

FEATURES OF EDUCATION IN A SPECIALIZED SCHOOL

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Annotation

The article highlights the peculiarities of upbringing students with intellectual disabilities in a specialized school. The uniqueness of education at the same time highlights the distinguishing features of the process of upbringing from education.

Keywords: Specialized school, children with intellectual disabilities, education, upbringing, differences of upbringing from education, features of upbringing, educational process, teacher-oligophrenopedagogue

Аннотация

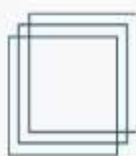
Мақолада ихтисослаштирилган мактабда интеллектуал камчилиги бўлган ўқувчиларда тарбиянинг ўзига хос хусусиятлари ёритиб берилган. Таълим-тарбия ягона эканлиги шу билан бир вақтда тарбияни жараёнининг таълимдан фарқлантирувчи хусусиятлари ёритиб берилган.

Таянч сўзлар: Ихтисослаштирилган мактаб, интеллектуал камчилиги бўлган болалар, таълим-тарбия, тарбия, тарбиянинг таълимдан фарқлари, тарбиянинг хусусиятлари, тарбия жараёни, ўқитувчи-олигофренопедагог.

Аннотация

В статье освещаются особенности воспитания учащихся с ограниченными интеллектуальными возможностями в условиях специализированной школы. Своеобразие образования в то же время выдвигает на первый план отличительные черты процесса воспитания от образования.

Ключевые слова: Специализированная школа, дети с ограниченными интеллектуальными возможностями, образование, воспитание, отличия воспитания от образования, особенности воспитания, образовательный процесс, педагог-олигофренопедагог.



Introduction

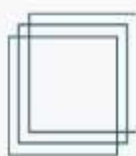
Articles 20, 47, 52, 55 of the Law of the Republic of Uzbekistan "On Education" (new edition) define the rights of children and disabled people to education. Protection of the rights of children with disabilities is once again adopted as a normative document.

Children with intellectual disabilities have the same right to education as their healthy peers. A specialized school implements the goals and objectives of the social integration of children with intellectual disabilities, their preparation for work and profession. In our society, children with intellectual disabilities work with healthy people and earn a living. Therefore, the role and place of education in a specialized school is great so that they can master the norms of moral behavior, moral qualities and proper relations with society at the required level. It is known that education begins long before the child enters school. The child receives his first upbringing in the family, in a preschool organization. Students with intellectual disabilities continue to study during their school years and even after graduation. The school plays a crucial role in special education. After all, school years play a special role in the development of students with intellectual disabilities. The central nervous system of children with intellectual disabilities has a very plastic character, during this time it is much easier to develop a personality and find content: where you bend, you bend there. In this regard, in Abu Ali ibn Sina's "Tadbir-ul-Manzil", people are not actually born with good manners, ready-made personal qualities, habits and skills. Such features also extend to the upbringing of children with intellectual disabilities, who say that their social life is gradually formed only under the influence of personal and other experience, parents, ancestors, traditions, education and upbringing.

In this regard, the words of President Sh.M. Mirziyoyev "New Uzbekistan begins at the threshold of the school" are true and deserve attention.

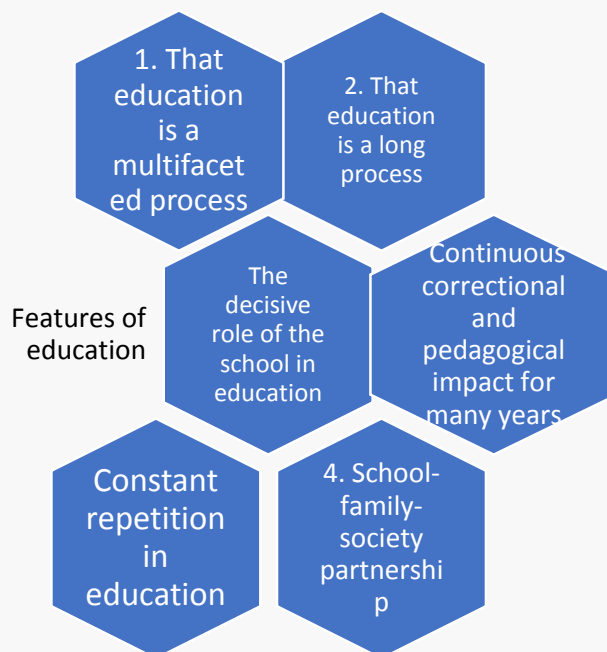
Therefore, correctional and educational work is carried out mainly in early childhood. The process of education in a specialized school is usually accompanied by the elimination of attitudes and personality traits that arise as a result of the negative interaction of a child with mental retardation with one or another event in the environment. The process of education, achieved at a high level, is education that performs the function of self-education.

Life educates people, corrects or re-educates their shortcomings in behavior and character. Both teachers and students themselves participate in the educational process in a specialized school. The main process integrating the activities of a teacher and a student in a specialized school is remedial education. In the process of learning, students with intellectual disabilities not only gain knowledge, but also adjust their education in accordance with the content of each subject. After all, education is educative. It should be remembered that training and education is a unique process, because everyone has their own characteristics, peculiar signs. (Picture 1). In activities related to the implementation of correctional and educational work, the teacher



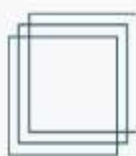
performs a different task than in education. And the content, and forms, and methods of this activity are different than in education. In educating students in the spirit of national independence, the family, the school, the different people that the child encounters, meetings, radio, television, various information on the phone, influence. Therefore, we can say that education is a complex and multifaceted process.

Picture 1. Features of education



В обучении учитель является главной фигурой. Никто не выступает против его знаний, его методов обучения, содержания его постановки и задач.

In educational work, there are various factors that counteract the correctional and educational impact of the oligophrenopedagogue on students with intellectual disabilities, in which the child may acquire habits that contradict the instructions of the teacher. For example, if an educator explains to a student with an intellectual disability that smoking is unhealthy and has a negative impact on the health of others, a smoker or drinker with a social background may be affected by what the educator says under the influence of a parent. When teaching a teacher, for example, against the law "objects expand from heat, shrink from cold" or in mathematics $2 \times 2 = 4$ no one in the family or outside the school can object, that is, no one dares to say that "The teacher says wrong, that he not right". As for education, "your teacher was in vain saying: "I have been smoking for many years, now you are an adult. Do whatever you want!" or to convince a child to do something bad, to tease him by calling him "cowardly", there are such people, thereby directing them to a bad deed. Тарбияда ана шу хил қаршилиқларни баргараф қилиш керак бўлади. This is a very difficult task. It is also noted that a child

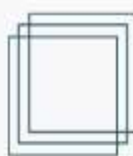


with intellectual disabilities sometimes sees in the family inconsistencies in school education, for example, an unhealthy family microenvironment. So, if the first feature of education is its versatility, then the second feature is the longevity of education. The third feature of education is that it is carried out as a whole. Various aspects of education are inextricably linked. In education, for example, mathematics and the native language are not taught as a whole, but the content of the course is taught in sections, topics and paragraphs within the time allotted for the program. In education, more regularity-consistency prevails. In the process of education, we are faced with a constant repetition of the content of educational work. The school curriculum is also taken into account. The same is done in elementary school and high school, friendship, camaraderie, discipline, morality, the right attitude towards public property and so on. But their content expands and deepens in accordance with the characteristics of childhood, their life experience. For example, that the question of upbringing is complex, difficult, that it is not limited to school, and that there is also a "school of life" for raising children. In the school of life, children are brought up continuously. Children are also educated in the school of life. The teacher of the school of life is life itself. We among the people have a saying: "If life does not give you an education, then no teacher will teach you". Students with intellectual disabilities interact with others. They imitate them, take part in social work. They increase their life experience.

Despite the fact that a special school plays a leading role in the upbringing of a child with mental retardation, it cannot have a continuous correctional and educational impact on children, since children are at school only at certain times, under the correctional and pedagogical influence of the teacher.

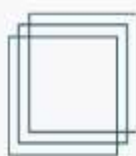
The school consists of educating students with intellectual disabilities in accordance with the requirements of the code of ethics, the harmonious development of students in all respects, aesthetic and physical education, preparing students for active work and social activities, and a conscious choice of profession. Correctional education is aimed at solving these problems. Correctional education is a pedagogical process organized for the purposeful improvement of the personality of students with intellectual disabilities, which allows for regular and systematic correctional and pedagogical influence on the personality of students with intellectual disabilities. As a result of systematic correctional and pedagogical influence, the consciousness of students is maximally formed, their feelings and emotions develop, moral and ethical habits are formed that are necessary for social life and serve social relations.

In the process of correctional education, it is very important to pedagogically organize the life and activities of students with intellectual disabilities. Children with intellectual disabilities quickly succumb to external educational influences and become imitators. Studies by psychologists and oligophrenic pedagogues have shown that the impact of external factors (both positive and negative) on children depends on the child's attitude towards them. The needs of the child's personal experience determine his attitude to



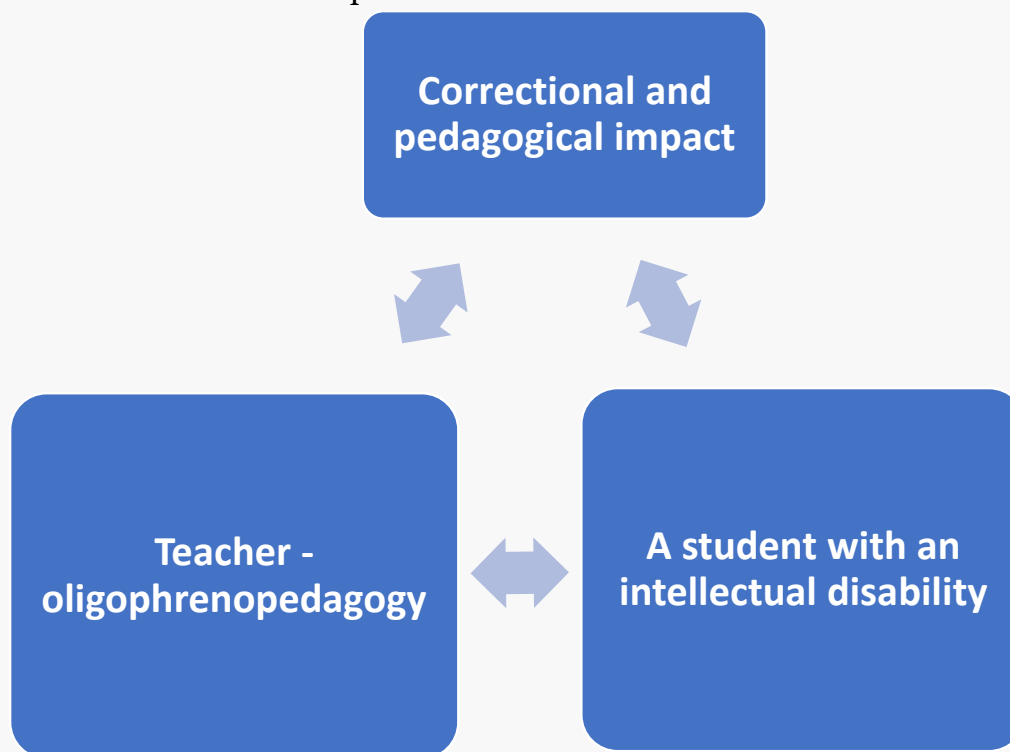
external influences and are reflected in his behavior. Therefore, the mere organization of the child's activities is not enough. In order to properly educate students with intellectual disabilities, it is necessary to know what attitude they have in their soul to this activity, how they understand, evaluate, feel various experiences and what they strive for. As students with intellectual disabilities mature, these connections and relationships become more complex and can have both positive and negative effects on their personal development. Therefore, the system of correctional and pedagogical education in a special school provides targeted, systematic and regular correctional and pedagogical impact, because in this way the requirements of society for the individual become an internal need that regulates the behavior of students with intellectual disabilities. In the process of corrective education, along with the development of self-awareness of students with intellectual disabilities, it is necessary to educate their feelings, form their moral skills and habits that meet the moral requirements of society. To do this, a systematic and consistent regular correctional and pedagogical impact on the student's psyche (in the learning process), on emotions (in educational and extracurricular activities) and will (in the process of organizing activities, managing behavior) is carried out. If any of them (consciousness, emotion, will) is missed in the correctional education of a student with intellectual disabilities, the achievement of the goal will be difficult. Therefore, teaching students with intellectual disabilities is multifaceted and complex. The learning process in a specialized school is a continuous and planned process, led by an oligophrenic pedagogue and educator, which determines the actual goal of correctional education, the activity that serves to achieve this goal. It should also be noted that remedial education should take into account the level of education of the student, the individual characteristics of age, the degree of mental retardation. If one of them is not taken into account, the process of education will be contradictory.

When each student achieves a sense of responsibility to parents, teachers, classmates for their behavior, views, attitude to life, students become active participants in the overall work, and not performers who follow the instructions of teachers. It is in this process that the views, beliefs and views of the child on events and phenomena are formed and strengthened. They determine how the child will react to environmental influences. Therefore, when the formation of consciousness in the educational process with the corrective development of the intellectual activity of students with intellectual disability is combined with the implementation of various types of activities, the child's behavior is controlled by the mind, the strength of negative influences is reduced. To organize training in a specialized special school, it is important to know and take into account its driving force, the source of the correctional educational process. It consists in internal and external contradictions in the process of correctional education. For example, if you do not take into account the level of consciousness and readiness of the



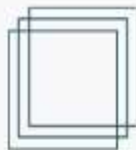
student to do the work, if you do not arouse the desire to do it, the efforts of the teacher, the educator will be useless, the students will remain passive and upset.

Skills and habits formed in the process of activity contribute to the observance of moral standards. Thus, it is important that the period of the fastest development of the personality of a child with intellectual disabilities as a teacher, educator during school years has a special corrective effect on his psyche through various activities (reading, work, social work, sports, artistic hobby). (Picture 2). Otherwise, students with intellectual disabilities may become vulnerable to intermittent, random negative influences in social relationships as a result of a poor understanding of the norms of behavior and social moral requirements.



Picture 2. Ways of correctional and pedagogical influence

Thus, education in a specialized school consists of the process of formation and development of the personality of students with intellectual disabilities, the content of which is not individual subjects, as in remedial education, but the life of students and interactions. Learning is carried out in a complex process, the components of which are carried out simultaneously, on the basis of any type of activity. For example, questions of mental, moral, aesthetic, physical and labor education have not been resolved. We conditionally single out the content of education only for theoretical study. In practice, they merge. From this follow the features of the educational process.



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