

APPLICATION OF CORRECTION PEDAGOGY IN PRIMARY SCHOOLS

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Correctional pedagogy in Uzbekistan today is a science that studies the characteristics of the psychophysiological development of children with physical or mental disabilities in need of special assistance and is engaged in their education. The word correctional pedagogy is derived from the Latin words for correction - elimination, pedagogy - education, study. Children with mental and physical disabilities are called anomalous children (derived from the Greek word anomalos, which means extraordinary). The topic of correctional pedagogy is anomalous children in need of special assistance. The task of correctional pedagogy is to study the causes and types of anomalies, the characteristics of psychophysiological development of abnormal children, on the basis of which to organize integrated, inclusive or differential education, to deal with their education. The purpose of the discipline of correctional pedagogy is to study the necessary conditions for the organization of integrated-inclusive and differentiated education for abnormal children, to identify ways to eliminate, correct or make unknown their psychophysiological deficiencies and to teach educators and teachers. 'consists of delivery. Anomalies vary, some are completely eliminated, some are somewhat corrected, some are made unknown, and some are compensated. If a child has serious speech impediments, they can be completely corrected by taking timely and well-organized speech therapy. If a child's defect is caused by an organic defect (such as oligophrenia), it can be partially corrected, though not completely eliminated. There are other anomalies in the practice of correctional pedagogy that cannot be corrected or corrected, such as congenital blindness or deafness. In this case, the function of the visual analyzer can be assigned to the sensory organs, and the function of the auditory analyzer to the visual analyzer, that is, to compensate. Visually impaired children use Braille with their fingers, relying on their senses. In this case, the letter is denoted by a combination of six dots. Hearing-impaired children can use gestures, such as dactyl speech and finger-pointing speech.

The transition of a child to a pre-school group puts him in a special position: he realizes that he is on the threshold of a new life - school life; she now considers her tutor to be a teacher. The child's self-organization and control over each other in extracurricular activities increases. Children will develop community attitudes and common needs. Classes for children of this age, as well as didactic games, rule games and movement games-competitions are becoming more and more important. The child will understand the difference between play and serious work, when and where to play, will have to do serious work. She does certain tasks for her family and in kindergarten. It is important that adults evaluate the results of children's labor, the importance of this labor for those around them, and approve of the child's desire to start something on his own initiative.

The child's cognitive activity becomes more complex, and his perception begins to move toward a specific goal. Regular exposure to various objects or images increases a child's observation of a particular task. When cognitive development is guided, by the end of preschool, the child develops important sensory skills: visual acuity, visual assessment of proportions, phonemic skills, and the ability to correctly perceive and articulate musical sounds. 'lib goes. The child is able to distinguish the movement of the melody, the decrease and increase of sounds, sounds of different heights and lengths, changes in the tempo of singing and reciting poems, and can express this in practice.

Targeted learning develops a child's ability to remember and express themselves voluntarily. The child begins to use different methods of memorization: the material is divided into groups according to the meaning, repeats what he wants to remember many times, and so on. Children begin to learn the simplest logical thinking. They will be able to analyze the sound structure of speech: the child will be able to pronounce the sounds in a word separately, and tell which sounds the word is made of. Her ability to tell specific stories in a consistent and fluent manner will increase.

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