


THE USE OF SPECIAL METHODOLOGIES FOR THE CORRECTION OF CHILDREN WITH VISUAL IMPAIRMENT AND ITS IMPORTANCE

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Article Info	ABSTRACT
<p>Article history: Received May 05, 2024 Revised May 10, 2024 Accepted May 25, 2024</p> <p>Keywords: vision, defect, method, perception, education, individual trait, frontal education</p>	<p>the development of individuals with visual impairment is fundamentally different from other healthy individuals, and this defect does not remain without its own impact on their development, lifestyle. This article will talk about the features of speech of persons with visual impairments and special techniques used in the correction of children with visual impairments.</p> <p>This is an open-access article under the CC-BY 4.0 license.</p> 

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ANNOTATION

Perception is the reflection of things or phenomena in the human mind by their direct influence on emotions. Features of perception and perception of children with impaired vision psychologists (I.M.Solovyov, K.I.Veressotskaya) in detail. The perception of children with visual impairment is characterized by a slowness and narrowing of the volume of vision, indistinguishability, the last, most obvious feature of the perception of children with impaired vision is the inactivity of the perception process.

Speech is a specific function of a person that arose as a means of mutual exchange of ideas between people in the process of social labor and was formed on the basis of imitation during the first development period. Healthy children's speech develops normally. And in the speech of children with visual impairments, there are shortcomings. With visual impairment, speech impairment activity is not impaired at all, and its

function, as well as its salinity during periods of poor eyesight, protrude as in normal vision.

Currently, there has been a major change in education. The adoption of the independent state educational standard not only led to a revision of the long-standing educational system, but also allowed teachers to build the school educational space in a new way.

For children with visual impairment, the school study area should be comfortable, first of all. "Convenience of school conditions" refers to educational and educational conditions in which the student develops and feels calm, there is no need to defend himself.

The convenience of conditions in boarding school for children with visual impairment consists in taking into account many factors. Speaking about the variety of forms, methods and means of teaching children in schools of Type III-IV, it should be noted that they directly depend on the depth of the visual defect.

In the work of boarding schools for children with visual impairments, methods of teaching the classification created by Litvak are used. The methods of teaching children with visual impairments have their own characteristics. Tiflopedagogy uses General Teaching Methods (verbal, visual, practical, reproductive, explanatory and illustrative, search, research, problematic, etc.), as well as special methods aimed at correcting and compensating for deviations in children's development.

The need to use general and special methods is determined by the nature and peculiarities of children's cognitive activity. Thus, in elementary training, attention is paid to eliminating the distorted correlation of the emotional and verbal systems of communication, therefore, when explaining the educational material, it is recommended to combine word, image and practical action.

With Frontal education, the teacher manages the educational and cognitive activities of the entire class, working on one task. However, frontal work is not always designed to take into account the visual and intellectual differences of children.

In Group forms of education, the teacher directs the educational and cognitive activities of groups of students in the classroom. Group work also includes student couple work.

Individual education is the independent execution of tasks at a level and speed that is convenient for children. Individual teaching in our school allows students to master the program material in conditions convenient for them.

Textbooks printed in large volumes for teaching general education subjects in classes of blind students, printed with revised illustrations, on which the main characters of the depicted objects are distinguished, given notebooks with special gauges, visual weapons of enlarged size. the main thing, optical and technical means.

In my work with primary school students, it is better to use a practical teaching method - to avoid formality in the assimilation of knowledge due to the poverty of emotional experience.

Special attention should also be paid to visual methods of teaching children with visual impairments (writing, mathematics, literary reading, etc.). These techniques help enrich emotional experience by developing observation, forming memory images.

In literary reading lessons, oral methods can be used using the world around me, visualization (conversation, story, work with a textbook, with pictures).

Gaps in the child's emotional experience make the formation of mental operations much more complicated. The memory of blind schoolchildren is characterized by low productivity compared to the norm.

Reproductive explanatory and illustrative methods are also useful for the development of children's cognitive processes, for which very accuracy is selected when working with lesson materials, additional literature, tests and creative tasks. For classes, students prepare additional materials and pictures for it.

Practical teaching methods in the subject of "Natural Science" come to the fore, they help to form holistic and meaningful ideas about the objects, processes and phenomena of the surrounding reality, the aesthetic picture of the world, the attitude of the individual. To life.

We need to hold intellectual marathons, collective "competitions of fun and ingenuity" – systematic events that provide information on current topics for schoolchildren, children expect them with great interest.

Deep damage to the visual organ significantly limits emotional knowledge. An important way to teach in the classroom is to demonstrate experiments, since students

cannot observe the properties of objects remotely, in a holistic way, because it is an interesting journey into the world of substances, their properties, the transformation of some substances into others, the laws of development of the living world.

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