

Etiology of Mental Retardness

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Abstract: The causes of mental retardation can be various: internal and external factors, hereditary disorders, infectious diseases during pregnancy, birth injuries, metabolic disorders, disorders of genetic metabolism in cells, injuries and others.

Keywords: Oligophrenia, endogenous, exogenous, degeneration, infection, intoxication, phenylketanuria, translocation, syphilis, neuroinfections.

The causes of mental retardation have been studied for many years. The data show that the reasons are many and varied. It should be noted that in determining the causes and mechanisms of disease or disease conditions to some extent depends on the level of development of scientific knowledge of other disciplines (anatomy, biology, genetics, physiology, psychology, etc.), as well as philosophical views - development should also be taken into account.

Before considering the causes of mental retardation, it should be noted that although the causes of oligophrenia are many, not all of them have been studied in depth. The mechanism of action is not always clear. For example, complications of childbirth are more common than oligophrenia, but oligophrenia can also occur as a result of complications. However, the severity of childbirth and the associated circulatory disorders and other changes in the brain can lead to oligophrenia, musculoskeletal disorders, speech defects, etc., at least in part.

For many years, the causes of the disease have been divided into endogenous (internal) and exogenous (external). Endogenous causes include pathological heredity, as a result of which hereditary pathology

predominates in the development of severe forms of mental retardation in most children. At the end of the 19th century, a number of foreign scholars developed a special theory, especially in France (Morel and Manyan). The essence of this theory was that in each family the birth would be normal for several years, but then gradually the pathology of the offspring could be observed. As a result, such families give birth to children who are mentally retarded or physiologically unhealthy.

There is also an opinion against this theory. For example, Russian psychiatrists (IP Merzhevsky, SS Korsakov, BV Tomashevsky, etc.) rejected the theory of degeneration and pointed to exogenous factors such as infection, intoxication, brain injuries of the skull. In addition to hereditary factors, these authors also highlight the adverse effects of the external environment. As they studied the pathogenesis and causes of mental retardation, researchers began to pay more attention to the role of social factors. Attitudes toward certain intoxications and neuroinfections (syphilis, alcoholism, etc.) that cause anomalies have changed. Clinical reports do not pay much attention to social factors.

Medicine of this period focused on the study of the social causes of children's disabilities (social diseases, abnormal living conditions). Undoubtedly, the focus on such a complex problem has gradually led to a solution. In order to study the physiological and psychological characteristics of children, treatment-and-prophylactic institutions, a wide range of research institutes have been established. The implementation of such studies has provided a deeper understanding of the etiology and pathogenesis of various developmental anomalies.

But a reassessment of the social causes of mental retardation later led to a one-sided coverage of the question. If in pre-revolutionary Russia the role of hereditary factors in the formation of developmental defects was overestimated, in the 1930s we can clearly see that the impact of hereditary factors on the origin of mental illness and the development of defects was underestimated. For example, in scientific genetics, they deny that a particular gene in a cell has a genetic code.

Representatives of genetics and biochemistry contain elements in the form of nucleic acids in genes. (DNA and RNA) These elements play a major role in protein synthesis in cells and store genetic information. Changes in protein synthesis associated with metabolic disorders can lead to defects in cell development, as well as oligophrenia.

There are a number of causes of mental retardation today:

1. The evil of heredity.
2. Infection during pregnancy, the effects of intoxication injuries.
3. Birth injuries and asphyxia.
4. Infectious diseases of the brain in the early postpartum period include intoxication, injury, malnutrition, etc.

The effects of unhealthy heredity.

We need to take into account the pathological symptoms that are passed from parent to child from hereditary causes of mental retardation. However, it should be borne in mind that hereditary diseases that are passed from generation to generation do not always appear in the first generation. They do not appear in later generations (jumping heredity) or at all (hidden state).

Modern research has shown that the pathological effect on hereditary factors is defined as a metabolic disorder, in which the disorder is the result of a disorder in the regulation of genetic metabolic processes in cells and changes in chromosome set size and disorder.

Pathological development due to mismanagement of genes is common. The nature of cellular metabolism can be passed down from generation to generation. The result is a system that performs the functions assigned by the genetic program. In some cases, this system may be limited. In other cases, it slows down or eliminates the activity of the enzyme that controls the formation of chemical reactions in living cells. As a result, it covers a phase of metabolism. As a result of metabolism, undigested products release toxins and affect the fetus. As a result, it leads to various defects in the formation of the fetus.

Metabolic disorders in the early stages of pregnancy have a pathological effect on the physical condition of the child and the formation of the brain. For example, a phenylketanuria form of mental retardation occurs as a result of impaired amino acid metabolism of phenylalanine. In addition to phenylketonuria, there are disorders of protein, carbohydrate and fat metabolism. The following forms should be the subject of clinical analysis, early detection of the disorder, the correct application of special treatment measures, diet will affect the normalization of the child's condition and have a positive impact on his further development.

Changes in chromosomes do not always lead to mental retardation. They affect other parts of the baby's body. However, in some cases, chromosomal changes can lead to oligophrenia and other neurological disorders. Chromosome aberrations are the result of abnormal chromosome structure. Absence of a part of a chromosome, translocation (placement of one part of a chromosome on another chromosome), misalignment of chromosomes, enlargement or contraction of chromosomes, this condition is observed in cell division. These chromosomal changes cause oligophrenia. One form of oligophrenia is Down's syndrome. In this disease, the number of chromosomes is 47, not 46. Shunday qilib shuni belgilashimiz mumkinki, ko'p hollarda aqli zaiflikning sababi etib irsiyatni ko'rsatishimiz mumkin.

Observations show that when studying the anamnesis of oligophrenic children, it is possible that someone in the family may have been diagnosed with oligophrenia

or some other mental illness. This raises questions about the conditions under which oligophrenia or mental illness is passed down from generation to generation.

Medical genetics and clinical psychiatry have identified cases where these defects may be present. Knowing this is crucial in knowing the prevention of oligophrenia.

Based on modern scientific data, the following factors should be considered. We need to know that these defects can be caused by endogenous causes (hereditary) or other exogenous factors (infections, injuries, etc.).

Oligophrenia can be caused by the mother being exposed to various diseases during pregnancy. In many cases, infections, intoxications, and injuries are the most common causes of oligophrenia.

What is mental retardation? Mental retardation is the persistent decline in cognitive activity as a result of organic brain injury. All children in our country have the right to education. Among them are special institutions for children with intellectual disabilities, which have all the facilities (Law on Education, Article 23). The subject of the course of oligophrenopedagogy in preschool education is the theoretical basis for teaching and educating children with intellectual disabilities.

The main objectives of this course are:

- increase the importance of correctional education in the development of mentally retarded children;
- Arming students with knowledge based on objective laws about the development and elimination of mental retardation in mentally retarded children and their mental development;
- Introduce students to the methods of organizing and educating the lives of children with intellectual disabilities in special preschool institutions. The course focuses on the education and upbringing of mentally retarded children, and children with the same diagnosis are the main contingent of special preschools.

«Why is there a separate section on "Oligophrenopedagogy of preschool education" and why it is studied as a subject?" Questions may arise. Because the pre-school age is of great importance in the comprehensive development of every child, as well as children with disabilities. To clarify our point, let's take a brief look at the age of children.

Children are divided into *three age groups*.

Phase 1. Infancy - includes children from birth to 1 year.

Phase 2. Early childhood includes children from 1 to 3 years old.

Phase 3. Children between the ages of 3 and 7 enter, which is the pre-school period. Preschool is a time of significant change in a child's physical, mental, and moral development. If the child's development is not given enough attention during this period, or if the resources needed for his development are not used enough, it will be very difficult to correct the resulting defects in the child. Russian scientists EA Arkin, PP Blonsky, LS Vygotsky, AN Leont'ev played an important role in the development of the theory of preschool education. They show that education and upbringing are crucial to a child's development. A child's development goes through a number of interrelated stages. These stages are related to a person's age and the meaning of life. At each stage, a person's development cycle is completed and the results are visible. This result creates a favorable environment for the further development of the child. For example, at an early age, a child is able to perform various actions and speak, which is the result of his growth. At the same time, it creates the conditions for her to grow up successfully in preschool. A child's interactions with people around him, his acquisition of knowledge and experience, and changes in his attitude toward things around him are the main factors that determine his growth. In the process of education, children's assimilation of the riches accumulated by mankind is one of the important and necessary conditions for the development of their abilities, consciousness, emotions, willpower of character, and the formation of personal morality. Their activities (play, work) play an important role in the development

of children, and they gain life experiences through play and work. Preschool oligophrenopedagogy relies on a number of interrelated disciplines that can provide material that is important to it. The main cause of mental retardation is an organic injury of the central nervous system. Therefore, the subject of preschool oligophrenopedagogy should use data from the clinical study of children. Clinical studies of children with disabilities include physiology, genetics, psychiatry, and neuropathology. Preschool oligophrenopedagogy is closely related to general psychology and special psychology. Because it is impossible to carry out educational work with normal children, as well as mentally retarded children, without studying the process of mental development. Preschool oligophrenopedagogy is a branch of general and special oligophrenopedagogy. Therefore, this science uses all the basic principles of pedagogical science.

The methods of oligophrenopedagogy of preschool education are as follows:

Tracking. Experiment. Learn about your child's developmental history. Conversation. The method of observation is a passive method of studying the pedagogical process and its results. This method is performed under natural conditions. Provides an opportunity to generalize and learn from pedagogical experiences. The observation should be clearly planned in advance, and its purpose, object, and exact time should be defined. Experimentation is an active method of verification. In this case, it is necessary to create all the necessary conditions for the experimenter. The task of the experimental method in pedagogical science is to test the effect of different pedagogical methods on the child and to determine its level of effectiveness. The study of a child's developmental history is very important in the study of a mentally retarded child. This method helps to determine the time and causes of MNS injuries, as well as the conditions in which the child grew up and was brought up, and how these conditions affected the child's development. It is also important to study the child's activities. This includes building, drawing, pasting, and playing activities. Through this method, we can not only determine the psyche of the child, but

also see how the development of a mentally retarded child is reflected in one or another method of teaching and upbringing. The use of the conversational method in the study of mentally retarded children of preschool age is limited due to the fact that their speech is not developed. However, preschool oligophrenopedagogy uses this method to obtain the necessary information about the effectiveness of the correctional process.

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