

## **Coverage of Literacy Teaching of Students with Mental Development Problems in the Scientific Literature**

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**Annotation:** This article is aimed at highlighting in scientific literature one of the important tasks of world education - the formation of the personality of a functionally literate student.

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One of the important tasks of global education is the formation of the personality of a functionally literate student, which is an important condition for the student's cultural inclusion in society. A component of functional literacy is competent reading, which allows solving a set of cognitive-communicative tasks based on the conscious application of reading tactics and strategies. The student cannot master the socio-cultural space without fully processing the textual information on the basis of reading, which is manifested as a means of forming metasubject skills and qualifications.

In this regard, in our opinion, an important aspect of solving this task is not only teaching to read as a receptive form of speech activity, which consists in understanding speech and its graphic representation, but also understanding, analyzing the purpose of reading and appropriate reading also includes teaching meaningful reading related to winter strategy selection. A. Hertsen, without mastering the skill of teaching literacy, a person cannot be happy. A person deprived of the art of reading is uneducated and illiterate. He emphasized that without reading there is no real education, no taste, no style, no comprehensive understanding, and it cannot be.

Literacy teaching factors also have an effect on teaching primary school students to read, it involves a step-by-step implementation of teaching to read, the educational process is each technologies related to models of communication (prospective programs and plans) are used in practice in the process of formation of literacy skills, focused on an individual approach to the student (University of Hull, British Dyslexia Association)

According to the concept of bibliopsychology of N.A. Rubakin on the study of the psychological characteristics of the processes of teaching literacy, the reading process is characterized by the interaction of sensorimotor and semantic levels as an effective type of speech activity, the interaction between the reader and the book. The scientific basis of the nature of mutual relations is explained. Mastering the skill of teaching full-fledged literacy is the foundation of education in all other school subjects, the main source of information and, most importantly, communication.

Literacy means teaching to read and write. Through literacy training, the necessary skills and competences are formed for students to successfully continue their studies in the educational process.

If literacy training is organized according to the individual characteristics of students, opportunities will be created for students to master their mother tongue and other educational subjects.

In order to develop reading and writing skills in students, the teacher is required to skillfully use scientifically based and tested methods.

In order to teach students to read and write in a short period of time, a special, which corresponds to the sounds of the Uzbek language and the system of their expression in writing, takes into account the mental characteristics of the students of specialized schools, as well as the acquisition capabilities of children who have just arrived at school. There must be methods that can fully respond to the educational and training tasks of the institution. Such a method is the method of structural analysis.

The present-day structural-analysis-based sound method aims to improve the students in all aspects, develop their understanding and worldview, and educate their spiritual and moral qualities. For this, it is necessary to carry out literacy training based on the principles, methods and methods of pedagogic and psychological sciences.

To teach children to read, taking into account their psychological characteristics, interests, opportunities, abilities and other mental states creates opportunities for effective implementation of pedagogical activities.

The process of teaching literacy is a very complex psychological and physiological process. Visual, speech-movement, speech-hearing analyzers participate in the implementation of the reading process. B.G. Ananov states that "extremely complex interaction mechanisms of analyzers and two signal systems' temporary connections are based on this process." The close connection between the image, the meaning of the defined word and its reception occurs in the process of receiving speech (oral or written), which is different from other types of reception, since the process of receiving speech is, on the one hand, right being a direct process of emotional cognition, it is the process of indirectly reflecting the existence with the second signal due to the characteristic of its object - the speech message, that is, it is expressed through words and helps to understand. It is the process of uncovering inclusive communication and relationships.

L.S. Vygotsky describes the phenomenon of reading as follows: "The formation of literacy skills is a complex process, in which higher mental functions from the point of view of thinking are directly involved, and advanced reading or underdeveloped reading necessarily directly affects the development of the student serves as a cause ...".

According to the theory of L.M. Schwarz, during the development of reading ability, significant changes occur in its psychological structure. These shifts are expressed by the fact that the printed word is increasingly moving away from the role of a substitute for the sound word. The printed word itself begins to be directly associated with meaning. The real complexity of the reading process is revealed only in connection with the comprehension of the read texts. A scientist looks at the psychology of advanced literacy skills through reading comprehension. Considering the process of understanding the text, the author talks about its various "units". At the same time, it focuses on understanding words, guessing, understanding sentences, understanding individual paragraphs, paragraphs, chapters, and the work as a whole.

R.I. Lalaeva, who studied the acquisition of reading ability in teaching students to read, shows the reading process as a speech activity determined according to the rules of text correspondence. Considering the process of teaching literacy as a complex phenomenon, if these rules are followed, then the process of reading is considered to be implemented, that is, it involves intuition, perception, attention, memory, imagination, mind, will, emotions, motor skills. separates the participation of mental processes such as

D. B. Elkonin's research on the analysis of the initial stage of literacy training is aimed at revealing the objective characteristics of literacy skills, which are determined by the act of restoring the sound form of the word and are related to understanding. The author defines the skill of teaching literacy as the reconstruction of the sound appearance of the word based on the graphic designation, and the understanding of the text read at the initial stage of the formation of comprehension skills is the correct reading for the student. participates as a criterion. The formation of the skill of teaching

literacy in its initial stage, that is, the stage of the formation of the reading technique, was called "the process of restoring the sound form of words according to their graphic model." In this case, the student must see a letter, differentiate it, determine what letter it is, see the next letter, differentiate it, determine what letter it is, and understand a number of other processes. In this process, if the time to recognize the second letter does not exceed the time to forget the first one, or if there is no forgetting, the learner can recognize the syllable. The student goes through these stages for a long time. The learning process is not a process that can be formed quickly.

According to the researchers, the psychophysiological basis of the difficulties in the formation of literacy skills is the following: slow rate of reception and processing of information perceived through vision; difficulties in establishing associative links between the centers of vision, hearing and speech movement involved in the reading process; slow speed of thought processes based on understanding information; consists of laxity of control and others.

Inadequate analysis and synthesis of sound, impaired speech pronunciation, weak visual perception, reduced attention and working ability, limited vocabulary and unformed grammatical structure, difficulties in understanding logical connections - all this is intellectually enough underdeveloped students cause serious impairments in the acquisition of reading skills.

Reading consists of the following series of separate operations: distinguishing a letter by connecting it with a phoneme, combining several syllables into a single syllable, combining several syllables into a single word, several o Integrate words into a completed phrase or thought. In the process of learning to read, the student learns a series of actions that require conscious control and mental tension. Later actions become automatic and only understood phrases and thoughts are reflected in the mind's control.

Despite a number of shortcomings in the cognitive activity indicated above, as a result of properly organized special education and training work with the students of specialized schools, there is a great success in teaching them literacy, preparing them for independent life, and training them in professions and trades. Achievements can be achieved. Mentally disabled children who have graduated from a specialized school have the opportunity to study in vocational colleges, find their place in life, work actively in various fields of industry, agriculture, production, and household service, and live like everyone else.

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