



# Specific Features of Attention of Mentally Retarded Students

Maftuna Daminova

Tashkent State Pedagogical University, Faculty of "Special Pedagogy and Inclusive Education", Department of "Oligophrenopedagogy", Doctor of Philosophy in Pedagogical Sciences, (PhD), Uzbekistan

## OPEN ACCESS

SUBMITTED 20 January 2025

ACCEPTED 21 February 2025

PUBLISHED 23 March 2025

VOLUME Vol.05 Issue03 2025

## COPYRIGHT

© 2025 Original content from this work may be used under the terms of the creative commons attributes 4.0 License.

Ortikova Durdona

Tashkent State Pedagogical University, Faculty of "Special Pedagogy and Inclusive Education", Department of "Oligophrenopedagogy", master's student, Uzbekistan

**Abstract:** In this article we will get acquainted with the features of attention, which is one of the cognitive processes of students with mental retardation. Also in this article the features of attention of children with limited intellectual abilities and healthy children are considered. Information about damage and condition during the lesson is also explained in detail by our scientists. Also wonderful thoughts are expressed about the unique experiences of attention of students with mental retardation.

**Keywords:** Mental retardation, attention, intelligence, scientist, forms of attention, characteristics of attention, defect.

**Introduction:** The problem of correcting attention disorders in mentally retarded lower-grade students is of particular importance in this regard, as a period of formation of the main characteristics of attention at the stage of transition from voluntary to involuntary forms of attention control.

The literature emphasizes that despite the numerous signs of the presence of specific attention disorders in lower-grade students with mental retardation of the central nervous system (M. S. Pevzner, T. A. Vlasova, E. Ya. Pekelis, I. F. Markovskaya, K. S. Lebedinskaya, U. V. Ulienkova, etc.), the differential signs of the manifestation of attention disorders (L. I. Peresleni, G. M. Ponaryadova, V. P. Musina, etc.), the nature and mechanisms of disorders from a clinical, neurophysiological and psychological point of view (E.

D. Chomskaya, A. P. Luria, I. P. Pavlov, A. V. Snezhnevsky, V. V. Lebedinsky, K. K. Platonov, I. L. Baskakova, etc.), the issues of corrective work to eliminate attention disorders are very modestly covered (V. P. Musina, L. F. Chuprov).

The most extensive experience in correcting attention has been accumulated in working with mentally retarded children (I. L. Baskakova, S. V. Liepin, B. I. Aizenberg,

N. S. Osipova, T. G. Zakharova, R. P. Laptieva, E. V. Gunina, etc.). The physiological mechanisms of attention are very complex. Experts emphasize that the mechanism of attention is associated with reflex activity. The manifestation and occurrence of attention can be seen from a person's posture and facial expressions. It is probably not for nothing that K.D. Ushinsky described attention as the door to a person's soul. Attention is not a separate mental process, such as intuition, perception, memory, thinking, imagination, speech.

Therefore, it participates in all mental processes, affecting their productivity. Attention is a mental process that directly participates in the general activities of a person and ensures their successful completion. Attention is a necessary condition for any human activity.

Therefore, attention is one of the most important indicators of a general assessment of the level of development of a person.

A.N. Luria noted that for mentally retarded students, involuntary attention is characterized by a predominance of voluntary attention. This is due to the specific features of neurodynamics, namely the weakness of internal inhibition and the pronounced manifestation of external inhibition. Frequent distraction of attention and its instability make it difficult to control external inhibition.

Attention is the focus of consciousness on a certain source in order to fully reflect it. The ability to focus attention on these sources indicates the activity of a person. Attention is considered an aspect of mental activity in life. At the same time, it is the basis for the successful acquisition of knowledge, skills, and qualifications.

Characteristics of attention in mentally retarded children and adolescents.

1. Predominance of involuntary attention over voluntary. The mastery of academic subjects by students requires formed voluntary attention, but mentally retarded students have a number of attention disorders: this is a small volume of attention, instability, variability, instability, etc. It is difficult for

mentally retarded students to maintain attention, they are often distracted, "jumping" from one object to another.

2. Violation of both active and passive attention.

3. The volume of attention is low. It has been established that the amount of attention equal to two or three objects is characteristic of younger schoolchildren with mental retardation.

4. The average level of attention is lower than that of their normally developing peers. Mentally retarded students can perform simple tasks for an average of 15-20 minutes. Students with a predominance of inhibited processes have the lowest indicators of attention stability.

5. Low level of development of attention distribution. Mentally retarded students do not have the ability to perform two tasks at the same time. Usually, they perform the easiest type of activity.

6. Difficulties in switching attention from one object to another due to the pathological violation of the processes of dispersion of attention and inhibition are especially characteristic of lower grades. An excessive number of different types of activities used by the teacher during the lesson leads to rapid fatigue of students, as a result of which the student unconsciously switches attention from the task being performed to something else, that is, distraction from the task being performed is observed.

7. Loss of attention.

L.V. Zankov, A.R. Luria, M.S. Pevzner, G.E. Sukhareva and others consider attention disorders to be one of the characteristic signs of mental retardation. There are not many works devoted to the study of attention in correctional psychology. These include studies by I.L. Baskakova, S.V. Liepin, L.I. Peresleni, S.A. Sagdullayev, etc.

It was found that involuntary attention prevails in young mentally retarded students, while voluntary attention comes to the fore in normally developing young students. At the same time, the above authors emphasize that involuntary (passive) and voluntary (active) attention are also impaired in schoolchildren with mental retardation.

## CONCLUSION

In conclusion, mentally retarded lower-grade students are very inattentive, which significantly interferes with their learning, and even contributes to the appearance of many errors in performance. Attention deficits are manifested, in particular, when passing unfamiliar material, when encountering difficulties. Mentally retarded students try to avoid difficulties, not overcome them. The aspirations of mentally retarded students are

not based on observation and discussion. Due to the insufficient development of volitional processes in mentally retarded students and the weakness of intellectual control of their senses, voluntary attention can be quickly and easily induced by using bright and strong stimuli. However, they have difficulty focusing their attention on one object.

### REFERENCES

Sh.M.Amirsaidova. Maxsus psixologiya (Oligofrenopsixologiya). -T .: «Fan va texnologiya», 2019,192 bet.

О.И. Карпунина, Н.В.Рябова Специальная педагогика-М., 2001.

“Специальная психология” / Под ред. Лубовского В.И - М , 2005.

Колягин В.А., Овчинникова Т.С. Психолого-педагогическая диагностика детей и подростков с нарушениями речи. -С-Пб.: Каро, 2005.

Юсупова, Н. (2023). Преподавание дисциплин искусства мультимедиа как синкретичного вида творчества. *Innovations in Technology and Science Education*, 2(9), 1552-1562.

Ilesalieva, L. M., & Yusupova, N. Y. (2023). Methodology for the study of coherent dialogical speech in primary school children with intellectual disabilities. *Science and Education*, 4(4), 680-683.

Yusupova, N. (2021). PECULIARITIES OF LEARNING ACTIVITIES OF STUDENTS WITH INTELLECTUAL DISABILITIES. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 2(11), 138-142.