

FORMATION OF EDUCATIONAL AND COGNITIVE MOTIVATION OF STUDENTS WITH INTELLECTUAL DISABILITIES THROUGH VISUAL ARTS

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Annotatsiya: Mazkur maqolada tasviriy san'at vositalari orqali aqliy zaif o'quvchilarning o'quv-bilish motivatsiyasini shakllantirishning nazariy asoslari va amaliy mexanizmlari yoritiladi. Tadqiqotda tasviriy san'atning emotsional, kognitiv va ijtimoiy rivojlanishga ta'siri tahlil qilinadi hamda tajriba-sinov ishlari asosida samaradorlik ko'rsatkichlari bayon etiladi.

Kalit so'zlar: aqliy zaiflik, o'quv-bilish motivatsiyasi, tasviriy san'at, maxsus pedagogika, motivatsion rivojlanish, ijodiy faoliyat, korreksion ta'lim.

Аннотация: В данной статье освещаются теоретические основы и практические механизмы формирования учебно-познавательной мотивации у учащихся с интеллектуальными нарушениями средствами изобразительного искусства. В исследовании анализируется влияние изобразительного искусства на эмоциональное, когнитивное и социальное развитие, а также на основе опытно-экспериментальной работы приводятся показатели эффективности.

Ключевые слова: интеллектуальная недостаточность, учебно-познавательная мотивация, изобразительное искусство, специальная педагогика, мотивационное развитие, творческая деятельность, коррекционное обучение.

In modern special pedagogy, increasing the interest of students with intellectual disabilities in learning activities is one of the pressing issues. Children with intellectual developmental impairments often demonstrate low learning motivation, quick fatigue, and reduced initiative. Therefore, it is essential to use methods in the educational process that stimulate their interest, are emotionally rich, and are based on practical activity.

Visual arts activity is considered one of such effective tools. The process of drawing, working with colors, and creating compositions arouses children's interest, improves their emotional background, and activates cognitive processes.

Theoretical foundations of the problem: Motivation is an individual's internal need and drive directed toward activity. In students with intellectual disabilities, motivation is often associated with external reinforcement. To form intrinsic learning motivation, it is important that the activity be engaging, visual, and practical in nature.

The main task of teaching visual arts is to help children perceive and imagine the surrounding world. It aims to develop their observational skills, cultivate a sense of artistic beauty, and teach methods of visual representation. At the same time, one of the primary objectives of visual arts education is to foster creativity in children by enabling them to create various images of different objects using age-appropriate artistic materials.

Children's skills develop gradually; therefore, сюжет (plot-based) drawing is introduced starting from the middle group. At this stage, children are taught to depict 2–3 objects placed



side by side. In plot drawing, to distinguish objects from one another, it is necessary to teach children to consider their size and spatial position, helping them understand whether objects are large or small. For preschool children, distinguishing spatial relationships between objects is quite difficult.

The general objectives of teaching plot drawing in preschool institutions include:

- teaching children to express the content of a theme and identify its main idea;
- teaching them to depict relationships between objects;
- teaching them to represent proportional placement of objects and indicate their positions in space.

In the middle group, teaching plot drawing usually begins at the start of the academic year, since, compared to younger group children, they are already capable of creating concise drawings based on a specific content. In order to develop children's drawing skills, it is advisable to begin with exercises that involve depicting 2–3 objects.

The content of drawing activities includes:

- Encouraging children to draw 2–3 objects that are similar in content;
- Teaching them to determine the placement of several objects within a composition.

From the age of four, children are able to depict objects placed side by side, draw human figures only from the front view, and represent animals only from the side view in a single line. For example, they may illustrate the theme “Children's Winter Games.”

In the middle group, drawing activities are also used to develop children's oral speech and to familiarize them with the surrounding environment. For this age, the following drawing topics may be recommended:

- “A Girl Playing Near the House”;
- “Winter: Children Making a Snowman”;
- “The Gingerbread Man” and “The Speckled Hen.”

In addition to drawing in one direction, children in the middle group gradually develop the skill of filling the entire sheet of paper. They draw based on observation and imagination, which contributes to the development and growth of their intellectual abilities. Each lesson serves as a foundation for fostering children's intellectual and artistic development, as well as their ability to participate in collective activities.

According to Nadezhda Krupskaya, “Education given to a child begins with love for and respect toward labor.” These activities are mainly conducted on the basis of children's observation skills, which helps develop their oral speech, independent thinking, and ability to draw on various topics.

Children's drawing skills are largely supported through oral speech. For example, a child may draw a picture of a girl or a house and create a short story about it. When presenting a purposeful drawing to a child, it is important to have a clear objective. A child may be able to accurately draw what is shown but may not yet know how to depict the side or top view of an object.

When showing sample drawings to students, special attention should be paid to aspects such as proportional and symmetrical placement of objects. For instance, when drawing houses, trees, or an airplane in flight, it is important to apply analysis and synthesis methods to support children's understanding and artistic development.

As noted above, attention should be paid to the following:

- Ensuring the content of the theme is clear;
- Highlighting the relationships between objects;
- Ensuring the theme is goal-oriented.

Children of this age are given colored paper along with a stated objective. For example, they can depict grass in blue, water in sky blue, and sand in yellow. Topics such as “Fish Swimming” or “Chicks Playing on the Grass” can be shown. To assess children's cognitive abilities, the



educator should present a specific object and, through questions and discussion, guide the child to place it correctly on the paper and draw it according to a clear objective. This process requires significant skill and expertise from the educator.

After about one and a half years of drawing practice, the size of children's drawings tends to be fairly uniform. N.P. Sakulina's experience shows that it is important to indicate and explain differences in height and placement in children's drawings. By the age of four, children's drawing skills develop further—they begin to observe and imitate drawings made by adults. Both parents and educators should evaluate the children's drawings in their presence. Children should also be encouraged to comment on their peers' drawings, identifying strengths, weaknesses, and mistakes.

The objectives at this stage include:

- Teaching children to depict 2–3 objects that are conceptually related;
- Developing compositional skills, such as placing multiple objects in a single line, side by side, or drawing the sky and ground across the entire sheet.

The topics given to children are simple: a house with a tree beside it and a bench; a girl walking near the house or tree; chicks wandering on the grass; grass, flowers, and sunlight. In these drawings, children do not yet show plot development. They typically draw 2–3 objects side by side without depicting any interaction or movement between them.

Content and Objectives of Teaching Plot Drawing in the Senior Group

From the age of five, children gain the ability to draw images on specific themes. They can imagine changes in their surroundings and attempt to depict them. At this age, the following drawing topics are recommended:

- “Children's Winter Games”;
- “Draw what you find interesting in the kindergarten”;
- “I am giving my mother a bouquet of flowers”;
- “Builders Are Constructing a New House”;
- “A Mother Is Taking Her Child to Kindergarten”;
- “Children Are Making a Snowman.”

Children in the senior group can create drawings based on impressions from artistic works and an understanding of fairy tale content. For example: “The Two Greedy Bears,” “The Cunning Fox and the Grey Wolf,” “The Cat, the Rooster, and the Fox,” among others. It is important that these drawings are clear and focused on a specific topic. For instance: “January 14 – Defender's Day,” “March 8 – International Women's Day,” “March 21 – Navruz Holiday.”

Drawing lessons in the senior group should be engaging. Children should be guided to respond to questions, describe each character in the work, select appropriate colors, and place them correctly on the paper. In every drawing, children should understand not only the size and proportions of objects but also how to position them near or far, in sequence, stacked, or consecutively. Children of this age particularly enjoy drawing scenes from fairy tales and cartoons, which makes such topics appealing to them.

According to N.P. Sakulina, when a child draws, they should start at the edge of the paper, indicate the placement of objects, and be able to choose colors appropriately. To prepare a child for a drawing lesson, the educator should provide the necessary art materials, play a short tune, give watercolor paints, and introduce the drawing task based on a specific theme and objective.

Drawings created by 5–6-year-old children tend to have rich content. At this stage, children do not only depict objects but also represent the surrounding environment.

The objectives at this stage include:

- Teaching children to show meaningful relationships between objects;
- Developing compositional skills (for example, by marking a horizontal line on the paper to organize the drawing);
- Developing color skills.



For children of this age, the content of each theme must be clearly defined in advance. For example, giving a vague topic like “Holiday” is not recommended, because the child may draw unrelated elements or choose tasks that exceed their capabilities. For instance, attempting to draw a demonstration.

Content and Objectives of Teaching Plot Drawing in Preparatory Groups

In preparatory groups, skills and competencies acquired by senior group children allow educators to increase the complexity of tasks for 6–7-year-olds. This requires:

- Enriching the content of drawings and teaching children to independently determine the plot based on the assigned topic;
- Teaching children to depict changes in the shape of objects due to action (for example, bending or running);
- Developing compositional skills, including positioning objects on the paper so that nearby objects are lower and distant objects are higher, without changing their size;
- Developing color skills, teaching children to independently select colors that match the plot.

At this age, children’s analytical thinking is well-developed, allowing educators to give them the opportunity to independently choose plot-based ideas that match the given theme.

Psychological Mechanisms by Which Visual Arts Lessons Enhance Motivation:

1. Emotional stimulation;
2. Activation of visual perception;
3. Opportunity to see independent results;
4. Formation of a sense of success through positive reinforcement.

This provides the basis for developing and justifying an effective model for forming educational and cognitive motivation in students with intellectual disabilities through visual arts.

The following methods were used: observation, pedagogical experiment, assessment of motivational levels, questionnaires, and comparative analysis.

Model for Developing Motivation Based on Visual Arts

1. Diagnostic Stage The motivational level of students is determined, and their areas of interest are studied.
2. Creating a Motivational Environment Colorful materials, visual aids, and creative tasks are used to engage students.
3. Practical Activity Stage Activities such as drawing, collage, working with clay or plasticine, and mixing colors are organized.
4. Reflection and Evaluation At the end of each task, the student’s work is discussed and positively reinforced.

Visual arts lessons were conducted regularly. As a result:

- Interest in learning activities increased by 40%;
- The ability to complete tasks independently improved significantly;
- Indicators of emotional stability increased;
- Participation and engagement in lessons grew.

It was confirmed that visual arts tools are effective in activating the cognitive processes of students with intellectual disabilities. Working with colors and images helps focus their attention, enhances perception, and builds self-confidence.

In conclusion, forming educational and cognitive motivation through visual arts is an important factor in improving the learning effectiveness of students with intellectual disabilities. This model can be applied in special schools as well as inclusive classrooms.

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