



ORGANIZATION OF CORRECTIONAL WORK WITH STUDENTS WITH VISUAL IMPAIRMENTS

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ANNOTATION: This article is based on the methods of shaping the subject's imagination of children with visual impairments, the importance of sensory education, the theoretical approach to organizing correctional work with students with visual impairments. In particular, feedback on issues related to the development of the imagination of students with problems in the field, the formation and development of social and personal activity competencies, the systematic organization of a correctional approach, the development of the imagination of students with special educational needs, as well as the improvement of the didactic provision of organization through correctional work.

KEY WORDS: visually impaired pupil, sensory education, special pedagogy, typology, thinking, correctional approach, perception, imagination.

Introduction. Particular attention is paid to ensuring the effectiveness of education through innovative technologies for the development of the imagination of students with problems in educational content, which are considered as the driving force for the development of the state and society on a global scale. This, in turn, is the basis for the emergence of the need to develop a methodology for the development of the imagination of Primary School students who have problems with vision. In our country, on the basis of the “for the sake of Man” principle, the necessary measures were implemented to further improve the system of support for persons with disabilities, in particular, to strengthen the place of students with visual impairment in society. In particular, in the scientific research carried out to develop the imagination of students with problems in the field, special attention is paid to the effectiveness of the educational process and the need to develop an improved methodological system. In these studies, priority is placed on the development of the imagination of students with sensory (sensory) and defects in special education, scientifically based proposals for the creation of an improved methodological system based on personality-oriented educational technologies, the identification of factors affecting it, the development of the imagination of students with problems in vision, the formation of competencies of communication and self-development.

The scientific research carried out on the methodological foundations of the formation and development of technologies for the formation and development of social and personal activity competencies, the systematic organization of a correctional approach is important in improving the effectiveness of the development of the imagination of students with sensory (sensory) and defects in need of special education, as well as the didactic provision of organization Research methodology. As an important factor in maturing a harmonious personality with high morale, developing qualities, thinking, such as a conscious attitude to the surrounding reality, immunity and social activity of students with problems in today's form of demand, the need arose for the large-scale application of advanced pedagogical and innovative technologies, starting with the primary education system. In the “strategy of Action for the further development of the Republic of Uzbekistan “ –

priority is given to the issue of' educating young people who are physically healthy, mentally and mentally developed, who think independently, are loyal to the Motherland, have a strict life perspective, deepen democratic reforms and increase their social activity in the process of developing civil society." This decree requires improving the quality of teaching in the educational system, and as a result, the methodological possibilities of improving strategies for developing the imagination of students with problems in primary education are further expanded.

Analysis and results. From the days of birth, the child sees, hears, feels something touched, pain, heat, smell and Tam. Tevarak begins with the knowledge-perception and perception of the surrounding being, that is, the reflection of things and phenomena in reality in the mind of the reader. The child's perception is greatly improved in the first years of his life, and at the age of two he begins to differ from each other depending on the color, shape, size and size of the items, separating the familiar tone, etc.k. It develops a variety of sensory perceptions: the ability to see and see, listen and hear, separate items according to their external signs, imitate what he sees and hears. The child should be able to carry out various impressions, see objects, catch and know, observe the work of adults, hear a wide variety of sounds. This is a necessary condition for the sensory development of children. And the timely development of sensory abilities sets the stage for the mental education of children. Attention, memory, aspiration, interest and other similar mental processes are of great importance for the mental development of the child. The timely and correct development of a child's speech is the basis of his mental development. Speech has a great influence on the development of mental processes, perception, memory, etc., on the activities of children. As the child begins to develop speech, the role of adult words as an educational tool increases. The composition of the child's personality begins from the first days of his life. The child expresses his attitude to being and to the people around him based on what he hears every day, the actions of adults, the attitude of the child to those who give the child's assessment of what is happening to his affairs-all this affects the formation of the child's spiritual image.

Perception of the world with the help of a vision Analyzer is important in the spiritual development of the reader. The strongest impressions about the surroundings are perceived by the eye. Through visual perception, the reader gets an idea of the color, shape, size, movement, distance-proximity, place of things in space. The known visual Analyzer is made up of conductive pathways that deliver the beam-receiving part-the image from the eyeball and its auxiliary apparatus to the eye, first to the subcostal centers, and then to the large cerebral cortex, where the oily's visual centers are located. The changes in any of the sections of this analyzer will definitely affect the pupil's visual ability. Visual impairment is due to blue water, i.e. glaucoma, a mesh curtain dystrophy around the optic nerve, which can occur during any developmental period of the learner. Failure to comply with hygienic requirements also leads to the fact that the eye defects associated with refractive anomalies are strained. Severe form disorders of vision lead to the appearance of secondary complications to the psyche of the student's character. All work with blinded students will be carried out on the basis of restoration of visual images and it will be possible to achieve such known results. In any case, the reader will remember the color shape and others somewhat, which makes it easier to form related concepts. The later the eyesight appeared, the richer the learner's taste for tevarak –surroundings, and the easier it will be to strengthen, improve, expand them.

The process of teaching blind students begins by explaining and showing a particular material. This material should be organized so that visually impaired students perceive it in the best possible way, while the teacher will help them master this material. Visual aids used for visually impaired pupils should increase the saturation of colors – orange, red, green. Demonstration materials should be displayed against a background opposite the color, and the pictorial material should have a clear shape. It is not recommended to use benefits with a glossy surface. Tables or pictures attached to the classroom wall should be devoid of glass and hung at the students ' eye level. Tables or visual aids should not be overclocked with details that make them difficult to review and understand. The best lighting standard for a classroom where visually impaired students study is 700-1000 lux light. Light should spread throughout the room, but there should be no bright, blind shine in the classroom. Furniture suitable for proper installation and height is of great importance. It is advisable that the board has a green color. It is not recommended to glue the board with white chalk, since the perception of such lines is especially eye-catching in children with astigmatism. When displaying visual educational material from the front, it is better to invite visually impaired students

to the board, which will ensure a complete and correct perception of the picture. It is recommended to use silhouette drawings that are simple, have minimal details and are therefore well accepted by low vision. The computer provides ample opportunities for training people with visual impairments. Computer technology training for students in this category should be carried out using special methods and educational materials based on the formation of a sufficient understanding of the location of objects on the screen and the special functionality of non-visual access to Information Programs. The first stage in the preparation of the educational process using a computer should be Diagnostics, which allows you to determine the degree of visual acuity and visual field impairment. This information allows you to configure the computer in accordance with the personal physical capabilities of the reader. The final adjustment of the image is carried out according to the personal feelings of the reader already with his participation in the workplace.

Corrective pedagogical activity, properly organized in the educational process, helps to eliminate weak visual impairments (perception, perception, ideas, thinking, memory, speech, imagination, etc.) found in the mental development of students, as well as in the physical development of the child (spatial orientation, speech motorics, coordination of movements, etc.). As a result of this, a compensatory effect occurs, compensatory restructuring occurs in the bark of the cerebral hemispheres, and new temporary connections appear and are formed in its bark, the data takes the place of analyzers (hearing, touch, smell, joint-muscle sensitivity). At this point, it is worth noting that corrective pedagogical activity, properly organized in the educational process, makes another important requirement, a large screen should be visible from all sides of the room, reflecting the equipment of the study room, the information necessary for work and multimedia presentations. Light from the windows of the room should enter, be cozy, there should be curtains in the room. It is advisable to use multimedia presentations in the educational process. The use of the presentation has a number of advantages for the blind, rather than showing information "live" on the board: the image quality on the screen becomes clearer, brighter and more colorful. When visual impairment occurs, a number of secondary disorders occur in the development of children. Cognitive processes (perception, imagination, visual figurative thinking) slow down, changes occur in the development of physical development and character functions (speed, accuracy, coordination, character image, size of character acts are violated), the acquisition of social experience is limited. Among blind individuals, various groups of children are found, in which there are complex forms of anomalous Development: children with speech impairments, malaise, children with decreased hearing, perception. These are individual cases of correction in the process of education and upbringing. On the basis of the rules of Correctional-pedagogical work, modern tiflopedagogics specialists are guided by the concept of a lawful ratio of education, upbringing and development of children with primary and secondary disorders, visual impairments in children who undergo specially directed educational training work influences, correction, compensatory reconstructions. An important role in this is played by a differentiated approach to the development of children with a deep visual impairment, which combines the general law and specific features.

It is worth noting that the correction of compensatory processes and secondary disorders in development in blind children was understood as a new SOx of restorative treatment, as an independent Sox of Social Medicine, the correction and compensation of previously impaired functions. Visually impaired education and education theory and practice expansion have prompted research to revise classical perceptions of distorted functions in compensation, correction, and restoration. In the classical visions of compensation, the automatic character of the reappearance of the organism was emphasized in the event of a defect. As proof, experiments carried out on the stairs were brought. The emergence of a new psychological and pedagogical point of view on the nature of compensation led to the abandonment of the principles of automatism of compensatory structures and the mechanical displacement of biologizing approaches to the authorized activities of the human being. Conclusion. Children with visual impairments do not sufficiently understand the logical categories that represent objects and signs and find it difficult to compare them with concrete content. They make more mistakes than healthy children in the classification of qualities that represent the shape of the subject, material size. Inability to fully understand the content of concepts leads to the formality of knowledge. When a child correctly applies a word, ham does not mean that he still has a complete picture of him. Scientific information testifies to the transforming effect of speech on children's cognitive activity. Correctly formed speech constitutes the emotional experience of children. The first source of knowledge is perception, but the word fulfills the role of an incentive to restore it. It has been concluded that speech

verbalism and verbal expression formalism, characteristic of children with ventricles in modern tiflopedagogic vision, can be corrected in significant numbers on the basis of corrective work. This can be achieved by expanding emotional and practical experience, incorporating the formed imagination and their corresponding word expressions into an increasingly broad system of communicative communication and relationships. Clarifying and deepening the understanding of word meanings is also important.

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