

PSYCHOLOGICAL AND PEDAGOGICAL ANALYSIS OF THE SOCIALIZATION OF BLIND CHILDREN

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Abstract

This article discusses important tasks for the formation of socially adaptive behavior of visually impaired students in special schools. A new approach to the education and upbringing of blind and visually impaired children will help to successfully solve issues related to learning and skill formation. In modern conditions, the importance of pedagogical expediency in the proper organization of the lifestyle of blind and visually impaired children studying in boarding schools is increasing, which highlights their issues of approximation and integration into the surrounding reality.

Keywords: Vision, intuition, social, weak, inclination, qualification, composition, disability, environment, space, specialty, limited opportunities, school, reality.

KO'ZI OJIZ BOLALAR IJTIMOYILASHUVINING PSIXOLOGIK-PEDAGOGIK TAHLILI

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Annotatsiya:

mazkur maqolada maxsus maktablarda ko'rish qobiliyati cheklangan o'quvchilarning ijtimoiy moslashuvchan xatti-harakatlarni shakllantirishning muhim vazifalari xususida fikr yuritiladi. Ko'zi ojiz va zaif ko'ruvchi bolalarni o'qitish va tarbiyalashga bo'lgan yangicha yondashuv ta'lim olish bilan bog'liq bilim, ko'nikma va malakalarni shakllantirish masalalarini muvaffaqiyatli hal qilishga yordam beradi. Zamonaviy sharoitda maktab-internatlarda tahsil olayotgan ko'zi ojiz va zaif ko'ruvchi bolalarning turmush tarzini to'g'ri tashkil etishda pedagogik maqsadga muvofiqlikning ahamiyati ortib bormoqda, bu ularga atrofdagi voqelikka yaqinlashish va integratsiya qilish masalalari yoritiladi.

Kalit so'zlar: ko'rish, sezgi, ijtimoiy, ojiz, ko'nikma, malaka, tarkib toptirish, nogironlik, muhit, makon, maxsus, imkoniyati cheklangan, maktab, voqelik.

ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЙ АНАЛИЗ СОЦИАЛИЗАЦИИ НЕЗРЯЧИХ ДЕТЕЙ

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Аннотация:

в этой статье обсуждаются важные задачи по формированию социально адаптивного поведения учащихся с ограниченным зрением в специальных школах. Новый подход к обучению и воспитанию незрячих и слабовидящих детей поможет успешно решать вопросы, связанные с обучением, формированием навыков. В современных условиях возрастает значение педагогической целесообразности в правильной организации образа жизни слепых и слабовидящих детей, обучающихся в школах-интернатах, что освещает их вопросы приближения и интеграции в окружающую реальность.

Ключевые слова: зрение, интуиция, социальное, слабое, склонность, квалификация, состав, инвалидность, окружающая среда, пространство, специальность, ограниченные возможности, школа, реальность.

Introduction

A visually impaired child studying in a boarding school should be able to independently meet his needs, solve social problems, and have a level of social competence not only in the educational process, but also in the process of education. It is necessary to create the opportunity to be independent in self-service, adequately assess himself and the people around him, and treat them with equal rights. In order to effectively implement the programs for studying, educating, and correcting deviations in the development of visually impaired children in a special boarding school, it is necessary to reconsider, rebuild, and implement a number of new relationships to strengthen special education. The World Health Organization (WHO) gives the following definition of visual impairment, which means that there may be problems with the ability to perform one or more basic activities, which may be physical, permanent or temporary, lasting for a long time. The first educational institution for children with visual impairments was founded in Paris in 1784 by the founder of pedagogical science, V. Gayuy. In the 19th century, schools for the blind were established in Great Britain, Australia, Germany and the USA. In such schools for the blind, they were taught writing, reading, arithmetic, simple crafts and music. In the middle of the 12th century, the version of the dot font developed by L. Braille in 1829 was an important event in the lives of blind people in learning to read and write. In Uzbekistan, the first school for the blind was opened in Tashkent in 1929. Currently, 16 educational institutions for the blind and visually impaired operate in different regions of our republic. In this regard, the Constitution of the Republic of Uzbekistan stipulates that all conditions must be provided for the training of personnel for children with special educational needs.

The Resolution of the President of the Republic of Uzbekistan No. PF-5270 dated December 1, 2017 "On measures to radically improve the system of state support for persons with disabilities" stipulates the need to establish special boarding schools "Nurli Maskan" for blind and partially sighted children. In this regard, it is appropriate to dwell on the issue of understanding and interpreting some concepts related to correctional and pedagogical work at school for children with visual impairments, which leads to the formation of special knowledge, skills and abilities in completely blind and partially sighted children. Currently, the problem of special educational standards for the blind and partially sighted is being discussed very sharply.



The Law on Inclusive Education adopted in our republic also broadly covers the possibilities of providing education to children with disabilities. Inclusive (French inclusive - including, Latin include - I conclude, including) or inclusive education is a term used to describe the process of educating children with special needs in general education (public) schools). We see special education as a system of knowledge, skills and abilities that includes general education and special aspects. At the same time, it is impossible to achieve the effectiveness of socialization without the formation of socially adaptive, corrective and compensatory methods of orientation and behavior for blind and visually impaired students both in relation to the educational process and to society as a whole.

While studying at school, visually impaired students should form knowledge and understanding of their psychological characteristics, the complexity of orientation in the surrounding world, and the potential opportunities of a corrective and compensatory nature that allow them to successfully adapt to reality. In this regard, it is necessary to pay increased attention to their content, forms and means of pedagogical influence, restoring a close, equal interaction between educational and training processes, which, due to their specificity and the lack of experience in boarding schools, can be seen as a feature that distinguishes them from society. All this causes a number of inconveniences for blind and partially sighted special school students. For example, this category of special school students has a decrease in activity regarding their future, helplessness and social insecurity, etc. The entire educational process should be combined with practice-oriented education aimed at acquiring knowledge, skills and abilities that serve as a means of social competence and protection for completely blind and partially sighted students. Changing the life of children in boarding schools should affect all activities, daily routines, free time, communication and, of course, study. Lifestyle and forms of its manifestation should be based on the principles of broad integration of students into society, the constant participation of the family, various cultural and public organizations in the life of the school. Special correctional work is manifested not only as a process of forming corrective and compensatory behavior of blind and partially sighted students, but also as a means of an individually differentiated approach to organizing the entire educational process at school. It is appropriate that only the specific characteristics and capabilities of the individual and students solve the problems of their socialization and adaptation.

This scientific research work is devoted to revealing some features, difficulties and methods of forming socially adaptive behavior in blind and partially sighted schoolchildren. Based on the observations made, we consider the specificity of information about his sensory organs, appearance, peers and parents, the emotional deficit in the development of adaptive orientation methods in a special school. The data obtained allow the author to emphasize the importance and relevance of special correctional work on the formation of awareness of the sensory abilities of blind special school students, the ability to use the preserved analyzers. It substantiates the essence and specific content of the training carried out in the correctional processes of social orientation through the formation of corrective-compensatory and socially adaptive knowledge, skills and competencies in a special school.

Observation of lesson processes in the educational and extracurricular processes of a special school for the blind in order to determine the characteristics of students' socialization, their interest in the lesson, their ability to attract students, as well as to determine the extent to which



teachers use methods that direct students to think. Exchange of views with teachers on the identified results. Specific methodological methods for implementing the tasks of forming knowledge, skills and abilities for orienting primary school students to the space for visually impaired children are proposed. I.V. Novichkova, who conducted scientific research on this topic, in her scientific research shows the role and importance of practical exercises in correcting speech disorders by activating the remaining analyzers in replenishing the sensory information of speech. R. D. Maksutova's research on the formation of self-service skills and a culture of behavior in children with visual impairment and intellectual disabilities provides methodological recommendations for the socialization of children with profound visual pathology and intellectual disability.

Knowledge of the age, characteristics of the mental development of blind children helps to prevent the risk of one-sided disproportionate development of mental functions, primarily vision and sensory perception, which are closely related to the development of vision. In case of visual impairment, the process of psychophysical development of the child proceeds in the same way as that of normally sighted children. With visual impairment in children, there are specific features of the formation and development of these functions. The specific nature of mental processes in blind children is determined by the nature of the defect and the secondary deviations that arise against its background, as well as the positive possibilities of compensatory development. The specific nature of the manifestation of secondary developmental anomalies is associated with the timing of the onset of visual impairment, as well as its detection and timely medical and psychological and pedagogical correction, which allows preventing the emergence and development of intra-system and inter-system disorders and deviations. Systemic visual impairments are expressed in reduced visual acuity, limited activity of oculomotor functions, impaired color discrimination, binocular, fixation, localization, stereoscopic vision, etc. All this leads to difficulties in visual orientation, slows down the development of other systemic structures, such as visual perception, orientation in the environment and movement, thinking, speech, memory, imagination. The systemic nature of the abnormal mental development of a child and the state of this development, the degree and timing of the appearance of sensory defects, individual characteristics and, above all, social conditions were studied by defectologists L. S. Vygotsky, R. M. Boskis, T. A. Vlasova, V. P. Ermakov, M. I. Zemsova, Yu.A. Kulagin, L. I. Solntseva, M. S. Pevsner and others. R. M. Boskis drew attention to the existing difference between children with complete and partial loss of function. He tried to study the aspects that determine the specific characteristics of a child, primarily the negative impact of a partial defect on the development of certain functions. In addition, a partial defect, along with the general features inherent in children and the complete loss of function, also has its own specific features. Here, it is useful to teach children to effectively use the preserved analyzers in the process of speech and thinking. In developing the theory of correction and compensation of secondary deviations in complete blindness and visual impairment, researchers emphasize not only the importance of studying the development of children in conditions of a defect or lack of visual images, but also the role of adequate conditions for the education and upbringing of children with visual pathology. There are specific aspects of successful adaptation to environmental reality. According to L. I. Solntseva, the system of compensation for blindness is not formed automatically, but requires specially



targeted corrective measures. For blind children, it is more difficult to classify objects according to their basic, specific features than for those with normal vision. This is explained by systemic visual impairments that impair recognition and differentiation of features.

Decreased visual perception, color blindness, impaired binocular, stereoscopic and oculomotor functions lead to a deterioration in the speed, accuracy, completeness of visual analysis and synthesis, therefore, the development of speech, memory, imagination processes proceed in a peculiar way. Blind children often have difficulty describing a subject and composing a coherent story. The lack of accurate information about the surrounding reality does not allow blind children to correctly understand the interconnections of the objective world, classify and differentiate the world according to its general characteristics. The loss of perception at a certain distance and the violation of the position of objects in it, the inability to see the signs of objects at a distance affect the perception and understanding of reality by children. Blind children do not see objects located far away well, do not distinguish many signs and features. There is a visual poverty of existing representations, and sometimes a complete ignorance of these objects and phenomena. Birds, multi-storey buildings, trees, the world of insects and many other things do not fall into the field of vision of blind children. Along with difficulties in perceiving distant objects, a decrease in visual acuity leads to a complication of the process of perceiving these images, orientation in space. The process of visual perception in poor vision is characterized by slowness, ambiguity, fragmentation, lack of visual analysis and synthesis. All this complicates the formation of emotional and practical experience of visually impaired children. Children of primary school age were asked to associate images of fruits and vegetables with real objects. As a result, children with visual acuity from 0.06 to 0.1 - 59%, children with visual acuity from 0.1 to 0.3 - 69% performed the task correctly, while this task did not cause any difficulties for children with normal vision. It was observed that blind children with very low visual acuity (up to 0.1) could confuse apples and pears, bananas and cucumbers. The dependence of visual perception accuracy on visual acuity and, therefore, errors in assimilating color, shape, and replacing one object with another are observed. The development of spatial perception is determined by the state and level of visual-spatial analysis and synthesis, that is, the degree of decrease in visual acuity and other functions, as well as the specific features of the surrounding world (micro or macro - space). It was possible to see that the spatial representations of blind children are very inaccurate, fragmentary and often approximate. In the course of our observations of blind children, it was found that the latter are significantly behind the norm in terms of speed, adequacy of orientation in space, especially in large space. Performing tasks on spatial orientation based on verbal description shows the gap between practical actions and their verbal description. Limited visual capabilities lead to a decrease in the level of development of visual abilities in children with visual impairments, which is often associated with the lack of binocular far vision with the main features of the surrounding world: the location of objects, their distance, length, depth, height, width, etc.

Ko'zi ojiz bolalarda ob'ektiv harakatlarni bajarishda yanada katta qiyinchiliklar paydo bo'ladi: ob'ektni tekshirish, bir butunning qismlarini yaratish, asboblardan foydalanish va hokazo. Ko'zi ojiz bolalar umumiy ta'lim darslarida tezroq charchaydilar, boshqa faoliyat turiga sekinroq o'tadilar, ularni bir faoliyatdan ikkinchisiga o'tkazish oson emas. Charchoq va chalg'itish ko'rishning ishtiroki zarur bo'lgan ishda namoyon bo'ladi. Ba'zi tomonlarning



rivojlanishidagi og'ishlar bilan ko'zi ojiz bolaga uning tarbiyasida noto'g'ri yondashuv shaxsning salbiy tomonlarini shakllantirishga olib keladi. Haddan tashqari vasiylik, bolalarning mustaqilligini cheklash, yordam ko'rsatishga harakat qilish nogiron maxsus maktab tarbiyalanuvchilarning boshqalarga bo'lgan boqimandalik munosabatining paydo bo'lishiga olib kelishi mumkin. Ko'zi ojiz bolalarni tarbiyalash uchun zarur shart-sharoitlarning yo'qligi o'ziga ishonchsizlik paydo bo'lishiga, ishni yakunlash istagining pasayishiga olib keladi. Bularning barchasi jamiyatda mustaqil yashashga, maktabda o'qishga bo'lgan qiziqishni va tashqi dunyoga moslashishni belgilaydigan kognitiv qiziqishlar va ehtiyojlarning rivojlanishini belgilaydi.

Blind children have greater difficulties in performing objective actions: examining an object, creating parts of a whole, using tools, etc. Blind children get tired faster in general education classes, switch to another type of activity more slowly, and it is not easy to transfer them from one activity to another. Fatigue and distraction are manifested in work that requires the participation of vision. An incorrect approach to raising a blind child with deviations in the development of some aspects leads to the formation of negative aspects of the personality. Excessive guardianship, restriction of children's independence, attempts to provide assistance can lead to the emergence of a dependent attitude towards others in students of special schools with disabilities. The lack of necessary conditions for raising blind children leads to the emergence of self-doubt, a decrease in the desire to complete the work. All of this determines the development of cognitive interests and needs that determine independent living in society, interest in school, and adaptation to the outside world.

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