

DEVELOPMENT TENDENCIES OF SPECIAL PEDAGOGICAL SCIENCE

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Abstract:

Education of children with disabilities who need special support is a responsible and difficult field. The fact that this field is developing day by day shows that the number of such children is increasing. So, when did attention begin to be paid to the issues of teaching and educating children with disabilities in Uzbekistan? What motivated the development of this industry? Why is the number of children in this category increasing day by day in the world? What should we do to correct and prevent defects of children with disabilities? We are looking for the following answers to the questions that have become a hot topic today.

Keywords: defectology, special pedagogy, correction, inclusive education.

Today, according to the World Health Organization, 15% of people with disabilities in physical and mental development worldwide. More than 760,000 people with disabilities live in Uzbekistan. About 120,000 of them are under the age of 18. Of course, special education and upbringing of such persons is carried out equally with all healthy children. For the first time in our country, in 1929, on the initiative of the chairman of the Central Executive Committee of the Republic of Uzbekistan, Yoldosh Okhunboboyev, a separate school for children with developmental disabilities was opened in Tashkent. In 1975, after the decision "On the education, training and employment of children with mental and physical disabilities", the attitude towards this field changed a lot. The development of the field of special pedagogy and the training of deaf specialists with high knowledge and skills necessary for the education of persons with developmental disabilities began in Central Asia for the first time in 1965-1967. At that time, the Pedagogical Institute named after Nizami continues its activity under the name of Tashkent State University named after Nizami. In the first years of establishment, there were not enough manuals in this field. Nevertheless, in the past period, the first scientist of the Republic of Uzbekistan in the field of defectology is candidate of pedagogical sciences, associate professor S.Sh. Aytmetova. Sh. Aytmetova made a great contribution





to the establishment of the faculty of defectology as an independent faculty and training of the first defectology specialists. [1.6]

After that, the number of experts in this field began to increase. Young personnel such as V.S. Rahmonova, B. Shoumarov, K. Mamedov, P. Polatova began to achieve great achievements in the fields of special pedagogy and special psychology during their work activities. For example, only G.B. Shoumarov is the author of such books as "A Thousand and One Answers to a Thousand Questions", "Family and Love", "Family Ethics and Psychology" and scientific and popular educational manuals. created The educational manual "Diagnostics of developmentally retarded children" created together with K. Mamedov is still used as one of the main manuals.

The book "Logopedia" by M. Ayupova, one of the next young specialists, is now used as the main textbook for Special Pedagogy in Uzbekistan.

The reason for the development of this field and its expansion today is due to the social and economic changes taking place in the world, sudden warming in the weather, the wide spread of various infectious and viral diseases, unhealthy living and other similar negative effects of disabled children. is the birth of many. The increase in the number of children with mental and physical disabilities has led to an increase in the demand for their education. The main goal of including them in education is to ensure that persons with disabilities do not separate from society, to form positive views of them, to enable them to fully use their capabilities. . The extent to which they can be corrected and reintegrate into society depends primarily on where they live, what services they use, and the environment around them.

One of the wide opportunities created for people with disabilities is the introduction of inclusive education. Inclusive education is a state policy aimed at eliminating barriers between disabled and able-bodied children, adapting children with special education needs to social life regardless of their developmental disabilities or economic difficulties. is an educational system representing inclusion in the lim process [2.7]. The introduction of this educational system will make it possible for children with developmental disabilities, who were previously hidden from our society, to join their peers.

In the current period, as a result of the development of the field of defectology, as a result of extensive work in this field, a number of examples of correction of defects of disabled children are being created. First of all, it is important to correctly diagnose a child with developmental disabilities. Timely and regular



correction of such children's defects is the process that contributes the most to achieving a good result. Despite the opportunities created, it is better to prevent any disease than to cure it. That is, parents are equally responsible for the health of the unborn child. We can prevent many defects by properly planning a child, following a healthy lifestyle, paying attention to the child, preventing various diseases, not marrying early, and other similar rules.

In conclusion, we can say that the reason for the development of the field of defectology is the increase in the number of births of disabled children. We need to create opportunities to help them, to come up with new methods and methods for correcting their defects. Taking into account their capabilities, we can train them for a profession. It is our greatest task to ensure that they are not isolated from society due to their disabilities, and to treat them like healthy children.

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