

CURRENT ISSUES OF DEFECTOLOGY

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ABSTRACT

The timely and correct development of a child's speech is the basis of mental development. Speech is a mental process that has a profound effect on the development of cognition, memory, etc., and on children's activities. As children's speech develops, the role of adult speech as an educational tool increases. Violation of certain conditions necessary for the development of the child, both in the womb and after birth, can lead to various anomalies, namely, defects in physical or mental development. In the field of defectology (correctional pedagogy) work is carried out on different categories of children with special needs. I will elaborate on this below.

Keywords: Mental retardation, Normal children, cultural development, special school for children with disabilities

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

It is a field of science related to the study of the principles and characteristics of the development of children with physical and mental disabilities, as well as the problems of their teaching and upbringing.

Defectology includes a number of special pedagogical disciplines, including deaf pedagogy (for the education and training of children with hearing impairments), typhlopedagogy (for children with visual impairments); oligophrenopedagogy (for mentally retarded children); and speech therapy (for children with speech defects). Defectology also includes the problems of teaching and raising children with complex disabilities (deafness, blindness, blindness or deafness with intellectual disabilities, etc.). Defectology is also involved in deaf technology and typhoid technology, which deals with the psychological study of the development of children with the above-mentioned defects of psychology, as well as the preparation, correction and compensation of technical means.

In defectology, differentiation and new areas are constantly evolving (e.g., the study of children temporarily detained in mental development and children with mobility impairments). Included in Defectology are problems with the general education and vocational training of adults with disabilities, such as vision or hearing impairment. Defectology as an integrated network of knowledge is formed as a result of the development and convergence of its various branches, as well as the establishment of general principles of development, teaching and upbringing of children with various types of disabilities. In explaining these principles, it is important to adopt a comprehensive, multifaceted approach to the study of abnormal children with the participation of educators, physicians, physiologists, psychologists, and other professionals.

Clinical-physiological and psychological study of abnormal children is the scientific basis of special pedagogical disciplines included in defectology. The data from this study will serve as a basis for answering questions about the length of time, systems, and methods in teaching and educating children with developmental disabilities; the data will also help to address issues

related to development and ways to address developmental disabilities through special training and education systems, including preparation for socially useful work.

Defectology is closely related to a number of sciences such as neuropathology, pathophysiology, general and medical genetics, pathopsychology, educational and child psychology, general pedagogy, and linguistics. It in turn provides unique material for these disciplines and knowledge theory.

Historically, Soviet defectology has been shaped in the struggle against idealistic notions in the principles of the development of the abnormal child; these notions have given rise to the theory that the abrupt limitation of developmental opportunities in abnormal children reduces the primary function of the adaptation defectology of primary physical labor in abnormal children. For the development of Soviet defectology, the legislation of the Soviet government was approved, thus the teaching and learning of anomalous children was included in the national system of public education; later these children were given general compulsory education and special research institutions and educational institutions were also established to train specialists in defectology. Problems of defectology are being scientifically developed in the USSR at the Research Institute of Defectology of the USSR Academy of Pedagogical Sciences (Moscow), the Institute of Pedagogy and Psychology of the Ukrainian SSR (Kiev) and some other scientific works and played a major role in the development of defectology in Uzbekistan. Great scientific and methodological work is carried out by teachers of special schools. Published collections include "Teaching and Educational Work in Special Schools" (1940-57) and "Special School" (1958-68). The Journal of Defectology has been published since 1969. In accordance with the requirements of the Convention on the Rights of the Child, adopted by the United Nations, the word defectology is now referred to as Correctional Pedagogy. Given that in a democratic state governed by the rule of law, all citizens have equal rights, the term defectology has been replaced by the term correctional pedagogy. The term abnormal children has been replaced by the term children with special needs. The development of defectology in Uzbekistan has accelerated since 1967, when the Department of Oligophrenopedagogy and Speech Therapy was established at the Faculty of Pedagogy and Psychology of the Tashkent State Pedagogical Institute named after Nizami. S.Sh. was the first Uzbek from Uzbekistan to study for a postgraduate degree in defectology. Aitmetova was sent. In 1963, at the Academic Council of the Research Institute of Defectology, under the leadership of MF Gnezdilov, he successfully defended his dissertation on "Ways to develop speech in mentally retarded children at work" and devoted his entire life to the development of defectology in the country. Later, on October 8, 2002 at the Tashkent State Pedagogical Institute by the order 402-U the department of "Oligophrenopedagogy and speech therapy" and the department of "Deaf pedagogy and typhlop pedagogy" were merged and the general department of "Defectology" was established. In the 1999 academic year, the Faculty of Primary Education and Defectology worked together, and until 2006 he was the Dean of the Faculty, Doctor of Pedagogical Sciences, Professor ME Haydarov. The department cooperates with the Republican Education Center, specialized preschools, special schools, special boarding schools. Research work The department of "Correctional Pedagogy" has developed a long-term research plan of the Law of the Republic of Uzbekistan "On Education" and "Training of defectologists - specialists in 3 stages of improvement of the National Training Program" and "Children in need of special assistance. Improving the process of education". In addition, in 2001 in Samarkand opened a department of defectology at the Faculty of Pedagogy of Samarkand State University. In recent years, children with mental retardation also receive special education. Currently, there are similar schools in Bukhara and Kokand, and more than 30 equalization classes in Tashkent.

There are a number of special schools and educational institutions for children with disabilities in Samarkand.

Abroad, instead of the concept of “defectology”, the concept of “limited special education” is used, which narrows the field of defectology as a science and has a more pragmatic tendency. The view of disability as a purely quantitative developmental limitation undoubtedly has the same conceptual basis as the specific theory of pre-formed childhood operations, according to which postpartum childhood development is limited only to quantitative growth and expansion of organic and psychological functions. Defectology now performs a theoretical task similar to that performed by pedology and child psychology, as both have maintained the position that the child is not merely a small adult. Now defectology claims a fundamental thesis, the defense of which is the only basis for its existence as a science. A child with a developmental disability is not simply a child who is less developed than his or her peers, but a child who is otherwise developed. The purpose of correctional work with children with severe disabilities is not only to teach the child self-management, to take their place in such a rapidly developing society, but also to eliminate and compensate for their shortcomings and shortcomings. Also to establish. According to LS Vygotsky, it is advisable to start focusing on correctional work as early as possible. In addition, in the process of developing daily activities such as play, study, work in children with severe disabilities, they can be encouraged to be happy or sad, to be lucky, to strive for a goal, and most importantly, to be interested in life. The means of correctional work in special correctional institutions vary.

The most common of these are:

- Education,
- Work activities,
- Game activities,
- Socially useful activities,
- Therapeutic activities.

Studies on specific issues of correction and development of abnormal children have demonstrated the leading role of education in correcting learning disabilities in oligophrenic children. “Teaching mentally retarded children should have a corrective-educational character” (J.I.Shif). This requires an active assimilation that is growing in the overall process of education and at the same time provides a corrective effect. Only in this way can education become a crucial tool in preparing children with intellectual disabilities for independent living in society. By organizing and directing students' learning activities, the teacher helps them not only to acquire knowledge, skills and competencies, but also to form cognitive processes (attention, observation, perception, memory, speech, to think). It also develops emotional-volitional feelings such as curiosity, willpower, and ability to work. In the process of education, personal development is also carried out (the desire of students to cope with negative qualities, prepares them for useful social work). Education and upbringing are thus focused on shaping the individual.

It should be noted that if speech therapy, psycho-therapeutic effects, rehabilitation measures and treatment are carried out as comprehensively as possible, the main indicator of correctional education for children with complex disabilities is their independence. Growth, goal-orientation, and an increase in labor activity, education, and activity, at least in part.

According to the Constitution of the Republic of Uzbekistan and the Law on Guarantees of the Rights of the Child, all citizens of the Republic have equal rights. Children in need of special assistance are also equal citizens of our society. From the first days of independence, our

country has been brought up in the spirit of national and universal values, able to contribute to the development of society. Special attention is paid to the development of a physically and spiritually mature generation.

During the years of independence, a solid foundation has been laid for the legal protection of nations and peoples, social strata of the population. In our country, the issues of comprehensive care for children, protection of motherhood and childhood are considered at the level of state policy. A number of normative documents have been adopted and are being implemented to protect the population, create legal freedom for them, and protect low-income families in need of social protection, especially children with disabilities and orphans. At the heart of all the reforms being carried out in our country, first of all, it is important that the next generation grows up harmoniously and becomes children who are able to conquer the world arenas no less than anyone else. In particular, the social protection of orphans and children without parental care, children with disabilities has always been a priority of the state and society. In order to fulfill this task in the Republic of Uzbekistan to ensure the rights and freedoms of people with disabilities, equal opportunities, restrictions on life, elimination of borders, a modern approach to the organization and management of education, improving its quality and efficiency, Much work is being done to ensure the continuity and continuity of education for different segments of the population.

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