

## HEALTHY LIFESTYLE PREVENTION IN MENTALLY DISTRIBUTED CHILDREN

**P.M. Pulatova**

Professor of Tashkent State, Pedagogical University, PhD

**Sh.M.Amirsaidova**

Associate Professor of, Tashkent State Pedagogical University, PhD

The main goal of educating a new person is the comprehensive harmonious development of the personality, which is possible only on the basis of an integrated approach.

An integrated approach to especially needy children of preschool age, students, primarily in the fact that all educational and educational and correctional influences are aimed at shaping his personality as a whole, are combined into a coherent single system that provides for the expansion of his horizons, the development of cognitive, labor and speech activity, education socially -moral qualities and personality traits, correction of existing intellectual insufficiency.

Increased attention to the person, the growing role of the human factor in modern life increases the requirement for the quality of correctional and pedagogical work by students with intellectual disabilities, since the presence of an intellectual defect objectively complicates the process of their socialization, social and labor adaptation; but does not reduce the need to solve this humane task.

The concept of social training and education of abnormal children, developed by defectologists of the Republic of Uzbekistan, emphasizes that training, education and correction of deficiencies in children with physical, sensory and intellectual disabilities is carried out as in the process of educational work.

Studying the pedagogical heritage of Eastern thinkers ( Beruny, Ibn Sino, Farobiy, Yusuf haws Khozhib )

Ibn Sino in many of his works ( The Canon of Medical Science, Danish-name, etc. ) considered the prevention of a healthy lifestyle as an actual problem from an early age.

Problems of mental retardation in defectology have always received great attention. But since the 1990s, interest in them has been growing even more in Uzbekistan.

Aitmetova S.Sh., Muminova L.R., Sagatov A.I., Rakhmanova V.S., Mamedov K.Kh., Pulatova P.M., Nurkeldiev D.A., Khamidova M.P.,

Amirsaidova Sh.M., Nurmukhamedova L.Sh., N.Musaeva and a number of other scientists have made an invaluable contribution to the theory and practice of special pedagogy. However, this issue has not been sufficiently explored. In particular, they did not adequately reflect the prevention of a healthy lifestyle for especially needy children with intellectual disabilities. These circumstances led to the choice of this research problem.

As a result of special the organization of a correctional-directed upbringing process is given the opportunity to determine and implement favorable pedagogical conditions and a system for the prevention of a healthy lifestyle for mentally retarded preschool children, contributing to the awakening of their interest in this type of activity and the successful solution of educational, correctional, developmental and practical tasks.

The purpose of the study is to determine the pedagogical conditions and the system of correctional-directed work on the prevention of the lifestyle of mentally retarded children.

To achieve this goal, the following tasks:

1. To reveal the state of the organization of educational work on the prevention of a healthy lifestyle in children with intellectual disabilities.
2. To experimentally study the features and possibilities of mastering the prevention of lifestyle in children with intellectual disabilities.
3. To determine and scientifically substantiate the pedagogical conditions and correctional-directed work on the prevention of a healthy lifestyle for mentally retarded children of preschool age.

The object of the study is the structure and content of the work of prevention lifestyle of mentally retarded children and the conditions for its assimilation.

The subject of the study is the system of correctional and pedagogical work on the prevention of a healthy lifestyle for especially needy children with intellectual disabilities.

Research methods:

- theoretical analysis and generalization of data contained in the literature on the topic under study .
- generalization of the advanced pedagogical experience of the work of educators in the special in organizations of preschool education in the subsequent direction;
- observations, conversations with educators with children, questioning;
- stating experiment in group and collective forms with comparison of data, scientific experimental and control groups.

In accordance with the research methodology developed by us, the following stages were carried out:

At the first stage, a theoretical analysis of the problem was carried out, the state of the problem in pedagogical practice is studied.

The second stage included: a) conducting an experiment, including the identification of the state and organization of work, the prevention of a healthy lifestyle in especially needy children with intellectual disabilities; b) determination of the initial ways and pedagogical conditions for the prevention of the lifestyle of especially needy children with intellectual disabilities.

The third stage, including development, scientific justification and practical implementation of the system of corrective-directed work on the prevention of a healthy lifestyle for especially needy children with intellectual disabilities; verification and specification of the above hypothetical provisions.

The scientific novelty and theoretical significance of the study is as follows:

- cognitive interests, specific features and opportunities for mastering the prevention of a healthy lifestyle of the lifestyle of especially needy children with intellectual insufficiency were identified.

- the initial paths and fundamental didactic positions for optimizing the work of preventing a healthy lifestyle in especially needy children with intellectual disabilities were determined;

- defined and substantiated the criterion of education for the prevention of a healthy lifestyle of the lifestyle of especially needy children with intellectual disabilities;

- developed and experimentally tested a scientifically based system of correctional and pedagogical work for the prevention of the lifestyle of especially needy children with intellectual disabilities.

- based on the analysis, compilation and generalization of the obtained experimental materials, further prospects for the development of a complex correctional-directed system of work through the interaction of physical education classes are outlined

The practical significance of the study was:

- the materials of the conducted research to a certain extent will fill the gap in the literature on this issue available in special preschool pedagogy;

- the introduction into pedagogical practice of the correctional-oriented work proposed by us, a set of effective methods and techniques of pedagogical guidance for the successful organization of healthy lifestyle

prevention classes for especially needy children with intellectual disabilities of preschoolers will have a positive impact on health, increasing the overall level of development of the lifestyle of especially needy children with intellectual insufficiency of preschool children, activation of their cognitive and speech activity, prevention of a healthy lifestyle, education of positive qualities, for subsequent social, moral and labor adaptation;

Implementation of the obtained results. The provisions, conclusions, recommendations contained in the study were introduced into practice through methodological letters prepared for teaching staff of an educational preschool organization;

To solve the first of the above specific tasks - to identify the state of the problem under study in pedagogical practice - we, first of all, analyzed the current curriculum for mentally retarded preschool children (6 years old); Calendar and scientific classes on the prevention of a healthy lifestyle and classes on this topic, which in one form or another were touched on the problem under study.

We have found that in the "Program of a preschool institution" the main task of preventing a healthy lifestyle is the need to correct the behavior, speech and thinking of mentally retarded children of preschool age.

Analyzing the program, we paid special attention to specific instructions related to the classes on the prevention of a healthy lifestyle. It has been established that insufficient attention is paid to such an important issue.

There are no specific methodological recommendations and additional information on this subject.

This circumstance, although it provides the educator with freedom of creativity, the opportunity to determine the topics used for the prevention of a healthy lifestyle of mentally retarded children, to develop effective methodological tools for their subsequent implementation in the classroom in preschool institutions, however, at the same time, this causes significant difficulties and reduces their interest in carrying out work on the prevention of a healthy lifestyle for especially needy children with intellectual disabilities.

Since, moreover, there is very little methodological literature on this issue, we will not be surprised that the educator of the organization of preschool education for mentally retarded children is clearly not working on this enough. In the practice of this institution, classes on the prevention of a healthy lifestyle for mentally retarded children are rarely held.

An analysis of pedagogical practice (familiarization with calendar thematic plans, conversations with upbringing, attending classes, studying the activities of especially needy children with intellectual disabilities of preschool age) shows that, in essence, not enough attention is paid to the work on the prevention of a healthy lifestyle.

Our observations indicate that some educators take the initiative and carry out work to prevent a healthy lifestyle for mentally retarded children, however, these educators do not have a definite purposeful complex system.

Each individual lesson on the prevention of a healthy lifestyle for mentally retarded children is episodic .

The above once again emphasizes that the problem we have chosen is relevant, insufficiently covered and requires special studies.

Special preschool education, being the first link in the system of public education, is called upon to address the issues of special correctional education of preschool children and to prepare them for school. The system of preschool education is based on the main provisions of the theory of education of preschool children in the works. To D. Ushinsky , L , E. A. Arkin , E. I. Tikheeva , A. P. Usova and others.

Long-term studies of defectologists T.A. Vlasova , N.G. Morozova , B.D. Korsunskaya , L.P. Noskova revealed great opportunities for the development of abnormal children and showed the need for early correction and compensation of defects, taking into account sensitive age periods. Preschool age is of great importance in all subsequent development of the child, including abnormal. To make this position clearer, let us dwell briefly on the age periodization of mental development. There are three age periods: infant (from birth to one year) , early (from 1 to 3 years), preschool (from 3 to 7 years). At preschool age, there are significant changes in the physical, mental and moral development of the child. If this period in development is missed or used insufficiently, it becomes very difficult to overcome the lag, and in a number of cases even impossible. The organization of life and mental development of preschool children differs from that which is necessary for a schoolchild . Modern preschool pedagogy, both general and special, is based on philosophical foundations. Outstanding teachers and psychologist and ( P.P. Blonsky , L.S. Vygotsky , A.V. Zaporozhets and others) laid the foundation for the development of the main problems of pedagogy. They showed that education and training is a decisive factor in child development. This provision formed the basis for the development of principles for building a system of special preschool education .

Special preschool education is built on the basis of a systematic, purposeful educational – about the educational process based on a scientifically based program that takes into account the main psychophysical characteristics of abnormal children. The purpose of special preschool education, as psychologist A.V. Zaporozhets pointed out, is the comprehensive physical and moral development of children, creating the basis for the formation of those abilities and moral qualities that are necessary for a future citizen of the Republic of Uzbekistan.

The works of the outstanding psychologist L.S. Vygotsky, who showed that the development of the child is a unity of the biological and the social. Without the human brain, human biological prerequisites, there is not and cannot be human development. But there can be no human development without the human environment.

Development proceeds by appropriating social experience by the child in his own way, which is to a certain extent determined by the degree of biological maturation. At each age stage, the combination of biological and social changes, enters into new relationships, which is reflected in the combination of levels of physical and mental development. It is precisely the fact that physical and mental development goes in unity, but does not coincide with each other, does not represent an identity, formed the basis of L.S. Vygotsky's idea of a primary and secondary defect.

The system of education and training of mentally retarded children is based on the provisions of the theory of L.S. Vygotsky about the complex structure of a defect arising as a result of a primary and secondary defect, that correction and compensation for abnormal development can be carried out only in the process of developmental education, in the maximum use of sensitive periods and the zone of proximal development.

Correction and compensation cannot occur spontaneously. A mentally retarded child, to a much greater extent than a normally developing one, in a timely and comprehensive systematic pedagogical impact.

First of all, it should be developmental. Developing training should take into account both the characteristics of age and the characteristics of the defect. It should be aimed at the earliest possible beginning of the correctional and educational process, accelerating the pace of development and overcoming deviations in development. Education turns out to be developing only when it takes into account the zone of proximal development and how it can be used in education and upbringing. The zone of proximal development is that reserve of a child's potentialities that he cannot realize on his own, but only with the help of an adult.

An example of the correct use of the zone of proximal development is the formation of the habit of washing mentally retarded preschoolers who have just come to a special preschool institution (fifth year of life). These children, as a rule, do not know how to wash themselves and cannot learn it on their own, even imitating an adult. However, with a special organization of training, built taking into account the peculiarities of their development, children master this skill quickly and correctly. At the same time, a readiness is created for the assimilation of other, more complex skills, i.e. expanding zone of proximal development.

Developmental learning is also closely related to taking into account sensitive periods of development. L.S. Vygotsky showed that in the development of a child there are periods in which a given process, a given function, is formed most quickly and, most importantly, fully. In no other period is it possible to achieve such full value. He called these periods sensitive, those sensitive to the development of a certain function, process, activity. So, for example, the most sensitive to the development of speech in a normally developing child is the period from one to three years. If speech does not develop during this period, its formation takes place with significant difficulties and requires special training. One of the tasks of oligophrenopedagogy is to show how these provisions, common to all special pedagogy, are implemented in the education of especially needy children with intellectual disabilities, the way of life of especially needy children with intellectual disabilities of preschoolers. Another task, directly related to the first, is the analysis of the construction of the entire process of teaching and educating preschoolers with intellectual disabilities. Particular attention is paid to the principles, methods and organization of corrective work with this contingent of children. At the same time, it is necessary to determine the potential opportunities for the development of especially needy children with intellectual disabilities of preschoolers and the optimal conditions for their education and upbringing, allowing them to realize these opportunities.

The main task of special preschool education is to provide each child with the highest possible level of physical, mental and moral development.

This implies the task of organizing correctional and educational work **aimed** at overcoming and preventing developmental defects.

An important task of special preschool education for children with intellectual disabilities in particular need is to prepare them for education in a special school. Preparation for schooling should be carried out taking into account the individual capabilities of each child.

The Republic of Uzbekistan has created a differentiated system of special institutions for especially needy children with intellectual disabilities. In accordance with the nature of the defect and the degree of its severity, children are brought up in special institutions administered by the Department of Public Education of the Republic of Uzbekistan .

In preschool children with intellectual insufficiency, the necessary prerequisites for the development of speech are unformed: actions with objects, emotional communication with an adult, underdevelopment of the articulation apparatus and phonemic hearing. As a result, although the situations for communication are the same as for normal ones, the content of these situations appears differently for the child: the child has fewer actions of his own and joint with the adult, imitation is not formed at all.

But the opposite process is also taking place: the need for communication appears one way or another - this is required by the social environment. Adults themselves require the child to comply with age norms.

In order to identify and organize the work of preventing a healthy lifestyle for especially needy children with intellectual disabilities at preschool age, an observation plan was developed and scientific work was carried out by us.

We have formulated and solved the following specific tasks:

1) .To identify the formulation of the research problem in existing programs and its organization in pedagogical practice in a special preschool educational organization for especially needy children with intellectual disabilities of preschool age; (6 years)

2). To study the manifestation of the interests of especially needy children with intellectual disabilities of preschool children;

3). To define the concept of prevention of a healthy lifestyle for especially needy children with intellectual disabilities of preschoolers.

To implement these tasks, appropriate questionnaires were developed for preschool teachers, collective and group and individual conversations were held, the survey of which was recorded, as well as oral answers to questions (answers to questions, etc.)

The composition of the children and the conditions in which the experimental and control groups worked throughout the experiment were approximately the same.

In order to obtain additional information (based on the survey), 20 preschool teachers were involved in the study.

Materials, texts, pictures, filmstrips, etc. were selected for studying on the topic.



For the experiment, stories were selected on the topic “Healthy lifestyle”, “About the mother’s daughter”, “To the doctor”, “Putting the doll to bed”, “Health”, “Bathing the doll” differing in subject matter, structure and content and in our opinion, causing the greatest interest in preschool children: “Bathing a doll”, “What mistake did Shahzoda make?”. “What was she supposed to do?” “Why do you think it should be done?” All selected games, mostly simple in content, with an entertaining storyline. A set of physical exercises for preschool children. However, in order to understand them, the subjects must sufficiently master the skills to isolate the semantic center from the game, establish cause-and-effect relationships, convey the content and meaning of the game in a logically consistent form, and draw conclusions and generalizations.

These stories were used in all groups (6 years old) in order to obtain objective data indicating the degree of understanding of the content of the story about lifestyle prevention, and also experienced by preschoolers.

There was no special preliminary preparation. After the appropriate setting, the subjects were asked to tell, independently answer questions, draw conclusions and express their attitude to events, actions or actions of the characters.

The analysis of experimental materials obtained as a result of answers to questions on the content of the story of games, physical exercises was carried out according to the following criteria: understanding, understanding the meaning of the story; completeness, consistency, accuracy of transmission of its content. All these stories were conducted in the form of a game, since the game form helps to attract children to classes, to create a positive emotional attitude towards the task from them.

After analyzing the current program for a preschool institution for mentally retarded children, the calendar plans of educators, the state and organization of their work in pedagogical practice in the direction we are studying, it is necessary to solve the following specific tasks:

- to study the manifestation of the interests of mentally retarded preschoolers;

- to determine in order to implement these tasks in the process of conducting training sessions. In the process of conducting questions and answers with educators of a preschool organization, the following questions are included:

1. Do you conduct special classes on the prevention of a healthy lifestyle? (Yes or no, underline).

2. Do children show interest in healthy life prevention activities

(yes or no, underline).

3. What difficulties do mentally retarded children experience during physical education classes.

4. How do you connect hygienic education , physical culture with the prevention of a healthy lifestyle for preschool children?

5. Do you often conduct classes on the prevention of a healthy lifestyle for mentally retarded preschool children?

**Conducting questions and answers with mentally retarded preschoolers contained the following questions :**

1. Please tell me , how often do you get sick?

2. What do you think you need to do to be healthy.

3. What do you think, what rules should be followed in order not to get sick?

4. What should be done to be healthy?

5. What rules should be followed in order not to get sick?

6. What infectious diseases do you know that are not transmitted to others?

7. Do you often follow these rules?

8. Do elders often remind you of hygiene?

9. Who reminds you more about hygiene. Parents or caregivers?

1. Would you like to be healthy?

Let us pay attention to the need to actively involve parents in family education. You can determine the level of parental skill by answering the questionnaire. Its value lies at least in the fact that it makes it possible to see the strengths and weaknesses in the educational process of the family for the prevention of lifestyle.

### **DO YOU KNOW YOUR CHILD?**

(An exemplary program for observing a child in a family and compiling a psychological and pedagogical description of him)

#### **Hygiene**

1. Accuracy ( examples)

2. How does he get out of bed?

3. Washing (his method and attitude towards him).

4. When does he go to bed?

5. Attitude to clothes, shoes and to all things in general.

6. Food. What he likes and dislikes. When do you eat and how many times a day?

#### **The game**

1. Does he play at home?

2. Does he play alone or with his sisters, brothers, comrades?

3. What games, toys does he have? Is there a place for games, a corner?

4. What games and entertainment do you like the most?

**Physical work**

1. Does he have any responsibilities at home? Which?

2. Does he understand the need for work?

3. What kind of work do you like best? What explains this?

4. What does he do when he is at home?

5. What profession do you want to choose in the future?

To identify the ability of mentally retarded preschoolers (6 years old) to navigate the name, structure and content of lifestyle prevention, the ability to observe hygiene rules, certain skills, we conducted appropriate collective and individual conversations with them, including the following questions:

1. Do your parents explain to you why hygiene is necessary? (wash hands, go to bed on time);

2. Do not drink unboiled water. 3. Do not eat unwashed fruits and vegetables. 4. You can not take the gum that your girlfriends chew. 5. Do not leave unwashed dishes. 6. Remember how your mother or grandmother looked after you when you were sick.

Questions were conducted in their native language, in Uzbek.

This nature of the conversation with preschool children and educators, in combination with the received materials of the conducted questions and answers and their subsequent analysis, made it possible to judge the presence of cognitive interests and cognitive independence of preschoolers associated with the prevention of a healthy lifestyle for mentally retarded children, the ability to observe the rules of sanitary hygiene, use elementary knowledge on the prevention of a healthy lifestyle.

Let us turn directly to the materials of the conducted answers to questions, conversations, and a survey made it possible to establish that the interest in protecting their health among **mentally** retarded children is at a low level (Table No. 1).

**Table №1**

**The results of the conversation with parents in percentage ratio**

№	Questions	Groups of mentally retarded children		
		Uzbek nationality group	A group of children of Russian	A group of children

		%	nationality	with normal intelligence %
1	Do parents explain why hygiene is important? (wash hands, sleep on time, walk)	5	ten	eleven
2.	Parents say why you can not drink unboiled water?	ten	ten	fifteen
3.	Parents say why you can not eat unwashed fruit?	eight	7	ten
4.	parents say you can't take the gum your girlfriend chews?	13	ten	fourteen
5.	Parents say why it is impossible to leave unwashed dishes?	5	ten	12
6.	What were you sick with?	-	2	ten
7.	Remember when you were sick how your mother or grandmother looked after you?	-	-	-

As can be seen from Table 1, parents talk and explain about the necessary prevention of a healthy lifestyle.

parents - only a few of them explain , conduct conversations about prevention, among them there are parents who are registered with psychoneurologists, as a rule, these families are socially unprotected segments of the population,

We believe that one of the main reasons is not explaining the essence of a healthy lifestyle, the unsystematic work of educators, a lack of understanding of the importance of disease prevention by insufficient coverage of information, various measures to harden the child's body, about proper nutrition, etc.

Developing a methodology for the prevention of a healthy lifestyle in children with intellectual disabilities of preschool age, we were guided by the fact that the success of preparing children with persistent intellectual disabilities for independent living and socially useful activities is largely due to the effectiveness of correctional and educational work with them in a specially organized pedagogical process, when organizing educational work, we took into account that a purposeful integrated system of

correctional and pedagogical work on the prevention of a healthy lifestyle in especially needy children with intellectual disabilities will help increase the versatile interests of preschool children, expand knowledge, enhance cognitive and speech activity, educate social and moral qualities, preparation for school, correction of their defects.

Taking into account this circumstance, the results of studying the theory and practice of the issue, analyzing the materials of the ascertaining experiment and the main task of the study, a method of correctional and pedagogical education was developed and implemented, which provides for:

- development and scientific substantiation of the principles for selecting games on the topic of preventing a healthy lifestyle for preschool children, determining recommended games.

- implementation by stages in the work on the prevention of a healthy lifestyle and the use of effective methodological tools that increase the effectiveness of classes;

- determination of pedagogical conditions for optimizing work on the prevention of a healthy lifestyle in a playful way.

The study was carried out according to the traditional generally accepted methodology.

When developing a system for the prevention of a healthy lifestyle in children with disabilities, training, we used and adapted gaming activities in relation to the research problem.

The use of the game at preschool age helps, to one degree or another, to remove a number of difficulties, to study and consolidate the material at the level of emotional awareness, which further contributes to the emergence of an elementary cognitive interest in classes, the purpose of which is to prevent a healthy lifestyle for preschool children as an educational aspect.

In the practice of working in a preschool institution, didactic games, as well as role-playing games, have taken a fairly strong place in the classroom. The most significant among them are the following: "Calling a doctor at home", "Doctor Aybolit", "Moidodyr", "At the doctor", "In the dining room", etc.

When conducting didactic and role-playing games, the teacher should always take into account the following requirements:

It is necessary to take into account the peculiarities of the psyche of mentally retarded children when playing games.

Mixed didactic games and exercises arise in connection with the common educational tasks that these teaching methods solve. At the same time, they lose sight of the fact that the didactic game, in addition to

cognitive ones, has game tasks, through the implementation of which the main goal of education is achieved. Based on the game task, the pupils carry out game actions that, as it were, mask complex mental activity, make it more interesting. Along with this, there are many deviations, which are based on diffuse damage to the brain a ( oligophrenia). These deviations are reflected in the weakening of the body, in somatic disorders , greater susceptibility to colds and infectious diseases, in general physical underdevelopment ( weight, height ), in violation of the development of statics and locomotion, basic movements, fine motor skills, posture, coordination of elementary motor acts, balance disorders, etc. In children with disabilities, the nervous regulation of muscle activity is disturbed. As a result, control over motor acts is disturbed, accompanying movements occur - synkinesis , The motor components of speech are also violated, closely related to the general underdevelopment of motor skills (large and small).

Physical education of mentally retarded children is an integral part of the harmonious development of the individual and is inextricably linked with their mental development . moral, hygienic, labor and aesthetic education.

In the course of educating mentally retarded children in physical culture, a healthy lifestyle is formed, health-improving, educational and correctional tasks are solved. At preschool age, they are aimed at strengthening the health and physical development of children, at the formation and improvement of a number of motor skills, coordination of movements, development of fine motor skills of the hand, etc. These tasks also provide for the communication to students of elementary information on prevention, health promotion and physical development (about correct posture, breathing, motor mode), instilling hygiene skills.

In order to fully implement the requirements of the curriculum and achieve the prevention of a healthy lifestyle, the necessary effect in the process of educating preschoolers, the educator conducting physical education classes should have an idea about the features of the psychophysical development and the originality of the motor sphere of these children.

At first, the educator needs to refrain from the desire to teach children everything at once. You should accurately and clearly plan the material and focus on solving a small number of problems, which boils down to the following:

-identification of the level of physical fitness of students in this group, the ability to perform elementary movements and simple commands;

-identification of individual features of the motor sphere and elementary knowledge on the issues of physical education.

- training in changing into a sports uniform and neat folding of a school uniform;

- learning to build in one line and in a column one at a time.

Control exercises at the end of the year show that systematic work in physical education classes, aimed at gradual, implementation at a feasible pace, the formation of the movements provided for by the program with their detailed explanation and preliminary demonstration, with constant repetition and consolidation, leads to the fact that preschoolers quite accurately master many physical exercises. Developed activity, spatial orientation have a favorable effect subsequently on cognitive activities in the process of all classes of the educational cycle.

One of the forms of prevention of a healthy lifestyle, special correctional work with especially needy children with intellectual insufficiency of preschool age are rhythm classes. The content of the lesson is musical and rhythmic activity with intellectual insufficiency in preschool children, which allows you to influence the emotional and volitional sphere of children, improve motor skills, promotes the development of thinking, voluntary attention, memory, and the formation of positive personality traits.

Gymnastic and dance exercises are available for mentally retarded preschool children, rhythmic exercises with sounding instruments, free movements, games and dances are performed with musical accompaniment, which develops a sense of rhythm, musical ear and memory in mentally retarded preschool children, helps to understand the means of musical expression and their auditory differentiation.

Along with the improvement of motor skills, there is a development of general muscle tone, spatial orientation, posture improves, the entire vitality of the child increases, which subsequently has a positive effect on all educational activities. Thus, the content of physical classes based on educational material for mentally retarded preschoolers is distinguished by a significant originality. Classes under these programs provide correction of deficiencies in the development of children, they are aimed at developing the mental activity of mentally retarded children of preschool age, at expanding the stock of knowledge and ideas necessary for the assimilation of school subjects, at the formation of intellectual activity.

The study of the problem of research in general pedagogical and defectological literature, in the practice of working in special

kindergartens for mentally retarded children, as well as a number of studies on the topic made it possible to:

-to give a scientific and methodological substantiation of the research problem;

- to study the best practices of the best teachers and to identify the existing shortcomings in the work on the prevention of a healthy lifestyle in mentally retarded children;

- to develop and substantiate a correctional and pedagogical system of work on the prevention of a healthy lifestyle in mentally retarded preschool children;

- to determine favorable pedagogical conditions and rational methods and techniques aimed at improving the effectiveness of correctional-oriented work on the prevention of the lifestyle of mentally retarded preschool children. It has been established that if cultural and hygienic skills are brought up in mentally retarded preschool children, with the correct organization of physical culture, the organization of independent play and motor activity of children, the upbringing of positive qualities, the classes conducted will contribute to the correction of their defects.

In the process of experimental training, it was confirmed that the most effective pedagogical means to increase productivity in the prevention of a healthy lifestyle of mentally retarded preschoolers are the following:

1. When organizing the prevention of a healthy lifestyle for mentally retarded preschool children, take into account age, individual psychological characteristics and potentialities ;

2. Diversify the forms of prevention of a healthy lifestyle in mentally retarded preschool children (education of cultural and hygienic skills, hardening, physical education, etc.);

3. Gradual complication of activities carried out for classes x ( daily routine)

4. Implementation of a differentiated and individual approach based on the integrated use of effective methods and techniques that help to increase the level of prevention of a healthy lifestyle for mentally retarded preschool children. However, it is advisable to start this work very early. In the family , parents should regularly engage in the prevention of a healthy lifestyle for their children.

Preschool age is a very important, responsible period in the life of every mentally retarded child. In the first years of life, the foundations of the physical, hygienic, mental, moral, labor, aesthetic development of children are laid, speech is formed.



1. The idea of the need for early correction of children with intellectual disabilities has been widely recognized in defectology and is being implemented, covering not only the preschool period, but also in some cases before Gavrilushkina O.P., Sokolova N.D. Education and training of mentally retarded preschoolers. - M: education, 1985.

preschool age, which contributes to the timely correction and compensation of deviations in the development of mentally retarded children and increases the level of their preparedness for schooling.

Further improvement of the system of special preschool education and the development of special preschool pedagogy are aimed at preventing a healthy lifestyle, protecting health, strengthening and hardening mentally retarded children, improving the educational process in preschool institutions, and finding the most effective ways, methods and ways to implement an individual approach to learning education of mentally retarded children based on a deep knowledge of the characteristics of their development and the potential of each child.

Creation of special conditions for the development and improvement of children.

This includes:

1. Adaptation of the content of the educational program of the Physiotekhnical Institute, taking into account the level of development and features of the motor sphere of children, their state of health.

2. Creation of optimal conditions for conducting physical education classes and the implementation of the child's motor needs.

3. Formation of an idea of a healthy lifestyle.

day regimen which would allow taking into account changes in the state of children's health depending on the time of year, weather conditions, etc.

5. Introduction to the daily routine and during classes of special moments that prevent the neuropsychic overload of children (gymnastics, relaxation, changing activities, etc.)

6. Implementation of the plan of recreational activities : hardening, prevention of acute respiratory diseases (ARI), phyto and vitamin therapy, etc.

7. Application of health - saving technologies.

8. Creation of psychological comfortable conditions that ensure the emotional well-being of each child.

9. Organization of medical control over the health of children.

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