's behavior and performs a managerial function. Sensory is interpreted as the process of formation of a subjective image of an object or event that directly affects the sense organs, as this image, and as a system of actions aimed at getting to know the object that affects human analyzers (A.G. Ruzskaya, 2001).

Sensory development is the development of sensory and imagination processes in a child about objects and events in the environment.

Sensory development plays an important role in the child's mental development, in the formation of perceptions about objects and events in the environment.

Sensory development is a complex process, in which a large number of stimuli affecting the eye are analyzed. The more perfect the sensory development, the more diverse the feeling is in terms of quality and strength, that is, it reflects the stimulus so completely, clearly, and differentially. A person receives the main amount of information about the environment thanks to the ability to see.

Formation of objectivity of sensory development is realized in the process of subject-practical activities of the child. As the child touches the object with his hands and examines it, the objectivity of the sensorium is formed based on the mutual unity of tactile-motor and vision.

So, sensory development is the leading cognitive process of preschool age and performs a generalizing function:

- firstly, sensorics combines the quality of objects into a complete image of the object;
- secondly, sensorics unites all cognitive processes in a mutually coordinated work in processing and receiving information;
- thirdly, sensorics combines all the received experience of the environment in the form of images and images of objects and forms a complete perception of the world.

The essence of the sensory process is that it allows receiving information from the outside world and primary processing, that is, recognizing and distinguishing the special qualities of objects, the objects themselves, their characteristics and essence. Sensory helps to distinguish

one object from another object, to separate any object or events from other similar or dissimilar objects.

A child is born with ready sense organs: eyes, ears, skin has sensitivity that allows to feel objects.

The initial conditions for sensorization of the environment are eliminated. In order to correctly aim in the surrounding world, not only each individual object (table, flower, rainbow), but also any situation, any complex of objects (playroom, picture, sounding melody) should be sensoric as a whole. It is important to achieve. Sensory helps to generalize individual features of objects and create a whole image - that is, it is the process of human reflection of objects and events in the world as a result of their direct impact on sensory organs. Sensing even a simple object is a very complex process that requires the participation of the sensor (intuition), movement and speech mechanism.

In order for sensory development to take place in full, goal-oriented sensory education is necessary. It is necessary to teach the child to look, feel, listen, that is, to form a perceptive movement in him.

The perception of color is different from the perception of shape and size, the difference being that this quality cannot be determined practically by trial and error. It is necessary to see the color, that is, only sight, perceptive targeting can be used to perceive the color.

The development of sensorics is carried out by forming perceptual actions - that is, the structural units of the process of sensorization by a person. Perceptual action provides the conscious separation of some qualities and the transformation of sensory information that allows creating an image adequate to the world of objects. Perceptive movement is inextricably linked with objective movement.

In the development of sensorics, perceptual actions are the actions of comparing and checking objects with generally accepted measurements - sensory standards.

Humanity has distinguished a certain reference system of size, shape, and color. Their infinite variety led to the formation of the main species. By mastering such a system, the child will have a set of certain measurements, standards, and with the help of them, he will be able to compare the sensorial quality of any novelty and give an appropriate definition to it. Mastering the imagination of such types allows the child to optimally perceive the surrounding reality.

In conclusion, it can be said that sensorics is an important condition for correct targeting in the world of surrounding objects. Deficiencies characteristic of children with intellectual disabilities, such as slowness of sensory perception, lack of differentiation, narrow scope of sensory perception, violation of analytical and synthetic activity, and the uniqueness of memory, make it difficult for them to get to know the world around them. Violation of the search function and slowing down of the processing of information coming through the sensory organs leads to incorrect, unstable and not always correct reception of the proposed material. In addition, the sensory development of a child with an intellectual disability is generally significantly behind the period of formation and is very uneven.

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