

SCIENTIFIC AND THEORETICAL BASIS OF INCREASING MOTIVATION TO STUDY AND IMPROVING THE PROCESS OF ASSISTING IN MENTALLY DISABLED STUDENTS.**Abdujabbarova Mavjuda Bakhtiyor kizi.**

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Annotation: This article examines the scientific and theoretical foundations of the correction of reading motivation and ensuring the process of mastering in mentally retarded students. Reading motivation is an important factor for the effectiveness of the educational process and plays a major role in attracting mentally retarded students to active reading. The article examines the various forms of motivation, its impact on the process of mastering students, and obtaining individual student files.

Keywords: Students with intellectual disabilities, motivation to learn, learning process, learning, didactic methods, technical support, individual learning plans, increasing motivation, innovative methods, personal development, visual materials, game methods, self-management.

One of the opportunities for learning is the perfect assimilation of knowledge and learning by students. The process of correcting and mastering motivation for learning in students with intellectual disabilities is an important test in personal, social, security and academic terms. Motivation plays a role in monitoring the load and enthusiasm for learning in children with intellectual disabilities. This article analyzes the scientific and theoretical foundations of the project on the process of correcting and mastering motivation for learning in students with intellectual disabilities.

Motivation is an internal and educational system that encourages the use of a person's perception and directs his/her learning, ensuring the active participation of the student. Considering the motivation to study in mentally retarded students, qualitatively improves the assimilation of program knowledge. There are two types of motivation: internal and organizational motivation. Internal motivation arises from the student's own burden, while organizational is formed through the influence of teachers, parents and society. When attracting mentally retarded students to study, these two types of motivation need to be balanced. To attract mentally retarded students to the educational process and treat motivation, the qualifications of teachers, didactic weaknesses and therapeutic support are of great help. Scientific and theoretical foundations play an important role in considering learning motivation: Didactic methods and approaches: To effectively organize education for students with intellectual disabilities, didactic methods should be used. Visual materials, games, practical experience and interactive methods are used to control motivation. Such methods increase students' approaches to learning and make the process of learning more interesting and effective. Psychological support: Medical care plays a large role in controlling the motivation of students with intellectual disabilities. When using motivation, students can achieve self-realization, recognize and achieve success. Motivating students helps them to believe in their own success. Individual learning plans: Individual conditions are necessary for students with intellectual disabilities to master the learning process. Depending on the individual and physical condition of each student, learning plans should be developed. This makes the learning process of students more efficient and faster. Innovative methods. Innovative methods for correcting motivation to study, for example, the use of game methods and modern technologies. Games are a unique way to implement students' behavior towards studying, and thus learning. Family and social support: The psychological and



social environment of students also plays a big role in monitoring motivation to study. Family support for the student, appreciation of their academic achievements and encouragement. Social support in society also strengthens students' motivation to study. In ensuring the process of mastering, the main attention should be paid to involving students in active learning. Students with intellectual disabilities need more time and special help from the teacher in the process of mastering. Physical and mental changes The physical and mental state of students affects education. Improving the medical condition of students, correcting the learning process affects. Correcting motivation for learning in students with mental retardation and ensuring the learning process is an important aspect of increasing the load of the educational process. In this regard, didactic approaches, medical support, innovative methods used by teachers are important approaches to ensuring this process: Cognitive production: It is necessary to present information in a simple and clear form during the educational process, taking into account the cognitive development of students. This facilitates the assimilation of the material by students. Repetition and support: The process of repetition and individual diseases ensure the learning process of students. Strategies for correcting the motivation of students with mental retardation and ensuring the learning process, improve their physical knowledge, but also affect their overall development. Motivation as a scientific and theoretical basis of the basis is necessary to support individual, medical support, self-help, and personal and social support. Cognitive productions, repetition and opportunities in ensuring the process of mastery

methods and metacognitive approaches are effective. These methods help students deepen their learning process and effectively assimilate knowledge. Thus, strengthening motivation and ensuring the process of mastering, ensuring the process of intellectual mastering, play an important role in the success of intelligent students in education. Ensuring motivation and ensuring the process of mastering are important to ensure the participation of mentally retarded students in the educational process. Motivation reduces the burden of students on learning and makes the educational process effective. There are internal and protective mechanisms of motivation, and in mentally retarded students, more external incentives are formed, for example, through teacher support and rewards. Innovative methods, game methods, visual materials and interactive technologies are effective in motivating mentally retarded students.

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