

**SPECIAL EDUCATION DIDACTIC BASICS , EDUCATION CONTENT  
EDUCATION PRINCIPLES****Umarova Sabaxon Minavvarovna**

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**Abstract:** This in the article Educational principles are the primary factors that determine the essence of teaching, all aspects of education: content, methods, organizational forms. In pedagogy, educational principles are inextricably linked with upbringing ,taking into account the characteristics of students' educational activities based on psychological and pedagogical teachings. Education in a special school is also carried out on the basis of didactic principles. It is considered that the didactic principles developed in pedagogy are implemented in special schools taking into account the psychophysical development characteristics of mentally retarded students.

**Keywords:** Educational principles, didactic principles, oligophrenic children, individual psychological characteristics, special schools, physical and mental disabilities, awareness, scientificity, clarity, systematicity

The following principles are mainly used in the didactics of teaching in auxiliary schools: educational nature of education, activity and awareness, scientificity, clarity, systematicity and regularity, demonstration, differential attitude towards students, and relevance of theory to life.

The specificity of the cognitive activity of oligophrenic children excludes the mechanical transfer of general didactic principles to the work experience of a special school. The principles of general education are implemented in the context of the education of mentally retarded children, proceeding from the laws of the process of mastering knowledge, skills and competencies of mentally retarded children. Recognizing the change in the principles of education in accordance with the requirements of today, we are not against the introduction of some rules specific to a new special school, in order to preserve traditional definitions and reflect only the current state of special schools. For example, regulatory documents and newly developed concepts dedicated to the education of children with physical and mental disabilities are among them.

Labor education is an important factor in the moral education of auxiliary school students.

During the training of children in workshops, they are instilled with the right attitude towards work and public property. Special observations show that most of the students of auxiliary schools, after graduating from school, get a job in production enterprises, are honest in their work and careful in their attitude towards public property. This is very important, because under the influence of participation in production work, these students begin to understand that their work brings benefit to society, and this has a positive effect on their overall development.

Thus, a special school improves the mental development of a disabled child, creates such a character in the minds, behavior, and work of students that these characteristics help students grow into useful individuals for society.

**The principle of thorough mastery of knowledge in teaching**

Education should ensure the solid acquisition of knowledge, skills and competencies. The essence of this didactic principle is that the knowledge, skills and competencies acquired by students should be stored in memory. This provides the opportunity to obtain the necessary information from the knowledge stored in memory at any time and apply them in their educational and work activities.

Numerous observations and experiments have shown that memorization is most effective when it occurs in the context of an activity.

Memorization, which is a special organizational activity in the field of memorization, using special tools and methods (grouping the material according to its meaning, marking important places in terms of meaning, drawing up a plan, productive repetition alternating with recall, etc.), is of great importance. The experiments conducted by AAS Mirnov show that, for example, memorizing a text based on a developed plan is twice as effective in terms of both the speed of memorization and the durability of memorization than memorizing without a plan.

It is known that memorizing educational material with an understanding of its meaning is not only necessary, but also incomparably more effective than mechanical memorization.

Therefore, an important condition for achieving solid mastery of knowledge among students of auxiliary schools is to ensure their understanding of the educational material.

This principle requires students to consciously and consciously retain knowledge, skills, and abilities for a long time.

Students should also be taught to divide the material into complete, meaningful parts, isolate the important ones, and memorize them correctly. In this regard, one feature of secondary school students should be taken into account. They are unable to isolate the important ones and usually memorize the entire educational material word for word. Verbatim memorization some in cases, for example, definitions, expressions, and so on materials in memorization necessary. However training of the material big part literally by heart to take not, maybe his/her meaning own words with right saying requires giving. In this respect assistant school students permanent for help They are in need.

Assistant school teacher's at work of knowledge solid to be mastered in providing training materials to strengthen big place separation need.

K. D. Ushinsky this regarding so said: "The material own on time not reinforced teacher the load bad tie up the cart chased to the driver It looks like. Back despite the cart chase to the address arrived when you arrive, in a cart no thing not left It will be He. far distance pressing since the past happy will be The teacher also on time the material strengthened If not, study science. When finished, the child in mind no thing absence possible

new material is introduced to students exercises give and take new the material how that they understood determination possible.

Strengthening necessary condition exercise to do is, it is as follows conditions to do must:

1) of the exercise the purpose, how to the results achieve necessary clear to know necessary;

2) of execution accuracy special watch out for errors appearance if they are strengthened absence for of exercises the results observation, own movements sample with comparison, how to success achieving divided understanding and to the shortcomings end to give for from them to which ones attention focus necessary knowing to take necessary;

3) individual and psychological development of students to the characteristics related was exercises number qualification harvest to do for enough to be If the exercises enough if not, qualification not strengthened, but faster failure will be Exercises too much outside many if, usually students this to exercises negative in a relationship be they begin and this case attention reduces, as a result your qualification harvest to be interference gives;

4) exercises one similar of actions random from the sum consists of not to be These exercises are necessary. certain system, their clear The correct sequence of planned activities, in particular their gradual increase in complexity, should be taken as the basis;

5) Exercises should not be interrupted for too long, otherwise the skill will be formed slowly or, if it is not strengthened, will quickly weaken, slow down, or even disappear altogether.

Proper organization of the repetition of what has been learned is a very important condition for achieving consolidation and mastery of knowledge and skills. In order to prevent forgetting, it is necessary to systematically repeat what has been learned.

Therefore, in the auxiliary school, after completing the subject section of the program in each lesson, at the end of the year, a review is conducted. In the next grade, what was passed in the previous grade is repeated from the beginning of the school year.

However, in teaching mentally retarded children, it is important not only to repeat what has been learned, but also to try to help students understand the connection between the learned material and the new material. Therefore, when the teacher draws up a lesson plan for learning new material, he must also consider the repetition of the learned material, which is necessary to determine the connection, and to show their similarities and differences.

The following requirements are met for repetition:

- 1) repetition must be appropriate;
- 2) When repeating, it is necessary to show such objects and experiences that the knowledge, characteristics, and teachings being repeated are manifested anew;
- 3) Questions should be included in the material being reviewed that require solving practical problems and reveal new aspects of the material being reviewed.

Finally, arousing students' interest in the material being studied is a theoretical prerequisite for achieving a solid acquisition of knowledge, skills, and competencies.

Thus, the principle of consistency in teaching is interconnected with the entire system of principles of didactics and constitutes a necessary part of the auxiliary school.

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