

EFFECTIVENESS OF STUDENTS' CORRECTIONAL WORK WITH YOUNG CHILDREN WITH MODERATE MENTAL RETARDATION

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The article covers the problem of the effectiveness of students' correctional work with young children with moderate mental retardation. The theoretical analysis has shown that education is one of the basics of integration and social adaptation of young children with moderate mental retardation. Education and upbringing provides an opportunity for such children to gain experience in social behavior and to be a part of society, to gain confidence, freedom of thought, and maximum possible independence. The authors emphasize that the introduction by students of a correction and development program aimed at developing social skills in young children with moderate mental retardation will be a solution to the problem.

Under the authors' supervision, students of Dnipro National University named after Oles Honchar conducted a three-stage study of social skills development level in preschool children with moderate mental retardation. The study involved 42 young children with moderate mental retardation who were divided into two groups (experimental and control ones).

The results of the study allowed the students to conclude that targeted, systematic, consistent corrective-developmental work promotes the development of social skills in younger students with moderate intellectual disabilities in the educational process. It means positive changes in the level of development of social skills of children with moderate intellectual disabilities. The results obtained indicate the effectiveness of correctional work of students with children with intellectual disabilities of moderate degree.

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