



INCREASING THE EFFICIENCY OF CORRECTIVE TRAINING IN SPECIAL EDUCATIONAL INSTITUTIONS

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Article history:	Abstract:
<p>Received: 26th August 2021 Accepted: 24th September 2021 Published: 30th October 2021</p>	<p>As a result of correctional classes in special educational institutions, a child's ability to remember and express themselves voluntarily increases. 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. 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 the word separately, to tell which sounds the word is made of. His ability to tell specific stories in a consistent and fluent manner will increase. Such correctional activities help to improve children's speech and fluency. This article discusses how to increase the effectiveness of correctional training in special education institutions</p>
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According to the Convention on the Rights of the Child, the Law of the Republic of Uzbekistan "On Education", the "National Training Program in Uzbekistan" and other normative documents, all children, including children with physical or mental disabilities, have the right to work, to education, to a place in life. According to Article 19 of the Convention on the Rights of the Child, "The child has the right to protection from abuse and ill-treatment by a parent or any other person.

Defectology has been studied since the 1920s as a science that deals with the education of children with physical or mental disabilities. Nowadays, this subject is also called "correctional pedagogy" in special educational institutions. The Declaration of Human Rights emphasizes that persons with physical or mental disabilities should not be discriminated against or insulted in accordance with the requirements of the Convention on the Rights of the Child. Correctional pedagogy in Uzbekistan today 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 correction - elimination, pedagogy - education, study.

Children with mental and physical disabilities are called anomalous children (from the Greek word anomalos, meaning extraordinary). The topic of correctional pedagogy is anomalous children who need special help. 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 conditions necessary for the organization of integrated-inclusive and differential education for abnormal children, to identify ways to eliminate, correct or make unknown their psychophysiological deficiencies as much as possible and to teach educators and teachers.

Anomalies vary, some are completely eliminated, some are somewhat corrected, some are made unknown, and some are compensated. If a child has severe speech impediments, they can be completely corrected by taking appropriate speech therapy measures in a timely manner. 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 rely on their senses to use Braille with their fingers. In this case, the letter is denoted by a combination of six dots. Hearing-impaired children, on the other hand, can use gestures, such as dactyl speech and finger-pointing speech.

Requirements for the content of the work on the physical development, speech and thinking and spiritual development of children aged 6-7 years in special educational institutions:

- to be able to answer questions, express opinions on various topics and understand the ideas expressed in poems, fairy tales and stories of people around them, expressed in pictures, cartoons, movies, to retell their content;

- correct pronunciation of speech sounds. Be able to articulate an idea grammatically;
- distinguish the sequence of sounds in a word, correctly form syllables and words, distinguish the sounds of speech heard;
- distinguish between capital letters, distinguish letters with the sound of speech;
- to feel the imagery of fairy tales, stories, proverbs and riddles;
- expressive ability to recite poetry and other requirements.

Children develop a sense of community and common sense. 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 has specific responsibilities for her family and kindergarten. It is important that adults evaluate the results of children's cocktails, the importance of this cocktail 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, his perception begins to move towards 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 a melody, the decrease and increase of sounds, sounds of different heights and lengths, changes in the tempo of singing and reading poetry, and can express this in practice.

In conclusion, the basic curriculum in special education institutions places great emphasis on the development of children's speech and thinking, which requires their implementation through didactic games. Most importantly, it is effective in correcting speech defects in children. A variety of interactive methods can be used to address children's speech gaps through play-based correction activities. This requires a speech therapist to be highly skilled and to use interactive techniques. This process requires the speech therapist to be able to work with each child individually. The speech therapist's knowledge of child psychology is also important in achieving good results in this activity.

Most importantly, a variety of methods used in special education institutions are effective in correcting speech defects in children. It has been scientifically proven that such correctional classes have a positive effect on the return of such children to social life in special educational institutions.

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