

THE ROLE OF CORRECTIONAL PEDAGOGY IN ORGANIZING THE EDUCATION OF CHILDREN WITH DISABILITIES

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Abstract: This article is about the role of correctional pedagogy in organizing the education of children with disabilities, it is described about providing education to children with special educational needs, correcting and compensating their defects.

Key words: Disability, education, Correctional pedagogy, anomalous children, correction, compensation.

We all know that properly organized education contributes to the quality education of students. In this regard, educating each young generation to be intelligent and highly spiritual is the main goal of the education system. Educating disabled children and teaching them the skills they need is becoming one of today's urgent issues.

The social model of the perception of disability is as follows: "disability is the loss or limitation of the opportunity to participate equally with others in the life of society as a result of physical or social barriers." According to the Law on Education, the "National Program of Personnel Training in Uzbekistan" and other regulatory documents, all children, including children with disabilities in physical or mental development, have the right to work and study. They have the right to get an education and find their place in life.

According to Article 19 of the Convention on the Rights of the Child, "Considering that a child has the right to be protected from being abused or mistreated by parents or any other person, among the terms previously used in some countries are "corrective pedagogy", "abnormal children", as "weak in mind" and others are being rejected. Since the 20s of the 19th century, the science of Defectology has been studied as a science dealing with the education of children with physical or mental disabilities.

Nowadays, this science is called "corrective pedagogy". In order not to discriminate and insult people with physical or mental disabilities based on the requirements of the Declaration of Human Rights and the Children's Convention, for example, the Scientific Research Institute of Defectology in Moscow is called the "Scientific Research Institute of Correctional Pedagogy". In many countries, the science of defectology is called corrective pedagogy. The subject of correctional pedagogy is anomalous children, i.e. children with physical or mental development defects (from the Greek *anomalos* - out of the ordinary), the word denoting the meaning of defective. Currently, in Uzbekistan, Correctional pedagogy is a science that studies the characteristics of the psychophysiological development of children with physical or mental disabilities who need special help, and deals with their education. The word "corrective pedagogy" is derived from the Latin words "correction" - elimination, "pedagogy" - education, learning. Children with mental and physical defects are called anomalous children (derived from the Greek word *anomalos*, which means abnormal). The topic of correctional pedagogy is anomalous children who need special help. The task of correctional pedagogy is to study the causes and types of anomalies, characteristics of anomalous children in psychophysiological development, to organize integrated, inclusive or differential education based on them, to deal with their education. The purpose of the science of correctional pedagogy is to study the necessary conditions for the organization of integrated-inclusive and differentiated education for anomalous children, to determine the methods of eliminating, correcting or making them unknown as far as possible, and to implement them in practice. It is to show the teachers. Anomalies are different, some of them are completely eliminated, some are corrected to some extent, others are made unknown,

and some are compensated. If there are gross defects in the child's speech, they can be completely eliminated by taking properly organized speech therapy measures in time. If the defect in the child is caused by organic defects (for example, oligophrenia is included in the category of such defects), even if it cannot be completely eliminated, it can be partially corrected.

In the practice of correctional pedagogy, there are other anomalies that cannot be corrected or corrected, for example, congenital blindness or deafness is one of them. In this case, the function of the vision analyzer can be assigned to the sensory organs, and the function of the hearing analyzer can be assigned to the vision analyzer, that is, it can be compensated or replaced. Visually impaired children use Braille with their fingers, relying on their senses. In this case, the letter is determined by a combination of six dots. Hearing-impaired children can use gestures, i.e. dactyl speech, speech expressed by finger movements. Education is a process aimed at equipping students with theoretical knowledge, practical skills and abilities, building competence, developing their cognitive abilities and forming their worldviews. The effectiveness of the corrective action on the child depends on the nature of the existing defect, the degree of impairment of some mental processes or functions, the child's age, the ability to compensate for the defects, the medical-pedagogical effect, the environment in which the child lives and the current state of the conditions of his upbringing, and other factors. . A certain group of anomalous children need only psychological and pedagogical influence, while other groups require the implementation of treatment and rehabilitation measures. Early diagnosis of developmental defects is the guarantee of certain successes. Children with developmental disabilities need special, corrective and developmental education and training. In approaching abnormal children, it is important not to identify one or another defect, but to determine its nature, structure, placement of the child in an appropriate institution, and its quantitative and qualitative indicators, which are of particular importance in the implementation of correctional work.

Proper organization of correctional activities, early detection of physical defects in children, and educational correctional activities carried out with them will greatly help to be targeted. We can prepare the child for an independent life by correcting physical defects in the course of improving the exact mechanism. In short, correctional activities organized with children with disabilities in physical and mental development, if organized correctly, will undoubtedly give effective results. Only then will we be able to prepare children with disabilities for a truly independent life, receive quality education and find their place in society in the future.

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