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MECHANISMS FOR STRENGTHENING SCHOOL-FAMILY COOPERATION IN FORMING GRAPHOMOTOR SKILLS IN MENTALLY RETARDED STUDENTS

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Abstract
The article highlights effective mechanisms of school–family cooperation, pedagogical methods, and practical analyses in developing graphomotor skills in students with intellectual disabilities.

Keywords: Students with intellectual disabilities, graphomotor skills, special education, school–family cooperation, fine motor skills, correctional pedagogy, psychological support, social adaptation, cooperation mechanisms, inclusive environment.

Annotatsiya
Maqolada aqli zaif o‘quvchilarda grafomotor malakalarni rivojlantirishda maktab va oila hamkorligining samarali mexanizmlari, pedagogik metodlari hamda amaliy tahlillari yoritilgan.

Kalit so‘zlar: Aqli zaif o‘quvchilar, grafomotor malakalar, maxsus ta’lim, maktab va oila hamkorligi, mayda motorika, korreksion pedagogika, psixologik qo‘llab-quvvatlash, ijtimoiy moslashuv, hamkorlik mexanizmlari, inklyuziv muhit.

INTRODUCTION AND THEORETICAL BASIS OF THE PROBLEM

In the world system of special education and correctional pedagogy, the social integration of children with special educational needs into society, their preparation for independent life and the maximum development of their cognitive

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abilities are one of the most important strategic tasks. In this process, in particular, the organization of the educational process, taking into account the psychophysical characteristics of students with mental retardation (mentally retarded), requires a special scientific and practical approach. One of the main problems that is noticeable from the very first stages of education in mentally retarded students is the insufficient development of graphomotor skills. Graphomotorics, by its nature, is not just performing actions with a pen on paper, but is a complex of complex neuropsychological and physiological processes that include the child's visual-spatial perception, fine motor skills, eye-hand coordination (visual-motor coordination), and attention skills.

Scientific research and practical observations show that in mentally retarded children, as a result of organic damage to the central nervous system, psychomotor development is sharply slowed down. In them, impaired tone of the small muscles of the hand and fingers (hypertonus or hypotonus), difficulty in synergistic movements, weakness of kinesthetic and proprioceptive sensations complicate the process of mastering the writing process. As noted in the works of such prominent scientists as L.S. Vygotsky and A.R. Luria, there is an inextricable link between the development of the child's brain and his speech, thinking and motor skills. Small movements of the fingers have an activating effect on the speech centers of the cerebral cortex. Therefore, the formation of graphomotor skills is not just teaching beautiful writing, but one of the most effective correctional mechanisms for stimulating the general intellectual potential of a mentally retarded child.

However, the implementation of this complex correctional and pedagogical process only within the framework of a special school or boarding school does not give the expected high results. The skills given at school by a special education teacher (oligophrenopedagogue) quickly fade away if they are not regularly reinforced at home by family members. In this regard, the need to strengthen school-family cooperation in the formation of graphomotor skills in mentally retarded students is manifested as a systematic scientific problem. The continuous influence of the family on the child's life should be a logical continuation of the educational process at school, and mechanisms for

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cooperation between parents and educators aimed at a single goal must be developed.

NEUROPSYCHOLOGICAL AND PHYSIOLOGICAL FEATURES OF THE DEVELOPMENT OF GRAPHOMOTICS IN MENTALLY RETARDED CHILDREN.

Before creating effective mechanisms for school and family cooperation, it is necessary to deeply analyze the specific obstacles to the formation of graphomotor skills in mentally retarded students. If in normally developing children, writing skills and preparation for them are mastered without difficulty at preschool age, through games, then in children with intellectual disabilities this process is formed artificially, using special methods. Firstly, in mentally retarded children, visual-spatial perception is clearly observed. They have difficulty feeling the boundaries of a sheet of paper, distinguishing such concepts as "right-left", "top-bottom", "center". As a result, when drawing shapes, they cannot maintain their size and proportion, the lines are scattered randomly across the paper. Secondly, the volitionality and regulation of movements are at a low level. Problems such as holding a pencil correctly, pressing the pencil hard on the paper when drawing a line (spastic condition) or, conversely, holding it too loosely (paretic condition) lead to rapid fatigue of the finger muscles and the formation of a negative emotional attitude of the child towards the writing process. Thirdly, the lack of eye-hand coordination (sensory integration problem) leads to the child's inability to visually monitor and control his hand movements. To overcome these physiological and psychological obstacles, long-term, systematic and continuous exercises are required. In a school setting, a defectologist develops the child's motor skills using various didactic games, finger gymnastics, sand therapy (elements of art therapy) and special stencils. However, due to the limited lesson time, it is impossible to bring the skill to the level of automation. It is at this stage that the role of the family becomes of paramount importance. The family environment is the closest and safest social space for a child, where there is an opportunity to continue exercises in natural conditions, integrating them into daily life.

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ANALYSIS OF TRADITIONAL PROBLEMS AND DEFICIENCIES IN SCHOOL-FAMILY COOPERATION

Practice shows that today there are a number of systemic problems in the relationship between special schools and parents of mentally retarded children, which reduce the effectiveness of developing graphomotor skills.

One of the main problems is the lack of special pedagogical and psychological knowledge of parents. In many cases, parents evaluate the child's incorrect grip on the pencil or crooked drawing of lines as his "laziness" or "stubbornness". They lack an understanding of the neurological consequences of mental retardation. This, in turn, leads to incorrect demands on the child during home preparation, nervousness and coercion. Forced writing not only does not develop graphomotor skills in the child, but also causes aversion to reading and various neuroses.

Another drawback is the traditional and methodological methods of information exchange between the school and the family. Often, communication between teachers and parents occurs only at parent meetings or when the child violates some rules of behavior. The mechanism for providing parents with individual and practical instructions on the dynamics of the child's daily motor and cognitive development, and what exercises he needs, is not systematized. The school remains primarily an educational and demanding institution, while the family acts as a supervisor for the implementation of lessons. In fact, in the process of rehabilitation and social adaptation of a mentally retarded child, the school and the family should become equal, constantly exchanging partners.

To eliminate these problems, to stimulate the fine movements of the fingers and brain activity of students, it is necessary to reconsider the traditional triangle of "teacher - student - parent", enriching it with new mechanisms that are interactive, practical and psychologically supportive. It is appropriate for the school to serve as a methodological center for parents in this process, a kind of "guiding beacon", and for parents to participate as "practitioners" who adapt these methods to the family environment.

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MODERN AND INNOVATIVE MECHANISMS FOR STRENGTHENING SCHOOL-FAMILY COOPERATION.

Since the development of graphomotor skills in mentally retarded children requires stable and continuous training, the introduction of an integrated approach between school and family is a vital necessity. This cooperation should not be limited to theoretical advice, but should be based on practical mechanisms aimed at specific, gradual and measurable results.

1. Mechanisms for increasing the pedagogical and psychological competence of parents

Studies show that creating a healthy emotional climate and the right pedagogical environment in the family of a mentally retarded child ensures 50% of the success of correctional work. For this purpose, the organization of special educational and training centers such as the "Parent Academy" or "Practitioner Mothers" in special schools is highly effective. Within the framework of this mechanism, special educators (oligophrenopedagogues) and psychologists conduct short, practice-oriented seminars for parents. During the trainings, parents are taught:

• The secrets of how to massage the muscles of the child's fingers;

• The technique of using special silicone tips (sticks) when holding a pencil or pen;

• Methods for timely recognition of signs of fatigue in the child and turning the lesson into a game.

This approach turns parents from passive observers into active participants and assistants to the teacher.

2. Mechanism for developing fine motor skills in everyday life (Natural stimulation)

To develop fine motor skills, which are the basis of graphomotor skills, paper and pencil are not always necessary. The greatest advantage of the family environment is that there are many natural tools that develop the child's fine motor skills. The teacher's task is to explain to parents how to use these tools. Below are some home alternatives to school activities:

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Correctional training at school	**Daily practice in the family (Natural stimulation)**	**Developing skills**
Drawing shapes on a sand table (Art therapy)	Drawing with a finger on a tray of flour, semolina, or salt in the kitchen	Tactile sense and hand-eye coordination
Small mosaic and constructors	Mixing beans, peas, or mung beans and separating them into separate containers (sorting)	Fingertip sensitivity, pinching ability (tweezers)
Button-up on special simulators	Independently buttoning clothes and tying shoelaces	Synergistic and coordinated movements of the fingers

It is clear that such processes carried out at home do not seem like lessons to the child, but rather an interesting game with his parents or a process of helping them. This eliminates negativity towards the learning process that occurs in a mentally retarded child and creates positive motivation.

CONCLUSIONS AND PRACTICAL RECOMMENDATIONS

Based on the conducted scientific-theoretical analyses and practical observations, it can be firmly stated that the formation of graphomotor skills in mentally retarded students is not simply a process of "teaching writing", but an extremely important correctional-pedagogical phenomenon that determines the cognitive, neurophysiological and emotional development of the child. Motor impairments caused by organic deficiencies in the central nervous system, in particular, poor spatial perception, poor eye-hand coordination, and impaired finger muscle tone, should be corrected not only within the framework of special school lessons, but also in cooperation with the family.

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