

**THE RELEVANCE OF DEFECTOLOGY IN MODERN EDUCATION AND THE  
NEED FOR IMPROVEMENT***Negmatov Shahzod Avaz ugli**3rd year student of defectology,**University of Information Technology and Management**[Shahzodnegmatov021@gmail.com](mailto:Shahzodnegmatov021@gmail.com)*

**Annotation:** This article covers the essence of the discipline of defectology, current issues in working with children with special educational needs, the role of this field in the modern education system, and areas for improvement. The main areas of defectology - surdopedagogy, typhlopedagogy, logopedagogy, and oligophrenopedagogy - are in the center of special attention. The author analyzes existing problems and gives specific proposals and recommendations for their elimination.

**Keywords:** Defectology, special needs, inclusive education, surdopedagogy, typhlopedagogy, special education, pedagogical innovation.

Nowadays, researchers in all fields are discovering various innovations. We should not deny that the real hard work of a person and love for his profession are paramount. The modern education system requires an approach that is appropriate to the individual characteristics of a person, and it is the science of Defectology that needs to develop in accordance with the ever-expanding needs and expected results. It is no exaggeration to say that ensuring high-quality education for children with special educational needs and supporting their full participation in society is one of the most urgent tasks of today.

Defectology-(from the Latin defectus - defect, from the Greek logos - teaching). Defectology is the science of the laws of development of children with physical and mental disabilities, the laws of their education and upbringing. The tasks of defectology include the development of methods for teaching abnormal children, the identification of ways and means of compensating for their developmental deficiencies, the development of general foundations of education and upbringing, and the involvement of abnormal children in socially useful work. In the process of developing defectology, the following independent areas have emerged: surdopedagogy, typhlopedagogy, oligophrenopedagogy, and logopedics. These areas study the laws of education and upbringing of abnormal children of various categories (hard of hearing, mentally retarded, and with speech defects).<sup>1</sup>

Correctional work is of great importance in the process of working with children with special needs. The more qualitatively this work is carried out, the easier it is for the child to acquire knowledge, skills, and competencies.<sup>2</sup>

Anomaly, when translated from Greek, means a deviation from the norm, general laws, improper development.

Severe, sharp changes observed in the physical or mental development of children in need of special education have a negative impact on the formation of the child's personality.

<sup>1</sup> Л.Мўминова , М.Қахрамонова. Логопедия терминларининг русча-ўзбекча изоҳли лугати. Тошкент ўқитувчи-1988. 19-бет

<sup>2</sup> V.S.RAXMANOVA. DEFEKTOLOGIYA ASOSLARI, Toshkent 2017. 8-бет.

Therefore, special conditions should be created for the upbringing and education of such children, that is, they should be educated and brought up in special preschool educational organizations and schools or, if necessary, among their normally developing peers, on the basis of special programs and textbooks.<sup>3</sup> But we are witnessing the fact that many textbooks, manuals and materials do not correspond to modern requirements and scientific innovations. As a result, our teachers cannot effectively use modern requirements and scientific innovations in practice. Therefore, to solve this problem, updating the methodological base and introducing innovative technologies is required of all specialists.

It should be noted that the presence of research skills in future specialists is one of the most important requirements for highly qualified personnel. Because if there are no research personnel working in a certain field, there can be no talk of innovations, developments, and efficiency indicators in this field.<sup>4</sup> Therefore, the lack of qualified, creative, self-motivated defectologists working in the field of special education is one of the main problems. We are especially in need of specialists in such fields as deaf-mutes, typhloids, oligophrenics, and speech therapists. Most defectologists in educational institutions do not have the skills to use modern approaches. The reason is that, as mentioned above, the manuals, teaching techniques, and technologies they read do not meet the requirements of modern teaching.

Also, some negative views (stereotypes) regarding children with special educational needs still persist in our society. This slows down the process of their social adaptation and can lead to negative attitudes among parents and teachers. In order to prevent this, a number of measures and documents have been developed in our country to introduce an inclusive education system. Important tasks have been identified, such as “Strengthening the material and technical base of educational institutions in order to organize inclusive education for children with special educational needs, adapting curricula, increasing the capacity for quality health-improving educational services, and training highly qualified personnel for this process.”<sup>5</sup> Inclusive education for children with disabilities involves educating students with developmental problems together with their peers, and this direction allows for the creation of special classes for students with physical and mental disabilities in general secondary schools for most children. Successful education of such students requires skillfully organized special pedagogical and psychological support and a sharp reduction in the number of students in integrated classes.<sup>6</sup>

Although inclusive education is supported at the state policy level, there are still a number of problems in its full implementation in practice. There is a lack of adapted environment, assistive technologies, psychological and pedagogical support, and experienced defectologists in schools. Also, systematic scientific research and experimental testing on the stages of development of anomalous children are not carried out regularly. Of course, this is also one of the problems facing the discipline of defectology.

<sup>3</sup> F.U.Qodirova, Sh.Z.Matupayeva, Sh.T.Shermuxamedova, B.Z.Fozilov, B.M.Abdullaev, Z.X.Xusnuddinova. MAXSUS PEDAGOGIKA ASOSLARI O’QUV QO’LLANMA Chirchiq – 2022 17-bet

<sup>4</sup> Healey, M. (2005). Linking research and teaching to benefit student learning. *Journal of Geography in Higher Education*, 29 (2), 183-201.

<sup>5</sup> Ўзбекистон Республикаси Президентининг 2017 йил 7 февралдаги “Ўзбекистон Респуб ликасини янада ривожлантириш бўйича Ҳаракатлар стратегияси тўғрисида”ги ПФ-4947 сонли Фармони.

<sup>6</sup> F.U.QODIROVA, D.A.PULATOVA Inklyuziv ta’lim: nazariya va metodika Chirchiq 2022. 13-bet.

Based on the above considerations, we present the following proposals and conclusions. In particular;

- Improving the system of training future defectologists and organizing theory and practice on the basis of a harmonious trend relationship;
- Creating modern methodological manuals and textbooks and increasing digital resources;
- Improving the infrastructure and creating sufficient amenities for the gradual and high-quality implementation of inclusive education;
- Continuously conducting propaganda work to increase the culture of special education in society and eliminate stereotypes;
- Improving pedagogical approaches based on scientific research and statistical analysis.

In conclusion, the field of defectology is one of the important areas of social development and the education system, and it is of immense importance in ensuring the comprehensive development of children with special educational needs. If the research, reforms, and experimental work in the field are carried out in a coherent manner, we believe that we will achieve the main goals of the science.

#### Used literature:

1. Л.Мўминова , М.Қахрамонова. Логопедия терминларининг русча-ўзбекча изоҳли лугати. Тошкент ўқитувчи-1988.
2. V.S.RAXMANOVA. DEFEKTOLOGIYA ASOSLARI, Toshkent 2017.
3. F.U.Qodirova, Sh.Z.Matupayeva, Sh.T.Shermuxeamedova, B.Z.Fozilov, B.M.Abdullaev, Z.X.Xusnuddinova. MAXSUS PEDAGOGIKA ASOSLARI O'QUV QO'LLANMA Chirchiq – 2022.
4. Healey, M. (2005). Linking research and teaching to benefit student learning. *Journal of Geography in Higher Education*, 29 (2), 183-201
5. Ўзбекистон Республикаси Президентининг 2017 йил 7 февралдаги “Ўзбекистон Республикаси янада ривожлантириш бўйича Ҳаракатлар стратегияси тўғрисида”ги ПФ-4947 сонли Фармони.
6. F.U.QODIROVA, D.A.PULATOVA Inklyuziv ta'lim: nazariya va metodika Chirchiq 2022.