

How to Cite:

Minavvarovna, U. S., Turgunovna, Y. D., Soliyevna, M. N., & Adxamovna, I. D. (2022). Didactic bases of special education, content of education, principles of education. *International Journal of Health Sciences*, 6(S3), 10360–10366. <https://doi.org/10.53730/ijhs.v6nS3.9433>

Didactic bases of special education, content of education, principles of education

Umarova Saboxon Minavvarovna

Teacher at Kokand State Pedagogical Institute

Yuldasheva Dilbarxon Turgunovna

Teacher at Kokand State Pedagogical Institute

Mirboboeva Nodiraxon Soliyevna

Teacher at Kokand State Pedagogical Institute

Ibragimova Dildufaxon Adxamovna

Teacher at Kokand State Pedagogical Institute

Abstract---The principles of education are the first factor that determines the essence of teaching, all aspects of education: content, methods, organizational forms. In pedagogy, the principles of education are inextricably dialectically connected with upbringing, taking into account the characteristics of students' learning activities based on psychological and pedagogical data. In the auxiliary school, education is based on didactic principles. didactic principles developed in pedagogy are implemented in auxiliary schools taking into account the characteristics of psychophysical development of mentally retarded students. The following principles are mainly used in the didactics of teaching in secondary schools: the educational nature of education, activity and consciousness, science, comprehensibility, systematicity and regularity, demonstration, differential attitude to students, the relevance of theory to life.

Keywords---Principles of education, didactic principles, oligophrenic children, individual-psychological features, independence, comprehensibility, consciousness, activism, scientific, systematic, consistent principles, special schools.

Introduction

The principles of education are the first factor that determines the essence of teaching, all aspects of education: content, methods, organizational forms. In

pedagogy, the principles of education are inextricably dialectically connected with upbringing, taking into account the characteristics of students' learning activities based on psychological and pedagogical data. In the auxiliary school, education is based on didactic principles. didactic principles developed in pedagogy are implemented in auxiliary schools taking into account the characteristics of psychophysical development of mentally retarded students. The following principles are mainly used in the didactics of teaching in secondary schools: the educational nature of education, activity and consciousness, science, comprehensibility, systematicity and regularity, demonstration, differential attitude to students, the relevance of theory to life.

Oligophrenia the specificity of children's cognitive activities precludes the mechanical didactic application of general didactic principles to auxiliary school work experience. The principles of general education are applied to the education of children with intellectual disabilities, based on the laws of the process of acquisition of knowledge, skills and abilities of children with intellectual disabilities. We are not opposed to the introduction of certain rules specific to the new special school, as it is necessary to preserve the traditional definitions, recognizing the change in the principles of teaching in accordance with the requirements of today's times, reflecting only the state of modern auxiliary schools. For example, regulations on the education of children with physical and mental disabilities, as well as newly developed concepts.

Labor education is an important factor in the moral education of secondary school students. Specific observations show that the majority of auxiliary school students are employed in manufacturing enterprises after graduation and are more honest in their approach to labor and more cautious about public property. This is very important, because under the influence of participation in productive labor, these students begin to realize that their work is beneficial to society, and this has an effective effect on their overall maturity. It creates such a character in the minds, behaviors, and activities of the students that these qualities help the students to become useful citizens for the society. The following principles are used in the didactics of teaching in auxiliary schools: the educational nature of education, activity and awareness, science, comprehensibility, systematicity and regularity, demonstration, differential approach to students, the relevance of theory to life.

The principle of thorough acquisition of knowledge in teaching

Education should provide a solid acquisition of knowledge, skills and competencies. The essence of this didactic principle is that the knowledge, skills and competencies acquired by students should be remembered. This allows you to get the necessary information from the knowledge stored in memory at any time and apply it in their teaching and work activities. It is incomparably more effective than mechanical memorization. Therefore, an important condition for a strong mastery of the knowledge of secondary school students is to ensure that they understand the learning material. requires knowledge, skills, and abilities to be remembered for a long time.

The principle of independence in teaching

Conscious acquisition of knowledge and skills requires independence and activity from the students themselves up to certain years. However, mentally retarded students often have difficulty correcting even the simplest of questions, even in the upper grades. In short, students' independence in learning tasks will be more difficult for them. However, children need to be accustomed to doing things independently, starting in the lower grades. This independence may not be complete at first, but the organization of support for the student should be such that it develops a desire to do the work independently and a sense of self-confidence. Distrust of ziga can reinforce a sense of cowardice. Therefore, in the first stage of working with mentally retarded children, it is less difficult to do it with sufficient understanding or insignificant help to do it independently (distribution of school supplies, caring for flowers in the classroom, cleaning the classroom, working on school grounds, etc.). It is advisable to give assignments that are not already in place. Then all the work that prepares the children for the next task is carried out under the guidance of the teacher. will follow. The correctness and clarity of verbal instruction is an important tool in building independence in the workplace.

The principle of comprehensibility in teaching

The essence of this principle is that the content, scope and methods of education correspond to the age and mental development of children, their level of knowledge. 'should be. Only then can the material be consciously mastered. It can be memorized mechanically if it provides difficult material for students to understand. This not only does not give useful results in teaching, educating and developing the child, but on the contrary, does great harm, that is, cultivates the habit of memorizing it without understanding the meaning of the material. especially important. Therefore, these didactic rules are reflected in the curriculum and textbooks that reflect the content of secondary school education. leads to a relatively negative attitude. In teaching a mentally retarded child, it is very different to take into account the characteristics of age and implement the principle of comprehension. can be. Students of different ages have approximately the same opportunities to acquire knowledge and skills. This means that it is practically impossible to accurately observe the age of children in the formation of auxiliary school classes. Taking into account these typological features in the educational process in the secondary school is one of the mandatory requirements in the work of the teacher.

The principle of consciousness and activity in teaching.

The principle of consciousness and activity in teaching is a very important principle of didactics. The essence of this principle is that education should provide students with a full understanding of the material, cultivate a conscious attitude to reading, creativity and independence in thinking, as well as active acquisition of acquired knowledge and skills in practice. should develop the ability to use. In an auxiliary school setting, the teacher faces a number of difficulties in implementing this principle. Students with intellectual disabilities

will not develop an interest in reading if they are not properly educated. This is often the result of a failure to learn in a public school setting, and a negative attitude toward reading may persist for some time in more or less new contexts. Understanding the social significance of reading in mentally retarded children It is clear that the only task of the teacher in the implementation of the principle of consciousness in education is to cultivate the right attitude to learning in mentally retarded children. In secondary school students should arouse interest as early as possible in reading. This requires students to fully understand and master the material. In this regard, the assistant school teacher faces some difficulties. Because mentally retarded children are characterized by mental retardation. This is manifested in their inability to generalize abstractly, to determine the connection and connection between objects and events in the environment, to analyze and classify. not only that, but at the same time it is incomparably more efficient than mechanical memorization. As a student grows older, his or her ability to understand and remember meaning plays an increasingly important role in his or her mental activity. That is why a mentally retarded child goes to school first mental development from the day of birth. To achieve this, the teaching of any subject in the auxiliary school should be structured in such a way that it not only imparts certain knowledge and skills to the students, but also corrects their intellectual shortcomings. Corrective pedagogical methods that gradually develop the child's ability to analyze and classify are important in this regard.

The principle of combining a differentiated and individualized approach.

An auxiliary school teacher knows that a child's dementia (a major part of an auxiliary school's childcare) is not an indicator of a child's learning ability. In this case, too, he may be more or less left behind. This can be due to various deficiencies in the emotional-volitional field, physical deficiencies, etc. Thus, in the auxiliary school, there are students in one class who are very different from each other. Some of them are easy to learn and some of them are very difficult to master. Some are very active, some are passive, and so on. All this leads to differences in the understanding of the learning material by children with the same diagnosis. High results can be achieved in teaching only by taking into account the individual-psychophysical differences of students manifested in the learning process.

Individual approach o It can only be effective at all stages of the unit: learning new material, organizing independent exercises, asking students, and doing homework on a regular basis. based on psychological characteristics, the work is done taking into account these characteristics. In this context, let's look at how normal classroom learning works. The classes of auxiliary schools, as mentioned above, consist of students with different levels of preparation, different levels of learning, different attitudes to learning, and different interests. When planning a lesson, the teacher should think about each child individually, the reasons for deviations from the general laws of his development, the state of his knowledge, skills and abilities, the difficulties encountered in the process of mastering the material and their causes . _ Mentally retarded children are often found among mentally retarded students. They work with difficulty, perform the task very slowly, do not show initiative, and in some cases are left out of the learning

process altogether. The most important thing for them is to release them from the "brake", to ask and ask them frequently. The principle of individual approach to students is not only to take into account the shortcomings of psychophysical development, but also to successfully correct them it also requires consideration of positive qualities, which can and should be relied upon. For example, despite the fact that the level of cognitive abilities of some students is generally reduced, their diligence, desire to study, diligence can make up for this shortcoming. This, of course, plays a big role in the development of qualities that they do not have. It is important to rely on these strengths when working with such students. The teacher's use of these positive qualities in a purposeful way makes it much easier for such children to read.

Although they have mastered all other subjects, they cannot learn to write or read, or to count. They definitely need an Individual approach and training based on a separate plan. It is important to work with students with confidence in their abilities and abilities. That's why it's important to work with them in such a way that they feel immobilized. They should be given the opportunity to feel the joy of initial success. It is better for the teacher to emphasize the student's (albeit early) achievements, and to use every opportunity to draw attention to some of the student's achievements (even if they are not present) . One of the main goals of the individual approach one is to prepare each child for successful participation in long-term, large-scale work. The auxiliary school program provides a dis- tense approach to student composition, but they do not determine the teacher's way of working with each student individually. The uniqueness of the auxiliary school is that in planning the lesson, the teacher has a wide range of opportunities to take into account the characteristics of each student. it is necessary to make sufficient use of the bird's cognitive abilities and to develop them.

Principles of science, systematization and coherence

In didactics, the essence of this principle is defined as follows: all knowledge given to students at school is given in accordance with the development of modern science, in a certain system and sequence within each subject and, if possible, with interdependence. a feature of the school is that students acquire the most basic amount of knowledge during their schooling. But the simplicity of knowledge does not mean that it does not have to be scientific. Students need to form the worldview correctly. The teacher should classify and systematize the teaching material, taking into account this feature of the oligophrenic child's cognitive activity, the order of selection and use of educational material depends on the content of the taught subject. should be appropriate. In the implementation of the principle of scientific, systematic and consistent in the auxiliary school, certain conditions must be observed. The first of these is the formation of ideas and concepts in students, the correction of ambiguities and misconceptions and concepts formed in them before school. The second condition is that the acquisition of knowledge should be associated with the practical activities of schoolchildren.

The principle of demonstration in teaching

The correct use of the principle of demonstration in education is one of the conditions for a strong and conscious acquisition of knowledge and skills. One of the main tasks of auxiliary schools is to create children's sensory experiences, which are the first stage of cognition of existence. . A child's emotional experience is based on teaching him. The first stage of a child's knowledge of the truth is the correct organization of his emotional experience. When an oligophrenic child begins school, his or her knowledge and perceptions of things and events around him or her become extremely poor and narrow. The system of science lessons for the lower grades of the auxiliary school and organized trips to acquaint children with the world around them and the lives of people is of great importance. In these lessons, the students of the auxiliary school have a correct, generalized idea of what is going on around them. is to find a way. This issue is directly related to the issue of speech development in students. In addition to visual descriptions of things and events, auxiliary school students need to have in their minds terms, words, and sentences that reflect the essence of emotionally perceived objects and events in order for them to develop thinking normally. Only language allows a person to move from a certain way of thinking to a logical abstract way of thinking. In many cases, the exhibition serves as a basis for thinking.

Using exhibitions, the school, on the one hand, provides students with a clear idea of the world around them, on the other hand, the school helps children to communicate and observe the world around them. should teach the correct use of language tools (words, sentences, etc.) to express relationships. Each of the means that the lesson forces the school teacher to think carefully about how to use it purposefully in each lesson. One of the conditions for improvement is the correction of students' speech and thinking. need to keep. In school practice, we often encounter cases of misuse of visual aids. For example, visual aids are used unnecessarily, and sometimes visual aids can play a negative role without meeting the learning objectives set. All visual aids available are used; natural representation, figurative representation, verbal representation, and symbolic representation. It is important to note that visualization can take many forms: natural visualization involves students' direct perception of objects and events, including classroom experiences and travel. Visual aids are made using visual aids - drawings, models, slides, films. Depending on the content of the visual aids, the exhibition is divided into real, pictorial and symbolic exhibitions (pictures, drawings, tables, diagrams). Vocabulary refers to a teacher's bright, figurative, vivid speech that evokes certain imaginations in students. , the use of different visual aids will also vary. In the lower grades, natural and visual representations are widely used to create perceptions of things and events, while in the upper grades, visual and symbolic representations are used because in the early stages of a child's development, abstract material can only be mastered through concrete, visual material. ladi_ In teaching in an auxiliary school, it is very important to link visualization with the practical activities of students. Therefore, in science classes, children often create or illustrate what they have learned, or their work is organized on the school grounds and in the classroom. to conclude the principle of demonstration with Beruni's idea: "Once you get used to imagining what you see, it is easier to move slowly to thinking." In short, it is expedient to apply didactic principles in a special school.

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